TEACHING AND LEARNING SPOTLIGHT

Newsletter of Eastern's Center for Teaching, Learning, & Assessment
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Well, there wasn't much spring-like weather over Spring Break, and only the tiniest visible hints of the warmer weather to come. Most spring bulbs have yet to emerge, but you can get a (fake) flower fix courtesy of "Hero Boy," a Joe Del Pra sculpture in the library (seen at right).

This is a longer newsletter than usual—there is a lot going on! Feel free to use the hyperlinks to jump to sections of interest.

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Liberal Arts in the Age of AI Colloquium – All Are Welcome!

Attend Keynote Presentation, Panel Discussions, and Teaching or Research Presentations

Tuesday, March 24, 8:45 am – 5 pm
Student Center (various locations)

Space is still available for most sessions of the **Liberal Arts Education in the Age of AI** colloquium. Faculty, staff, students, and administrators are welcome to attend specific presentations/panels—or come for the entire day. While we can no longer accept registrations for lunch, all other sessions are open, including the 9 am keynote presentation, "We Didn't Ask for This: A Pragmatist's Guide to AI and Teaching." See the AI colloquium website for details.

Upcoming Workshops and Events

Fostering Constructive Dialogue in the Classroom: A Faculty Panel Discussion

Thursday, April 9, 12:30 – 1:30
President's Dining Room in Hurley Hall (Lunch provided by the CTLA)
Panelists include Courtney Broscious (Political Science), TBD (Biology), Jennifer Leszczyński (Psychological Science), Howard Luxenberg (English), and Megan Stanton (Social Work)

> Faculty at many institutions have reported difficulty in engaging students in challenging conversations. Some students have not yet developed the skills to participate productively in discussions with wide-ranging opinions—while other students aren't comfortable expressing their views in class at all. Join us for an interdisciplinary panel discussion about strategies for fostering a classroom environment where students feel safe expressing ideas, engaging across differences, and navigating disagreement with respect. Panelists will discuss how they foster civil disagreement, guide students through emotionally or intellectually challenging conversations, and design classroom structures that support open expression while maintaining a positive learning environment.
>
> This panel discussion is part of Eastern's Free Speech Forum, a series of events the week April 6 – 10 being organized by Karl Stocker in the Political Science, Philosophy, and Geography department.
>
> No registration is required.

Learn from this year's Faculty Learning Communities

This year, 23 faculty are participating in one of three faculty learning communities, which meet every two or three weeks to investigate and implement new teaching and learning approaches. Each group is making plans to share what they have learned this year with the university community. Below are dates for upcoming sessions led by members of the learning communities.

Best Practices for Teaching and Supporting Neurodivergent Students

Friday, April 17, 12 – 1 pm
President's Dining Room in Hurley Hall (Lunch provided by the CTLA)
Led by members of the 2025-2026 Best Practices for Teaching and Supporting Neurodivergent Students Faculty Learning Community

Many students are neurodivergent, having brain differences that affect thinking and learning—including autism, attention deficit hyperactivity disorder (ADHD), dyslexia, dysgraphia, dyspraxia, dyscalculia, sensory processing disorder, and other conditions. In this session, members of the Best Practices for Teaching and Supporting Neurodivergent Students Faculty Learning Community will share what they learned over the past year as they explored resources on neurodiversity and learning, including *Neurodiversity and Education* (2023) by Paul Ellis, Amanda Kirby, and Abby Osborne, and *The Memory and Processing Guide for Neurodiverse Learners: Strategies for Success* (2020) by Alison Patrick.

Group members will share some ways that various forms of neurodivergence can affect students' sensory processing, attention, memory, problem solving, and communication—and how faculty can make adjustments in their teaching and course design to better support *all* students. Session participants will have the opportunity to reflect on how their teaching practices may or may not be inclusive for neurodivergent students, and learn some strategies that they can consider implementing in their future courses.

No registration is required.

Members of this faculty learning community included Lyndsey Lanagan-Leitzel (Psychological Science, Facilitator), Jill Blain (Nursing), Marisol Garcia (Political Science), Shu-Tsen Kuo (Business Administration), Jennifer Lewis (Social Work), Christina Nadeau (Nursing), Trudie Roberts (Education), Cassandra Rowett (Physical Education), and Ellen Smith (Health Sciences).

Social Justice Pedagogy Incubator

Wednesday, April 22, 11 am – 12 pm
President's Dining Room in Hurley Hall (Lunch provided by the CTLA)
Led by members of the 2025-2026 Social Justice Pedagogy Incubator Faculty Learning Community

Across the academy, many faculty integrate social justice issues in their teaching and research, such as environmental justice, criminal justice reform, antiracism, gender and queer justice, remedies for economic inequalities, immigration reforms, educational justice, equitable access to healthcare, and reproductive justice. Students are curious and eager to learn more about these issues and to see these topics broached skillfully and intentionally. In this session, faculty will share what they learned over the past year as members of the *Social Justice Pedagogy Incubator* Faculty Learning Community. Informed by *Liberating the Classroom: Healing and Justice in Higher Education* (2025) by Tessa Hicks Peterson, the group explored ideas for enhancing students' learning and strengthening Eastern's institutional commitment to social justice.

In the session, group members will share the lessons learned from their year incubating and implementing social justice pedagogies. Session participants will have the opportunity to explore the teaching tools and activities developed by the group and reflect on strategies they might try in their own teaching.

No registration is required. Food at Hurley is available starting at 11 am. Participants are welcome to get food at the conclusion of the session and come back to the room to discuss their thoughts on what they learned.

Members of this faculty learning community included Cara Bergstrom-Lynch (Sociology, Facilitator), Jim Brooks (Health Sciences), Elizabeth Cowles (Biology), Brian Day (Film), Li Liang (Finance), Siddhi Soni (Education), and David Stoloff (Education).

Sustainability Across the Curriculum

Thursday, April 23, 11 am – 12 pm
Student Center room 219 (Boxed lunches provided to those who register by April 15)
Led by members of the 2025-2026 Sustainability Across the Curriculum Faculty Learning Community

Global challenges to sustainability are increasingly urgent, and we can respond by preparing students to think critically and to act ethically. Centering course work and class discussions on relevant sustainable development goals can direct students to potential solutions and creative, impactful actions—for people, planet, and prosperity.

In this session, faculty will share their work as members of the Sustainability Across the Curriculum Faculty Learning Community. After discussing Ahmed Afzaal's (2023) *Teaching at Twilight: The Meaning of Education in the Age of Collapse* and other resources, group members engaged in curriculum work in their individual disciplines. At the session, each member will describe their efforts to integrate awareness and exploration of sustainability in their courses and the impact on students.

Session participants will hear about lessons learned from these experiences, how they affected both faculty and students, and gain potential ideas for similar curriculum work in their disciplines.

Registration for this session is required for those who would like a boxed lunch. Please register by April 15th.

This session will be led by the following members of the faculty learning community: Patricia Szczys (Co-Facilitator, Environmental Earth Science), Sudha Swaminathan (Co-Facilitator, Early Childhood Education), John Fournier (Sociology, Anthropology, Criminology, and Social Work), Steve Nathan (Environmental Earth Science), and Soojin Kim (Art and Art History).

Propose a Faculty Learning Community for 2026-2027

Is there a topic you've been interested in learning more about related to your teaching—or a teaching strategy you've been wanting to explore? Are you interested in meeting regularly with an interdisciplinary group of faculty to discuss pedagogy? Consider proposing a Faculty Learning Community for the 2026-2027 academic year!

The CTLA is seeking proposals for up to 3 Faculty Learning Communities, which are small, interdisciplinary groups of teaching faculty who come together on a regular basis over a sustained period of time, with a focus on *investigating and implementing new teaching and learning approaches*.

Please see the call for proposals for information on the role of the facilitator, availability of stipends, instructions for submitting proposals, and selection criteria. Proposals will be evaluated by the Instructional Faculty Development Committee.

The deadline to submit is **April 3, 2026.**

Meeting Blackboard Accessibility Requirements: Charts, Graphs, and Equations

"Image Accessibility Generator" Helps Create Descriptions of Complex Images and Graphs

Last month's newsletter included quite a bit of information about how to add Alt Text to documents and Blackboard for simple images. It also included some tips for writing alt text that is brief but meaningful.

However, many faculty use graphs, charts, and other complex images in their course materials. These types of images generally require both brief alt text *and also* "long descriptions"—and these descriptions can take a lot of time to write. Arizona State University has a free tool to help![1] The Image Accessibility Generator allows you to upload a JPG, JPEG, or PNG file (file size limit = 200 MB). The tool will then generate a long description as well as suggested alt text, which you can edit as needed.

To test the tool, I uploaded a pie chart with 14 different "slices," and the tool accurately described all elements of the pie chart—and, notably, started the description by identifying the three largest sections. The **long description** was 8 sentences long and included information about the color of each section. I deleted the information about the colors, as it didn't provide meaningful information beyond providing visual distinctions between the different sections (but you may need to keep such information if you reference the colors of a chart in your other content).

The tool then suggested a one-sentence description for the **alt text**: "Pie chart showing content types for Fall 2025, with PDF and Image as largest categories." The alt text accurately identified the most important elements of the pie chart—the two largest categories—which I could edit if I chose to focus on just the largest category, or if I wanted students to make their own interpretations of the data.

Where to Put Long Descriptions

In a Word document, a long description can either appear in the document near the image as part of the regular text, or in an appendix (provide a link to the long description from or near the image by using Ctrl-K and choosing the "Place in This Document" option). In a PowerPoint presentation, you can put a long description in the Speaker Notes section (or on the slide itself in a text box).

Read detailed instructions for writing and placing long descriptions.

Creating Accessible Equations: Updates in PowerPoint and Integration with LaTeX

Many faculty are already aware of how to use Microsoft tools to write accessible equations in Word. Last summer, Microsoft improved the accessibility of Office Math in **PowerPoint** and other Office 365 applications to make it easier to create accessible equations. One change is that users can now type LaTeX syntax in PowerPoint and convert it directly into accessible Office Math. In addition, users can use the draw tool to write an equation and convert it to an accessible equation.

You can view a video demonstration of these math accessibility PowerPoint updates in a joint presentation by faculty from Johns Hopkins University and a Microsoft software engineer (the demonstration begins at 10:57).

[1] Thanks to Kevin Corcoran for sharing this resource.

Accessibility Policies and Requirements

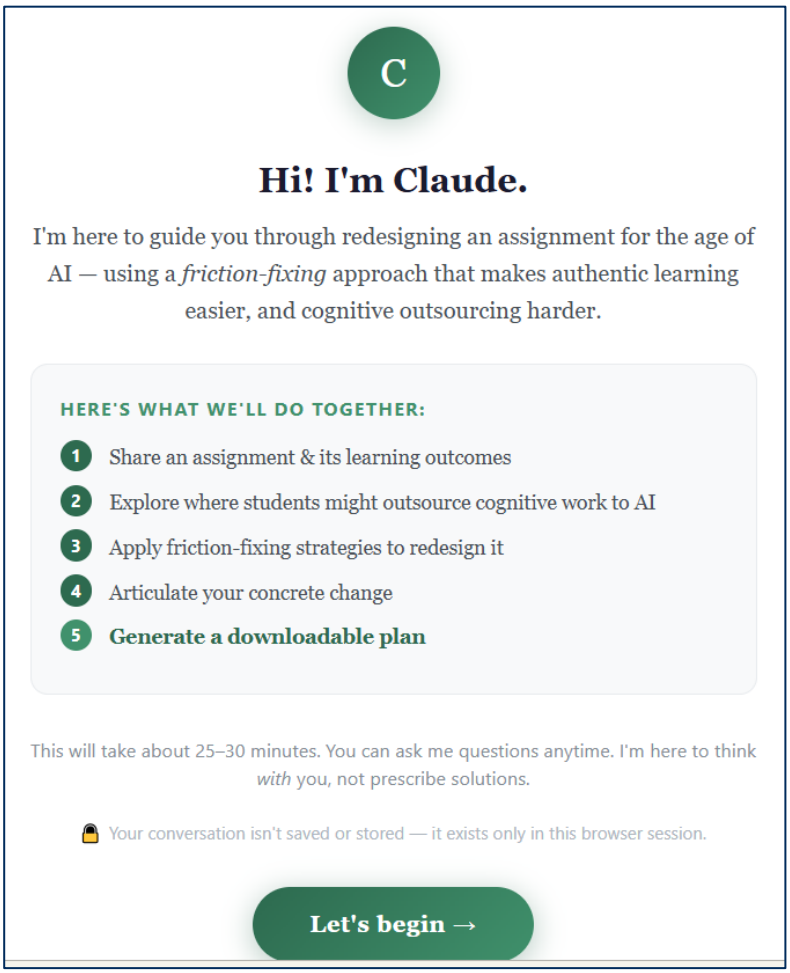
Including appropriate alternative text is one of the requirements of the updated rule of Title II of the Americans with Disabilities Act. The updated rule mandates that public universities meet accessibility standards (WCAG 2.1 Level AA) for all digital content on websites, social media accounts, and course management systems by April 24, 2026. Alternative text is also required by the CSCU Accessibility Policy for Electronic Information and Technology, which was approved by the BOR in October 2020.

Tips from a Recent Workshop

Adding Friction to Assignments to Reduce AI Use

At a recent New England Faculty Development Consortium workshop, Carie Cardamone of Tufts University described a process for redesigning courses to preserve (and better assess) student learning in the AI era. She suggested considering three strategies in course/assignment re-design:

1. **Add "friction"** to make it harder for students to outsource their thinking.[2] This can include "layering" assignments to require multiple steps and/or requiring portions of assignments to be done in class, as well as emphasizing analog/embodied practices, experiential learning, and human-centered activities.
2. **Build transparency** by making learning goals explicit and spending time explaining the "why" behind restrictions you have for AI use.
3. **Develop AI literacy** by engaging students in exploring the capabilities and limits of AI—and having students reflect on how AI impacts their learning and work (while also considering the ethics of AI use).



Dr. Cardamone shared a Claude-based tool (currently called "Assignment Friction Fixer") she developed to help faculty think through how they might utilize one or

[2] The concept of "friction fixing" came from an Inside Higher Ed article by Catherine Savini at Westfield State: We Can't Ban Generative AI but We Can Friction Fix It (opinion).

more of these strategies to redesign a specific assignment. She invites others to try it out! (Using the tool requires opening a free Claude account.)

Resource for Faculty Teaching Online Asynchronous Courses

If you are teaching an asynchronous course and wondering how to navigate the changes brought by generative AI, you are not alone. A group of faculty have created the Asynchronous Online Education in the AI Era LinkedIn group, which is open to any educator teaching at a higher ed institution. They describe their group as follows:

> "Artificial Intelligence (AI) is seriously challenging much of higher education, but those of us engaged in async online education are facing particularly wicked problems. This shared space is designed to bring together educators, instructional designers, administrators, and faculty developers (and more!) navigating the intersection of AI and online learning." The purpose of the group is to "exchange resources, policies, and promising practices specific to asynchronous online course design & delivery and support each other through the rapid changes reshaping online education."

Tech Tip (A periodic column from the Center for Instructional Technology)

Contributed by Mauricio Calpa and Katie Rasimas, CIT

Blackboard Ultra Transition Coming This Fall

The Center for Instructional Technology would like to remind the campus community that we will be transitioning to Blackboard Ultra for the Fall 2026 semester in preparation for the expected end-of-life of Blackboard Learn in December of 2026.

Blackboard Ultra is the new version of our current Learning Management System, Blackboard Learn Original. It is designed to be simpler and more user-friendly. It features simplified navigation, a mobile-friendly experience, intuitive workflows, and data-driven learning analytics, making it easier to keep your students engaged and on the path to success.

After the December 2026 end-of-life date, all Blackboard Learn Original courses will be changed to read-only. The content can still be copied into new Ultra courses, but the editing will have to take place in the new course in the Ultra environment.

For faculty who would like a chance to work with the Ultra environment before the Fall semester, we are currently offering one "sandbox" course per person. The sandbox course is not tied to any course or enrollments. Some instructors have chosen to build new courses in this sandbox before copying the content into their Ultra shell, while others have used it to test a course copy of their Blackboard Original content into Blackboard Ultra. If you would like to have a sandbox course created and meet with a CIT staff member to review the changes, please contact us at CIT@easternct.edu or 860-465-1248.

Resources for Using Blackboard Ally

We would also like to highlight the use of Ally in Blackboard for meeting accessibility requirements for ADA Title II. We have a Blackboard Ally Quick Guide to help faculty get started, as well as more in-depth resources for using Ally available from Ally.

For assistance with using Ally and interpreting the results, please feel free to book a training session with a CIT staff member.

ACUE Commons for Individual Faculty Development

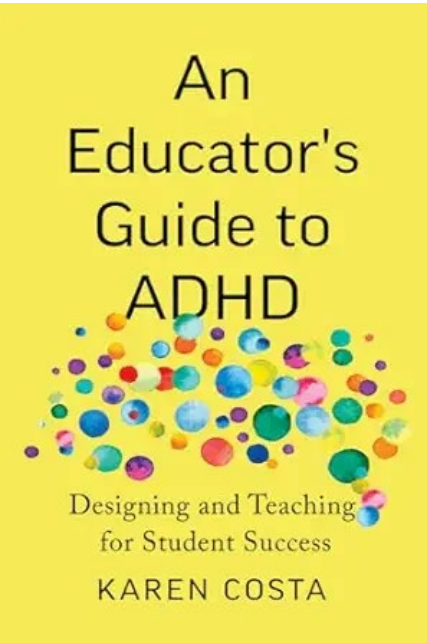
Faculty at Eastern now have free access to ACUE Commons. ACUE is an organization focused on providing professional development opportunities related to effective teaching. ACUE Commons includes a library of one-hour "Quick Study" courses on topics such as:

- Teaching Neurodivergent Students
- Developing Students' Teamwork Skills
- Teaching with AI-Inclusive and AI-Resistant Learning Experiences
- Integrating Deliberative Dialogue Into Your Course
- Embedding Career Guidance Into Your Course

This resource is made possible due to the CSCU system office's engagement in an *Excellence in Teacher Residency Project.* Funding is guaranteed through August, with hopes for an extension through June 2027.

Accessing ACUE Commons

- All teaching faculty, librarians, and coaches should have received an email from support@acue.org on March 9th with login instructions (please check your Other, Junk, and Quarantine folders if you did not receive this email).
- Staff and administrators who are interested in accessing ACUE Commons can contact Julia DeLapp.
- ACUE is hosting an optional demonstration of ACUE Commons on Monday, March 30 at 3:30 pm. The session will be recorded for those unable to attend.



Spotlight on a Book in the CTLA Lending Library

An Educator's Guide to ADHD: Designing and Teaching for Student Success

By Karen Costa
© 2026 by Johns Hopkins University Press (see publisher's description)

In *An Educator's Guide to ADHD*, Karen Costa describes how ADHD affects students' learning experiences and offers course design and teaching strategies that faculty can implement to better support all students. As an educator who was diagnosed with ADHD at age 40, Costa advocates for using a strengths-based model of understanding and teaching students with ADHD.

In Part 1 of the book, Costa describes many of the challenges that ADHDers (she uses identity-first language) face in the classroom and daily life, including differences in executive function and emotional regulation skills. She also details

some of the strengths associated with ADHD—describing, for example, the benefits of ADHDers' ability to hyperfocus.

In Part 2, Costa dives into what she calls "simple and sustainable design and teaching strategies" to support students with a variety of needs. Costa suggests that faculty start by trying just one or two new approaches to create a more inclusive classroom and reflect on and refine them before adding more new strategies—explaining that small actions "can have powerful ripple effects." Chapters in this section of the book cover:

- How to design and teach against shame
- How to "externalize everything" to support students' working memory challenges
- Strategies that support students' metacognition and "metalearning"
- Suggestions for harnessing ADHDers' capacity for divergent thinking, hyperfocus, and other strengths in class
- Ways to incorporate flexibility within a high-structure course

Each chapter concludes with a bulleted recap of the main take-aways. Throughout the book, Costa urges instructors to talk with neurodivergent students about what they need and what works for them.

> Interested in reading *An Educator's Guide to ADHD*? Stop by the CTLA Lending Library in room 425 of the J. Eugene Smith Library, or fill out a book request to have the book sent to you via interoffice mail (enter #197 in response to question 1).

Don't have time to read the book? Listen to the author on one of the following podcasts:

- Effectively Teaching Learners with ADHD – an interview with James Lang on the Designed for Learning podcast
- An Educator's Guide to ADHD – an interview with Bonni Stachowiak on the Inside Higher Ed podcast

Assessment Update

Seeking Faculty Evaluators

The CTLA is seeking 8 full-time (tenured or tenure-track) teaching faculty to serve as faculty evaluators for the ELAC curriculum. We are currently seeking evaluators to assess Ethical Reasoning and Quantitative Literacy (4 evaluators per learning outcome). Faculty do not need to be experts in these learning outcomes to serve as evaluators—training will be provided to score student artifacts based on the ELAC rubric. Each faculty evaluator will be compensated $1800 upon completion of work in December 2026.

Please see the call for applications for information on the scope of work, the timeline for work, benefits of participation, and the link to apply.

The deadline to apply is **Friday, March 27th**.

External Faculty Development Opportunities

Free opportunities focused on AI

- March 25, 3 pm: CAST is offering **AI as Assistive Intelligence**, a free webinar that explores how to use generative AI to automate compliance-based accessibility while supporting the flexible

instructional goals of Universal Design for Learning (UDL). The presenters will demonstrate "how to use generative AI to 'level' complex texts, create multi-modal representations of content, and provide executive function scaffolds for students who need them most." *This webinar takes place during the All Faculty Meeting, but if you register you'll receive a recording of the session the following week.*

- March 26, 12 – 1 pm: Alchemy is hosting **From Either/Or to With: Reimagining Educator Workflows with Humans, Bots, and Agentic AI**. The free webinar featuring Casandra Silva Sibilin (York College, CUNY) and Zach Justus (CSU, Chico) will use concrete examples to show how bots and agentic AI can support various instructional workflows while keeping human judgment, care, and accountability at the center.
- March 31, 11 am – 12 pm: Stony Brook University is hosting **Generative AI in Higher Education: A Deep Dive Into Assessment Redesign**, a free webinar focused on how to redesign assessments in the age of AI. Presenters will discuss "leveraging AI as a co-pilot for developing effective exam questions, designing authentic assessments, and exploring how AI can strategically support active learning structures like Team-Based Learning (TBL), Project-Based Learning (PBL), and Scenario-Based Learning (SBL)."
- April 2, 1 – 2 pm: Stony Brook University is hosting **AI and the Environment: Impact & Responsibility**, an online, interdisciplinary panel discussion. Panelists will discuss AI's ecological footprint, its role in environmental solutions, and how it can be addressed in the classroom.
- April 20, 11 am – 12 pm: Stony Brook University is hosting **Generative AI Boot Camp: How Can AI Make Your Life as a Professor Easier?** This free virtual workshop will demonstrate "how ChatGPT, Microsoft Copilot, and other generative AI platforms can support you in crafting learning objectives, writing exam questions, composing rubrics, and designing course content such as lesson plans, in-class activities, instructional videos, and more."

Free (or very low cost) opportunities on other topics

- March 25 – 26: The **Northeast Open Educational Resources (OER) Summit** will be held virtually. The summit is designed for faculty, librarians, instructional technologists, students, and others engaged in open education initiatives. Registration for faculty is $50.
- March 26, 3 – 4 pm: Innovative Educators is offering **Creating Accessible Course Content For The New ADA Requirements**. The free webinar will share strategies for ensuring that content management pages, Word documents, presentation slides, and other printed materials meet accessibility requirements.
- March 31, 3 – 4 pm: Stony Brook University is hosting a free workshop on **Creating Inclusive and Accessible Presentations in Microsoft PowerPoint**. The hands-on workshop will cover how to add meaningful alt text to images, structure slides with clear headings, use the Accessibility Assistant to identify and fix issues, and apply best practices for accessible slide design.
- April 1, 12 – 1:30 pm: The University of Central Oklahoma is sponsoring **A Pedagogy of Discomfort: Eliciting the Emotions in Learning Contexts**, a free, virtual workshop. Participants will "explore pedagogical tools that can be used to evoke the emotions in learning contexts and create a plan to utilize these tools in their own teaching" to build more transformational learning experiences.

- April 1, 8 am – 5 pm: The University of Rhode Island is hosting their online **Innovative Education Conference**. The free conference features Kevin McClure (author of *The Caring University)* as keynote speaker.
- April 8, 2 – 3 pm: Goodwin University is hosting **UDL for Assessment Literacy: Helping Students Understand Learning**, a free webinar exploring how clarity, exemplars, and intentional rubric use can boost student self-efficacy, engagement, and academic success—especially for diverse and nontraditional learners.
- April 10, 1 – 1:30 pm: Recombinant Education is offering an online workshop on **Structured Course Design**. The session will explore critical features of structured course designs that engage students before, during, and after class in order to bolster student learning.
- April 13 – 14, 6 – 8 pm: Gwynedd Mercy University is hosting their 6th annual **Diversity, Equity, and Inclusion in Education**, a free, online conference. This year's theme is "Supporting the Success of All Learners."
- May 13, 2 – 3 pm: Goodwin University is hosting **Teaching Smarter with UDL: Turning Research into Everyday Practice**, a free webinar that will examine key findings from recent studies about how UDL-aligned strategies—such as offering learner choice, using multimodal materials, and scaffolding practice—support autonomy, comprehension, and confidence.
- June 5 and 12, 1 – 3 pm: **Digital Accessibility Training Series**. This two-part series offered by Dr. Lauren Tucker, Associate Professor of Special Education at Southern, will provide guidance on ensuring the accessibility of Microsoft Word, Powerpoint, PDFs, and other documents. The series will also be offered October 7 and 14 from 10 – 12.

Other opportunities

- June 2 – August 4 (Tuesdays, 1 – 2:30): University of California Irvine's Digital Learning Lab is offering **AI in Higher Education**, an online, synchronous course. Designed for faculty and those who support them, the course will teach "key concepts and practical strategies for using AI thoughtfully, effectively, and responsibly in real educational settings." The course will be repeated quarterly.
- June 11 – 13: The University of Central Florida is hosting the 4th annual **Teaching and Learning with AI conference** in Kissimmee, FL. Keynote speakers include C. Edward Watson and Bryan Alexander.
- July 31: **Pedagogical Wellness Day** will be held at the University of California Irvine. The professional development opportunity is designed for faculty and staff to "gain familiarity with an actionable pedagogical wellness framework" and develop a pedagogical wellness plan on their own campus.

Opportunities to Share Your Teaching and Learning Expertise

- Due March 30: The **International Society for the Scholarship of Teaching and Learning** (ISSOTL) is accepting proposals for its annual conference, to be held October 28 – 31 at the University of Saskatchewan in Saskatoon (Canada). This year's theme is "Building Bridges: Strengthening Relationships and Networks in SoTL."
- Due April 3: Goodwin University is accepting proposals for the **5th Annual Universal Design for Learning in Higher Education Conference**, to be held October 2nd in East Hartford, CT. The

conference explores how UDL, learning science, and emerging technologies can support inclusive, flexible, and future-ready learning environments.

- Due April 6 (new deadline): Elon University is accepting proposals for their 22nd annual hybrid **Teaching and Learning Conference**, to be held August 11 online and in Elon, NC. This year's theme is "Teaching for Tomorrow: Building Transferable Skills and Lifelong Learners."
- Due April 10: AAC&U is accepting proposals for its new **Conference on AI and Higher Education**, to be held October 28 – 30 in Atlanta, GA.
- Due by April 30: Proposals are being accepted for the **Lilly Conference Asheville**, to be held August 10 – 12 in Asheville, NC. This year's theme is "Innovative Strategies to Advance Student Learning." Faculty are encouraged to submit as early as possible to be given full consideration.
- Due April 30: Proposals are currently being accepted for the 33rd annual **Scholarship of Teaching and Learning (SoTL) Summit**, to be held virtually September 16 – 18.
- Due June 15: The **Original Lilly Conference on College Teaching** is currently accepting proposals for its 45th annual conference, to be held November 19-21 at Miami University in Oxford, OH.

Joel Rosiene, Chantal LaRose, Mike Kerr, Nicolas Simon, and Stan Kolek discuss their use of open educational resources in their teaching at a panel discussion on March 5th.

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Appendix: Assignment Friction Fixer Image Long Description

Screenshot reads "Hi! I'm Claude. I'm here to guide you through redesigning an assignment for the age of AI – using a friction-fixing approach that makes authentic learning easier, and cognitive outsourcing harder. Here's what we'll do together: 1) Share an assignment & its learning outcomes, 2) Explore where students might outsource cognitive work to AI, 3) Apply friction-fixing strategies to redesign it, 4) Articulate your concrete change, 5) Generate a downloadable plan. This will take about 25-30 minutes. You can ask me questions anytime. I'm here to think with you, not prescribe solutions. Your conversation isn't saved or stored – it exists only in this browser section. Button for Let's begin."