

Title: "Evidence-Based Teaching Strategies: Supporting Meaningful Learning with AI"

Speaker: Beth Schwartz, American Psychological Association; Chris Hakala, Springfield College

### Abstract

AI is reshaping faculty practices and student behavior in the classroom. As it evolves, critical questions remain about its impact on student learning. Although the scholarship of teaching and learning (SoTL) is still emerging in this area, we argue that educators need not wait for new data to act. Instead, we can draw on established principles from psychology and the learning sciences (e.g., cognitive load, desirable difficulties) to guide pedagogical decisions in an AI-enabled environment. In this session, we will demonstrate how to leverage AI in ways that align with evidence-based teaching practices, supporting meaningful learning while maintaining rigor.

### Bios

Beth M. Schwartz, PhD, is the Senior Director of Teaching and Learning at the American Psychological Association (APA). Beth came to APA after over 30 years of experience in higher education as a professor of psychology and a chief academic officer. Drawing on her expertise in cognitive and behavioral science, her current work focuses on advancing education through evidence-based teaching, with expertise that helps educators understand the connection of learning science principles to pedagogical strategies, including how AI impacts student learning. Through workshops, presentations, and publications, Beth collaborates with educators and disciplinary leaders to translate research into practical strategies that improve learning, equity, and well-being. This year, Beth is leading efforts at APA to provide educators with guidance on how to conduct scholarship that addresses the impact of AI on student learning to help develop sound research that fills this gap in the literature, and to help educators use learning science findings when deciding when and how AI can be used in their classrooms.

Christopher Hakala, PhD has over 30 years' experience as a professor and Center Director in higher education institutions. Over the years, his research has focused on reading comprehension, teaching and learning, effective faculty development and assessment. In addition, Chris has been invited to present at dozens of conferences around the country as well as many colleges and universities on topics ranging from reading narrative text to how to effectively manage large classes, or how to engage students in ways that maximize student learning. Recently, Chris' work has focused on developing effective approaches at understanding the role of AI in pedagogy. At Springfield, Chris runs the Center for Excellence on Teaching, Learning and Scholarship and teaches courses in the psychology department.