

Schedule Overview

AI in Action: Insights from the UCSB Community

April 28-May 2, 2025

SCHEDULE OVERVIEW

[Symposium Site](#)

Time (PT)	Session Type	Presentations (on Zoom)
Monday, April 28 Complete Program: Monday session		
9:00-10:00 am	Keynote	The Future of AI at UCSB: Focusing Attention through Mission and Strategy with Associate Vice Chancellor Linda Adler-Kassner and Chief Information Officer Josh Bright
10:30-11:30 am	AI for Research	The Algorithmic Gaze: AI and the Construction of Identity The Blue Marble – Expert designed, AI-supported Roadmaps for Navigating Environmental Science
12:00-1:00 pm	AI for Teaching & Research	The Agony and the Anxiety: Creating an AI Research Guide as Non-Experts Using AI in Qualitative Analysis
1:30-2:30 pm	Rupe Conference Day 1	Using GenAI to Summarize and Present Research on Students' Use of GenAI and Its Effects Ask UCSB: Lessons Learned from Conversations with UCSB Students about Using AI Learning Hooked on ChatGPT: Unraveling the Campus 'Alholic' Phenomenon and Its Impact on Student Life
3:00-4:00 pm	Tea and Chat (in-person)	Social: Posters, conversation and refreshments in SAASB 4th floor lobby
Tuesday, April 29 Complete Program: Tuesday Session		
9:00-10:00 am	Keynote Rupe Conference	An Overview of Generative AI in Education and Research with Abdullahi Yusuf
12:00-1:00 pm	AI for Workplace Productivity	UCSB's Storkie the AI Chatbot Building Autonomous AI Agents: The Future of Intelligent Automation

1:30-2:30 pm	Rupe Conference Day 2	Public Opinion about Artificial Intelligence in 20 Countries Longitudinal Trustworthiness in Generative AI: A Comparative Study of Individual Assessments and Collaborative Settings
3:00-4:00 pm	Tea and Chat (in-person)	Social: Conversation and refreshments in the Office of Teaching and Learning, Library room 1576
Wednesday, April 30 Complete Program: Wednesday Session		
9:00-10:00 am	AI for Teaching Rupe Presentation	ClassChat: UC Irvine's AI-Powered Instructional Assistant
10:30-11:30 am	AI for Teaching	AI-Driven Immersion: Roleplaying the 1906 San Francisco Earthquake Learning and AI in Clinical Medical Practice: The Cottage Hospital-UCSB Collaboration
12:00-1:00 pm	AI for Applications Development	AI-Enhanced Retrocomputing GitHub Copilot for Application Development: What We Discovered
1:30-2:30 pm	Rupe Conference Day 3	Beyond Brainstorming: The Impact of Generative AI on Student Creativity Learning Together: The Role of Generative AI in Inclusive Research and Evolving Pedagogy
3:00-4:00 pm	AI for Workplace Productivity	Uncovering Customer Insights: Leveraging LLMs to Decode Support Tickets Navigating Process Improvement Challenges with AI Coaches
Thursday, May 1 Complete Program: Thursday Session		
9:00-10:00 am	Keynote	AI in Academia: Transforming the Future of Higher Education
12:00-1:00 pm	Featured Student Presentations	At What Cost? Enabling and Accelerating Parameter Inference in Cosmology with Neural Emulators One Brain to Reconstruct Them All: Generalizing Visual Decoding of Brain Signals Across Subjects and Modalities
1:30-2:30 pm	Rupe Conference Day 4	College Students' Literacy, ChatGPT Activities, Educational Outcomes and Trust from a Digital Divide Perspective LLMs are Biased Teachers: Evaluating LLM Bias in Personalized Education
3:00-4:00 pm	AI for Teaching	Teaching Artificial Intelligence in a University Classroom: Experiences in the Field with an Eye Towards the Future
Friday, May 2 Complete Program: Friday Reception		
1:00-3:00 pm	AI Symposium Reception & Posters (in-person)	Social event: Poster Session and catered reception in Loma Pelona 1108

Monday

Monday, April, 28

9:00-10:00 am: Keynote “The Future of AI at UCSB: Focusing Attention through Mission and Strategy”

with Associate Vice Chancellor of Teaching and Learning Linda Adler-Kassner and Chief Information Officer Josh Bright

10:30-11:30 am: AI for Research

The Algorithmic Gaze: AI and the Construction of Identity - Andrew Watts, College of Creative Studies / Music Composition

This presentation investigates the intersection of artificial intelligence and portraiture by exploring how algorithmic processes open new avenues for creative expression and innovation. Featuring the work of pioneering creators—including Mario Klingemann, Daito Manabe, Davor Vincze, Memo Atken and Jennifer Walshe, Holly Herndon and Mat Dryhurst, and Andrew A. Watts—the talk examines the “algorithmic gaze” that reshapes both individual self-perception and collective cultural narratives. It critically assesses how AI-driven aesthetics—through facial recognition technologies, generative models, and curated data—unlock fresh creative opportunities and expand the artistic toolkit available to contemporary creators, challenging traditional notions of identity and representation.

The Blue Marble – Expert designed, AI-supported roadmaps for navigating environmental science - Naomi Tague (Bren), Ty Brandt, Joel Jaffe (MAT), Tim Wood (MAT), Lydia Uziel (Library)

Each year, over three million peer-reviewed papers are published creating information overload that hampers researchers, slowing scientific advancements. Environmental science—addressing critical challenges such as drought, floods, and wildfires—is particularly affected. While AI tools such ChatGPT can rapidly synthesize information they struggle to contextualize nuanced scientific concepts. Current interfaces to large language models (LLMs) inevitably require expertise to formulate meaningful questions and accurately interpret responses. Even experienced researchers seeking knowledge, data, or techniques from subdomains outside their primary expertise may fail to ask the “right” questions. To address these limitations, we propose The Blue Marble (TBM) - a transformative cyberinfrastructure platform that provides expert designed, visual, LLM-supported road maps through an evolving Knowledge Landscape

(KL): science's foundations, frontiers, observations and methods. Through partnership between domain scientists and computer/visualization experts we are designing a prototype focused on environmental science of semi-arid regions. We present our vision and plans for governance and expansion.

12:00-1:00 pm: AI for Teaching

The Agony and the Anxiety: Creating an AI Research Guide as Non-Experts - Anne Cong-Huyen & Anna Harper, UCSB Library

This presentation will share the insight of two UCSB librarians, one from Teaching & Learning and one from Research & Engagement, who were tasked with developing a research guide on the topic of AI for academic use.

As academic librarians, our work involves instruction and consultation around information and media literacy, research skills, and resource evaluation. Here, we'll reflect on the challenges of producing a general guide meant to serve multiple audiences, on a topic that is constantly evolving, while also coming to terms with the numerous ethical issues of AI use.

How do librarians responsibly advise others in the use of Generative AI? How do we provide practical guidance when best practices have not been established? How do we balance potential benefits with heavy skepticism? And how do we overcome our own feelings of anxiety about the tools and our lack of expertise in the creation of a public resource?

Using AI in Qualitative Analysis - Madeleine Sorapure, Writing Program

A growing body of scholarship across disciplines investigates whether, when, and how generative AI should be incorporated in qualitative research to explore and understand datasets with large amounts of text. There are two stages in the research process where AI seems particularly helpful. First, it can automate some of the labor-intensive tasks associated with coding, allowing researchers to focus on more complex analytical work in later stages of the process. Second, it can identify patterns, themes, and connections across data that might be missed by human analysts. However, the critical question that remains is how researchers effectively engage with AI throughout the process. This presentation surveys recent scholarship on AI applications in qualitative research and presents a case study where generative AI facilitated the analysis of student writing samples. The discussion will explore both the methodological benefits and limitations of AI-assisted qualitative analysis.

1:30-2:30 pm: Rupe Conference Day 1

Using GenAI to Summarize and Present Research on Students' Use of GenAI and Its Effects -
Ronald Rice, Department of Communication

This presentation shows how a few simple AI tools can be used to prepare this presentation on research on students' use of GenAI and its effects. Topics include using ChatGPT4o to identify and summarize issues and challenges, main themes and subthemes, provide an outline for .ppt, created images for .ppt, suggest academic citations; using SlidesAI to prepare a draft .ppt deck; and using Consensus.app to provide alternative main themes and subthemes, with supporting peer-reviewed citations.

Ask UCSB: Lessons Learned from Conversations with UCSB Students about using AI Learning -
Sigrid Van Den Abbeele, Department of Geography

The Teaching and Learning Excellence Series (TALES), run through the Office of Teaching and Learning, has produced content about AI for teaching and learning throughout the 2024-2025 academic year. This content aims to increase AI literacy at UCSB and foster conversations about AI in teaching and learning. Our content synthesizes scientific literature, resources from colleges and universities worldwide, and the voices of UCSB students, faculty, and staff. This work is partially funded by a Student Community Justice Grant from the Office of DEI. We disseminate this content via websites and social media posts and hope to increase the reach and impact of our work by presenting at the AI symposium. Our presentation will focus on sharing student voices. We will discuss what we have learned from interviews we have conducted with students as well as undergraduate workshops and discussion circles we will be facilitating early in the Spring Quarter.

Hooked on ChatGPT: Unraveling the Campus 'Aholi' Phenomenon and Its Impact on Student Life - Mohammed Salah Alazzawi, Management Department, College of Business Administration, A'Sharqiyah University

This presentation dives into the emerging trend of "Aholi" behavior among university students. In this pattern, reliance on ChatGPT and similar AI chatbots goes beyond academic help to become a substitute for human connection and self-reliance. We explore how everyday pressures—such as exam stress, social isolation, and overwhelming workloads—drive students

to seek instant digital validation and support. Drawing on insights from Self-Determination and Compulsive Behavior Theories, our study reveals that while these AI tools offer personalized feedback and a comforting sense of connection, they may dampen critical thinking and independent problem-solving. In this talk, we will discuss how educators can strike a healthy balance by integrating digital tools as complementary resources, ensuring that technology enhances the overall student experience without replacing genuine human engagement.

3:00-4:00 pm: Tea and Chat (in-person event) CITRAL, UCSB Library 1576 (1st floor Ocean Side)

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Tuesday

Tuesday, April, 28

9:00-10:00 am: Rupe Conference Keynote “An Overview of Generative AI in Education and Research”

Abdullahi Yusuf, Head of Department (2018-2021), Department of Science Education, Sokoto State University, Sokoto, Sokoto State, NIGERIA

12:00-1:00 pm: AI for Productivity

UCSB's Storkie the AI Chatbot – Tricia Rascon, Assistant Dean for Student Life

Storkie, UCSB's AI chatbot, is in its second year and currently used across campus on 14 university websites (and growing). Join us to hear lessons learned, usage and accuracy analytics, and the opportunity for more departments to utilize the chatbot.

Building Autonomous AI Agents: The Future of Intelligent Automation – Eric Johnstone, ITS

As artificial intelligence advances, autonomous agents are emerging as a transformative technology, capable of independently reasoning, learning, and executing tasks with minimal human intervention. These AI-driven agents integrate natural language processing, adaptive workflows, and real-time decision-making to enhance productivity and user experiences across industries. This session explores the core principles of designing and deploying autonomous agents, focusing on conversational AI, orchestration of complex workflows, and seamless integration with enterprise systems. Attendees will gain insights into best practices for architecting intelligent agents, optimizing interactions through contextual understanding, and leveraging automation frameworks to drive efficiency. A live demonstration will showcase how to build and refine AI-powered agents that dynamically respond to evolving user needs. Join us to explore the next generation of AI-driven automation and how it is reshaping the future of work.

1:30-2:30 pm: Rupe Conference Day 2

Without Coaching, AI Access Can Impair Creative Thinking – Angela Yuson Lee, Department of Communication, Stanford University

Artificial intelligence can improve human productivity by automating mundane, repetitive tasks. However, it is still unclear whether human-AI interaction can be beneficial to creative

thinking - one of the most important qualities in the workplace. We experimentally test the effects of using AI on creativity with a between-subjects, online experiment that randomly assigned participants to complete the Alternate Use Task (AUT) 1) on their own, 2) with access to AI, and 3) with guided access to AI that coaches people on how to leverage AI as a tool. Our results demonstrate that simply giving people access to AI tools can homogenize creative thinking - at the individual and collective level - but this effect can be mitigated if people receive coaching that supports them in approaching AI as a tool to complement their creative thinking.

Longitudinal Trustworthiness in Generative AI: A Comparative Study of Individual Assessments and Collaborative Settings – Dongpeng Huang, Emerging Media Studies Program, College of Communication, Boston University

This study examines college students' perceived human trustworthiness and perceived machine trustworthiness towards GenAI tools across two distinct educational contexts: individual assessments on course content and group research project collaboration. The study was conducted in an undergraduate-level course designed for students to use GenAI to assist with their study. Survey data were collected weekly over a period of eight weeks. Our findings reveal a notable discrepancy in perceived trustworthiness levels, with students expressing significantly higher trust in GenAI for group collaborations compared to individual assessments. Specifically, proposal write-up and empirical data analysis tasks are associated with higher levels of perceived machine trustworthiness compared to individual assessments, while perceived human trustworthiness is significantly higher only in the data analysis task. Individual differences contributed more to the variance in perceived trustworthiness than time. Possible reasons for the differences and further implications are discussed.

3:00-4:00 pm: Tea and Chat (in-person event) CITRAL, UCSB Library 1576 (1st floor Ocean Side)

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Wednesday

Wednesday, April 30

9:00-9:45 am: AI for Teaching - Rupe Presentation

ClassChat: UC Irvine's AI-Powered Instructional Assistant – Dominic Slauson, Generative AI Business Systems Analyst, UC Irvine

At UC Irvine, ClassChat enables faculty to create custom AI assistants grounded in course-specific materials—including curriculum documents, lecture content, and research articles. Unlike general AI tools, these chatbots anchor responses directly to instructor-provided knowledge, reducing hallucinations while maintaining conversational capabilities.

ClassChat serves multiple pedagogical functions: helping students navigate course materials, generating adaptive learning experiences, and providing targeted assistance based on instructor resources. Faculty can monitor student usage while maintaining security through access controls.

As part of UCI's broader ZotGPT ecosystem, ClassChat represents our strategic approach to AI adoption in higher education. Our presentation will demonstrate implementation examples, showcase faculty use cases, and share insights from our AI literacy initiatives including Academy modules and Prompt libraries. This session will offer valuable perspectives for UC colleagues interested in implementing similar AI-enhanced instructional tools at their institutions.

10:30-11:30 am: AI for Teaching

AI-Driven Immersion: Roleplaying the 1906 San Francisco Earthquake – Brad Bouley, History Department & Christian Thomas, Writing Program

This presentation explores how custom GPTs can promote AI literacy, historical understanding, and multimedia writing skills. For our new course on disasters, we designed an AI-driven interactive roleplaying experience where students play characters who are immersed in the chaos of the 1906 San Francisco earthquake and fire, and then navigate the complexities of reinventing the city. Using historical research and multimedia elements (e.g., audio, video, images, maps, timed decision-making) the AI personalizes the student experience through player-character customization, high-stakes action, moral dilemmas, and player choices affecting outcomes.

Beyond the demo, we outline an assignment where students create their own GPT-based disaster simulations. This approach aims to build research and multimedia writing skills while addressing AI-related ethical issues by, for example, fact-checking AI-generated historical portrayals and considering AI energy use.

[Learning and AI in Clinical Medical Practice - the Cottage Hospital-UCSB Collaboration – Linda Adler-Kassner, Office of Teaching and Learning; Lynn Fitzgibbons, MD, Internal Medicine and Medical Education, Cottage Hospital; Eren Veziroglu, MD-R, Cottage Hospital; Derol Joseff, MD, Cottage Hospital](#)

Physicians and other clinical practitioners often turn to AI tools like Open Evidence, Grok, and ChatGPT to assist with their high-stakes work. Recognizing this phenomenon, Cottage Hospital physician Lynn Fitzgibbons, resident Eren Veziroglu, and nephrologist Derol Jossef, have developed a curriculum for medical residents to learn to use AI tools wisely. In this session, the group of Cottage physicians, along with collaborator Linda Adler-Kassner, describe why AI matters in clinical settings, and the potential promises and pitfalls that the quickly evolving landscape of AI offers to medical clinicians. Then, the group discusses the Cottage Internal Medicine AI Curriculum, the set of hands-on learning activities that are integrated into internal medicine residency education to help physicians become savvy AI users.

[12:00-1:00 pm: AI for Workplace Productivity](#)

[AI-Enhanced Retrocomputing – Mike Blakemore, ITS](#)

What happens when cutting-edge artificial intelligence meets vintage computing hardware? This presentation explores the creative potential at the intersection of decades-old computers and modern AI systems. Using classic computing systems as examples, we'll demonstrate how AI can enhance vintage hardware and generate original programs on demand. These projects offer a glimpse of how computing history can be both preserved and extended, creating novel experiences that respect the past while exploring new possibilities.

[GitHub Copilot for Application Development: What We Discovered - Alex Sokolov & ITS colleagues](#)

Join us as we explore the impact of GitHub Copilot in our application development workflows. This session will share insights from our pilot program, including user survey results and developer experiences. We'll discuss how Copilot influenced productivity, code quality, and

day-to-day development tasks. Participants will have the opportunity to hear perspectives from developers who used Copilot, explore key takeaways, and engage in an open discussion on the benefits and challenges of AI-assisted coding. Whether you're curious about GitHub Copilot or considering AI-powered tools in your workflow, this session will provide valuable insights.

1:30-2:30 pm: Rupe Conference Day 3

Beyond Brainstorming: The Impact of Generative AI on Student Creativity – Sabrina Habib, Visual Communications, University of South Carolina

As generative AI tools like ChatGPT become increasingly embedded in higher education, they are reshaping how students engage in creative thinking—both as a skill and as a process. This presentation examines recent studies exploring generative AI's influence on undergraduate students' creativity. Findings show that although generative AI can enhance individual creative performance, its use may lead to homogenized content and decreased creative confidence. The pedagogical implications of carefully integrating AI in ways that amplify students' creative confidence, framing AI as a tool rather than a substitute for human creativity, will be discussed.

Learning Together: The Role of Generative AI in Inclusive Research and Evolving Pedagogy – Nan Wilkenfeld (Department of Communication), Vilma Elvir, & Angeles Diaz Arenas (Library)

Generative AI tools like ChatGPT are reshaping how we approach both teaching and research. This presentation reflects on how AI has facilitated the development and launch of a research study on AI and decision-making within a Latin American context, enhancing inclusivity by reducing traditional barriers to access and participation. By offloading time-consuming tasks such as translations, using AI allowed students to engage in more advanced aspects of the research process—including brainstorming research questions, launching data collection, and participating in data cleaning and analysis. Rather than stifling learning, generative AI has shifted how we engage with knowledge—transforming learning into a more collaborative, exploratory process between humans and machines. This presentation will share our journey and show specific examples of how AI not only can accelerate research processes but also help foster a dynamic learning environment where educators and students navigate new methodologies together. By reflecting on these experiences, we consider how AI can empower more diverse, innovative, and inclusive academic practices.

3:00-4:00 pm: AI for Workplace Productivity

Uncovering Customer Insights: Leveraging LLMs to Decode Support Tickets – Jonathan Engeln Lambinet-Lacson & Bowie Chuang, Professional and Continuing Education

This presentation explores how large language models (LLMs) can transform open data into actionable customer insights. By analyzing thousands of support tickets, we reveal the global trends and core reasons behind customer support inquiries. Our approach combines sentiment analysis with natural language processing to turn raw feedback into clear, digestible insights that highlight common challenges and opportunities. Attendees will discover how these advanced tools can help organizations better understand customer emotions, drive improvements in service quality, and foster innovation. Join us as we demystify the process of extracting meaningful patterns from customer interactions and demonstrate the practical benefits of data-driven decision making—all presented in an accessible, audience-friendly format.

Navigating Process Improvement Challenges with AI Coaches – Katie Mankins, Office of the CIO

This workshop will explore how AI-powered coaching solutions can enable and enhance our process improvement initiatives. Through thoughtful comparisons of leading process improvement chatbots, we'll demonstrate how these tools handle a standardized improvement scenario, revealing their capabilities for current state investigation, workflow mapping, root cause analysis and solution identification. We will highlight practical implementation factors that drive sustainable results, creating a foundation for ongoing success in our continuous improvement journey.

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Thursday

Thursday, May 1

9:00-10:00 am: Keynote “AI in Academia: Transforming the Future of Higher Education”

with Anne Ottenbreit-Leftwich, Ph.D., Barbara B. Jacobs Chair in Education and Technology, Associate Vice President for Learning Technologies, UITS, Indiana University

Higher education stands at a crossroads, with generative AI challenging traditional models and demanding a rethinking of teaching and learning. This presentation argues for embracing AI as a catalyst for educational evolution. We will explore how AI can be used to foster critical thinking and creativity in students, transform faculty roles towards AI-enabled mentorship, and support institutional advancements through AI-driven curriculum development and personalized learning experiences. Participants will gain insights into practical AI tools and strategies to navigate this transformation and prepare students for a future where AI literacy is essential.

12:00-1:00 pm: Featured Student Presentations

One Brain to Reconstruct Them All: Generalizing Visual Decoding of Brain Signals Across Subjects and Modalities – Danish Ebadulla and Christos Zangos, Department of Computer Science

Our project explores how we can reconstruct what a person sees using their brain signals, like fMRI and EEG. Traditionally, this required training a separate model for each person and collecting large amounts of data. We show that it's possible to build a shared and aligned brain space that works across different people and even different types of brain signals. This allows us to reconstruct images more efficiently, using less data, and even combine data from multiple brain imaging methods. Our recent work aims to take this further by generating synthetic brain signals to bridge gaps where real data isn't available. This opens the door to more flexible, scalable, and generalizable brain-computer interfaces for vision.

Enabling and Accelerating Parameter Inference in Cosmology with Neural Emulators – Diego Gonzalez-Hernandes, Department of Physics

We present an approach to accelerate statistical inferences in astrophysics by using a combination of neural networks and Hamiltonian Monte Carlo. The neural networks are used to create high-fidelity surrogates of computationally expensive models, while Hamiltonian Monte Carlo accelerates the inferences by more efficiently exploring the parameter space. We

demonstrate the potential of this approach by applying it to a realistic model for the Epoch of Cosmic Reionization.

At what Cost? – Justus, Department of Philosophy, AI Safety Club President

As genAI becomes increasingly integrated into our daily lives, we must study its impact on human cognition, decision making, and agency. This presentation explores how AI systems are gradually shifting cognitive effort away from humans, drawing on real world thought experiments. We will discuss both the benefits and drawbacks of this shift in the critical areas of society. This dichotomy should challenge participants to consider how we can design and release AI that complements critical thinking rather than converge it. IF we fail to address these concerns, we may find ourselves in a world where we have outsourced not only our labor, but our understanding of the world itself.

1:30-2:30 pm: Rupe Conference Day 4

College Students' Literacy, ChatGPT Activities, Educational Outcomes and Trust from a Digital Divide Perspective – Laurent Wang, Department of Communication

In the context of college education, a recent survey showed that 30% of U.S. college students had used ChatGPT to complete written assignments; 60% of those reported using it for over 50% of their written assignments. Some scholars assert that ChatGPT can reduce educational inequality by providing low-cost personalized tutoring services and learning assistance. Others are concerned that a digital divide in this domain may emerge, as digital innovations often amplify underlying human and institutional forces. These inequities may occur in associations of SES with three levels of the digital divide: skills, use, and outcomes. Further, trust in ChatGPT may influence these relationships. Applying the digital divide framework, this study explores how central influences of socioeconomic status and digital and AI literacy are associated with engagement in a wide range of reported ChatGPT uses/activities, and in turn related to two important educational outcomes, academic self-efficacy and creativity.

LLMs are Biased Teachers: Evaluating LLM Bias in Personalized Education – Iain Weissburg, Electrical and Computer Engineering (ECE)

With the increasing adoption of large language models (LLMs) in education, concerns about inherent biases in these models have gained prominence. We evaluate LLMs for bias in the personalized educational setting, specifically focusing on the models' roles as "teachers." We reveal significant biases in how models generate and select educational content tailored to different demographic groups, including race, ethnicity, sex, gender, disability status, income,

and national origin. We introduce and apply two bias score metrics--Mean Absolute Bias (MAB) and Maximum Difference Bias (MDB)--to analyze 9 open and closed state-of-the-art LLMs. Our experiments, which utilize over 17,000 educational explanations across multiple difficulty levels and topics, uncover that models potentially harm student learning by both perpetuating harmful stereotypes and reversing them. We find that bias is similar for all frontier models, with the highest MAB along income levels while MDB is highest relative to both income and disability status. For both metrics, we find the lowest bias exists for sex/gender and race/ethnicity.

3:00-4:00 pm: AI for Teaching

Teaching artificial intelligence in a university classroom: experiences in the field with an eye towards the future – Henry Phan & Nels Henderson, Professional and Continuing Education

As artificial intelligence becomes ever more integrated into daily life, it is imperative that instructors equip students with a foundational understanding of AI and incorporate related tools as teaching and learning artifacts. Drawing on my semester-long experience of infusing AI content into the classroom, I will recount both the successes and stumbles encountered—from selecting user-friendly platforms and framing ethical discussions to managing student expectations and technological pitfalls. By sharing these real-world observations, I aim to offer a clear-eyed perspective on what worked, what didn't, and how iterative adjustments can enrich future AI-centered lessons.

Looking ahead, I plan to expand AI integration across all courses I teach—accounting, finance, and entrepreneurship—to highlight AI's broadening relevance, regardless of subject matter. Inspired by emerging innovations in distillation models and other cutting-edge technologies, my goal is to showcase how instructors can adapt these tools to build interactive assignments, support personalized learning, and prepare students for an AI-driven workforce. In doing so, I hope to spark conversations on best practices, potential risks, and sustainable pathways for weaving AI education into multiple academic domains.

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Friday

[Friday, May 2](#)

1:00-3:00 pm: AI Symposium Reception and Poster Session (in-person event)

[Loma Pelona](#) map

This social event will feature a poster session with their authors and catered reception. It will provide participants with a lively space to share highlights from the AI CoP Spring Symposium in the Loma Pelona conference center at UC Santa Barbara.

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