TEACHING WITH FIRE

2026 TEACHING DAY

AI in the Learning Environment: A Critical Examination
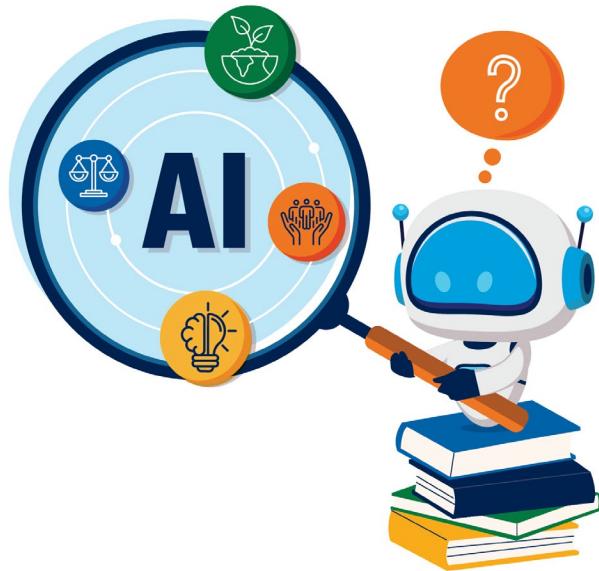
This event is a collaboration of the NAU Teaching Academy, Teaching and Learning Center, and the Office of the Provost.

AI in the Learning Environment: A Critical Examination

High Country Conference Center and Zoom
9:00 am to Noon
Zoom Link

9:00 - 9:15
Welcome
Amy Rushall, Associate Vice Provost, Teaching and Learning Center
Karen Pugliesi, Executive Vice President and Provost
Marti Canipe, Associate Professor, Department of Teaching & Learning, and President's
Distinguished Teaching Fellow

9:15 - 10:15
Teaching with AI
Keynote Presentation by José Bowen, co-author of *Teaching with AI: A Practical Guide to a New Era of Human Learning*

10:30 - 11:20
Faculty Panel Presentations: Critical Perspectives on AI
Brittany Blanchard, Head of Research & Instructions Services, Cline Library
Aden Stern, PhD Candidate, Earth Sciences and Environmental Studies
Michelle Miller, Professor, Psychological Sciences
Nora Timmerman, Teaching Professor, Geography, Planning and Recreation
Andrew Dzeguze, Associate Teaching Professor, Politics and International Affairs
Karen Jarratt-Snider, Professor, Applied Indigenous Studies

11:20 - 11:55
Small Group Discussions
Sara Abercrombie, Chair, Educational Psychology and President's Distinguished Teaching Fellow

11:55 - 12:00
Closing Remarks
Yuly Ascención-Delaney, Professor, Global Languages and Cultures and President's
Distinguished Teaching Fellow

José Antonio Bowen has been leading innovation and change for over 40 years at Stanford, Georgetown, and the University of Southampton (UK), then as a dean at Miami University and SMU and as President of Goucher College (voted a Top 10 Most Innovative College under his leadership). He now runs Bowen Innovation Group L.L.C., and does innovation, pedagogy and D&I consulting and training in both higher education and for Fortune 500 companies including AT&T, Chevron, Pfizer, Toyota, and Walmart.

As a scholar, Bowen holds four degrees from Stanford University (in Chemistry, Music, and Humanities), has written over 100 scholarly articles, was editor of the *Cambridge Companion to Conducting* (2003), and an editor of the 6-CD set, *Jazz: The Smithsonian Anthology* (2011). He received a National Endowment for the Humanities Fellowship and has a TED talk on Beethoven as Bill Gates. In 2010, Stanford honored him as a Distinguished Alumni Scholar.

Bowen is a musician and has appeared on five continents as a jazz pianist and conductor with Stan Getz, Dizzy Gillespie, Bobby McFerrin, Dave Brubeck, Liberace, and many others. His compositions include a symphony (nominated for the Pulitzer Prize in Music in 1985), and music for Jerry Garcia.

Bowen has long been a pioneer in education, classroom design and technology, featured in *The New York Times*, *Forbes, The Wall Street Journal, The Chronicle of Higher Education, Newsweek, PBS News Hour*, and on NPR. He was given a Stanford Centennial Award for Undergraduate Teaching in 1990, and he has presented keynotes and workshops at more than 400 campuses and conferences in 46 states and 20 countries around the world.

His books on teaching include *Teaching Naked* (2012) winner of the Ness Award for Best Book on Higher Education from the American Association of Colleges and Universities, the sequel, *Teaching Naked Techniques: A Practical Guide to Designing Better Classes* with C. Edward Watson (2017) and *Teaching Change: How to Develop Independent Thinkers using Relationships, Resilience and Reflection* (2021, Johns Hopkins University Press).

His latest book with C. Edward Watson is *Teaching with AI: A Practical Guide to a New Era of Human Learning* (2024, Johns Hopkins University Press). For more, see his website teachingnaked.com or his education TED talks. In 2018 he received the Ernest L. Boyer Award (for significant contributions to American higher education) from the New American Colleges and Universities. He is a Fellow of the Royal Society of Arts (FRSA) in England, is currently a Senior Fellow at the Association of American of Colleges and Universities.

JoseBowen.com
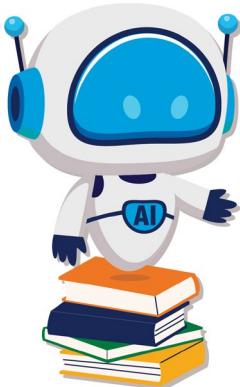
NAU Panel Presenters

Amplified Information: AI's impact on the research lifecycle

Brittany Blanchard

AI is amplifying pre-existing issues within academic research prompting changes within information dissemination systems, can we keep up without being overwhelmed?

Brittany Blanchard is the Head of Research and Instruction Services at Cline Library. She has over a decade of experience in research support and information literacy instruction in academic libraries.

The Environmental Impact of the AI Value Chain

Aden Stern

Aden Stern is a PhD Candidate in the Earth Sciences and Environmental Studies program, studying the intersection between environmental limits and high-tech expansion in metro Phoenix. He also serves as the Vice President of the NAU Climate Action Committee and the Director of Climate Action for NAU's Graduate Student Government.

AI is Not Rewiring your Brain: Critically Examining Claims about Critical Thinking

Michelle Miller

Dr. Michelle Miller is the author of *Minds Online: Teaching Effectively with Technology* (Harvard University Press, 2014), *Remembering and Forgetting in the Age of Technology: Teaching, Learning, and the Science of Memory in a Wired World* (West Virginia University Press, 2022), and *A Teacher's Guide to Learning Student Names: Why You Should, Why It's Hard, How You Can* (University of Oklahoma Press, 2024). Dr. Miller completed her Ph.D. in cognitive psychology and behavioral neuroscience at the University of California, Los Angeles and currently serves as a Professor of Psychological Sciences and President's Distinguished Teaching Fellow at Northern Arizona University.

Intelligence in the world-wide-web

Nora Timmerman

Dr. Nora Timmerman is an educational philosopher and ecofeminist scholar-activist. She is Teaching Professor in the Sustainable Communities program and is dedicated to queer, liberatory, and ecologically-attuned (un)learning.

AI, copyright and academic ethics - a tangled web

Andrew Dzeguze

Andrew Dzeguze is an Associate Teaching Professor in Politics and International Affairs, where he is the Pre-Law Advisor, Mock Trial Coordinator and Undergraduate Program Coordinator. He has a law degree in addition to his PhD in Public Affairs and Policy, practiced intellectual property law at one of the largest law firms in the United States and has taught intellectual property law and litigation to both undergraduates and law school students.

AI, the Nuclear Renaissance, and Indigenous Environmental Justice

Karen Jarratt-Snider

Karen Jarratt-Snider is Professor of Applied Indigenous Studies. Her primary and teaching interests are Indigenous Environmental Justice and U.S. Federal Indian Policy and Law. Dr. Jarratt-Snider has more than twenty years of experience working with Indigenous nations.

Discussion Prompts and Padlet QR Codes

Instructions: In your groups, please discuss the following prompts. You might focus on just one prompt or discuss all prompts, time permitting.

1. What are the ways that you successfully used AI in your teaching?

2. What are some new ideas or strategies that you may want to try based on what you learned today?

3. What are the concerns that you or your students have about using AI? How does consideration of the issues you learned about today impact how you might use AI for teaching and learning?

Use this Padlet QR code for prompts 1 & 2 or visit:
https://padlet.com/teachingacademy/teachingdaypadlet1

Use this Padlet QR code for prompt 3 or visit:
https://padlet.com/teachingacademy/teachingdaypadlet2

Inclusive Excellence in Teaching: NAU Practices for Teaching Effectiveness

DESIGN: Apply intentional course design that is evidence-based, diverse and universally accessible

Practice	Description
Content-Outcome Alignment	Align content with established course- and program-level learning outcomes to promote learning and career readiness.
Evidence-Based Instruction	Offer evidence-based active-learning experiences throughout the course. Ensure that content is taught with appropriate rigor.
Outcome Assessment	Include multiple forms of assessment that are aligned with course learning outcomes, that take place early and often (formative assessment), that include a clear statement of criteria for success that measure that students are learning content (summative assessment).
Content Diversity	Incorporate diverse perspectives, objectives, content, examples and activities into course design.
Universal Design (UDL)	Reduce barriers to learning, space, and technology for all students. Provide accessible content, practice, assessment, and guidance using a variety of formats and forms of instruction in line with Universal Design for Learning principles

ENVIRONMENT: Create an environment in which students can learn and thrive

Practice	Description
Clear Expectations	Clearly explain course expectations to your students and what they need to do to be successful from start to finish. Provide and explain detailed instructions, examples, rubrics and checklists so students understand what, when and how to do it.
Rapport	Build student-instructor rapport both in-class and out-of-class through your own disciplinary experience and expertise. Cultivate a safe classroom environment that is inclusive, civil, and respectful of diverse perspectives.
Learning-Centered	Focus on the students and their outcome of the learning. Identify the enduring understandings and transfer goals for post-graduation success.
Instructor Access	Be responsive to students by holding regular student (office) hours and offering alternative meeting times and modes.
Feedback to Students	Provide timely, constructive, predictable, and understandable feedback that effectively supports student learning and improvement.

STRUCTURE: Manage the curriculum to ensure that courses meet standards and requirements

Practice	Description
Organizational Consistency	Structure your class time deliberately. Use appropriate teaching aids, tools, and technology. Coordinate course learning outcomes, content, assessments, and expectations across sections.
Course and Content Requirements	Ensure your course content and policies meet the requirements of your unit, program, college, university, and accrediting body as appropriate.
Continuous Improvement	Demonstrate a commitment to reflection, professional development and continuous improvement that integrates lessons learned from your teaching, student performance, and student feedback. Maintain a record of this process.

Teaching and Learning Center Spring 2026 Resources

Upcoming AI Learning Opportunities
Join us March 23-27 for AI Week and the TRAIL Blazer Faculty Showcase
The TLC will also host two book discussions on the topic of AI.
Use the QR code or visit the webpage to learn more.

TLC ebook List
The TLC offers a variety of titles through Cline Library on teaching and learning in an ebook format. Use the QR code or visit the webpage to see the list.

Spring Schedule of Events
Use the QR code or visit the webpage to see TLC workshops, book discussions, community of practice meetings, ID and FAAR open labs, and other activities coming this spring.

Instructional Design & Resources
Use the QR code or visit the webpage for additional services related to instructional design and Canvas support.

Consultation
The Teaching and Learning Center offers consultations!
Use the QR code or visit the request a consultation webpage.

All images were created by Stephanie McCarthy, Creative Design Manager, Instructional and Creative Design at NAU Online

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