



CETLL's Fall Teaching & Learning Showcase

Generative AI: Evolving Classroom Practices

Date: Friday, November 14, 2025

Time: 9 a.m. - 12 p.m.

Location: Muyskens Conference Room (The Summit)

Schedule of Events

TIME	ACTIVITY
8:45 – 9:05 a.m.	Sign In/ Breakfast
9:05 – 9:10 a.m.	Welcome Soniya Munshi (Urban Studies), CETLL Director
9:10 – 9:20 a.m.	Participant Conversations
9:20 – 10:00 a.m.	<p>Panel</p> <p>Amy Wan (English): Writing assignments and Gen AI</p> <p>S. E. Hackney (GSLIS): Engaging students in setting up guidelines for Gen AI use</p> <p>Joshua Rogers (CMAL): Engaging students around Gen AI use + its impact grading and other assessments</p> <p>Ashlyn Cavitt (Design): Designing creative assignments to practice using Gen AI</p>
10:00 – 10:15 a.m.	Break
10:15 – 10:55 a.m.	Small Group Discussions & Independent Work Time
10:55 – 11:05 a.m.	Break
11:05 – 11:45 a.m.	Small Group Discussions & Independent Work Time
11:45 – 11:55 a.m.	Large Group Shareback and Reflections
11:55 a.m. – 12:00 p.m.	Closing Remarks Patricia Price, Provost

Faculty Presenter



Amy Wan
English

Amy J. Wan is a Professor in the English department and also serves as the Special Assistant to the Provost on Writing. She teaches undergraduate and graduate classes on writing and pedagogy. Her research on literacy, citizenship and higher education has received the CCCC Braddock Outstanding Article Award (2023) and the Richard Ohmann Outstanding Article Award (2012). She has also designed and facilitated faculty development on topics that include anti-racist pedagogies, writing assignment design, writing feedback for multilingual learners, public writing, writing technologies, and place-based pedagogies.

Writing assignments and Gen AI

“ Based on results from a survey of English 110 students in Fall 2024 on genAI, my presentation will address the need to incorporate process, reflection and metacognition into writing assignments as a response to GenAI. My hope is that faculty incorporate moments of critical dialogue and discussion about disciplinary/field contexts about writing to guide student choices about genAI usage. ”

Faculty Presenter



S.E. Hackney

Graduate School of Library & Information Science

Dr. S.E. Hackney is an Assistant Professor at the Graduate School of Library and Information Studies at Queens College, CUNY. His research examines the intersections of librarianship and the history of computing with regards to digital text and information processing, and he does extensive work with community recordkeeping groups around information privacy and surveillance. His teaching and pedagogical practice focuses on the ethics of information work, and the shifting relationships between workers, institutions, and the communities they serve.

Engaging students in setting up guidelines for Gen AI use

[Syllabus Statement and Activities](#)

“ This resource presents an information sciences focused syllabus statement, in-class discussion, and class group activity around the use of GenAI in the classroom, and its role in the larger information environment. ”

Faculty Presenter



Joshua Rogers

Classical Middle Eastern and Asian Languages and Cultures

Professor Rogers teaches Japanese literature and cinema. Their research situates Japanese writers within early twentieth-century discourse on science and religion. Many influential Japanese writers critiqued religious and supernatural beliefs, while also rejecting aspects of mainstream science. Skeptical of materialism while also anti-religious, these writers worked to conceptualize non-rational forms of knowledge, intuition, and sublime experience. Joshua's work identifies the impact of this discursive movement on the formation of Japanese literature, philosophy, and politics.

Engaging students around Gen AI use + its impact grading and other assessments

Syllabus Statement

“ I have written a syllabus statement in which I try to frame AI use as an important pedagogical and moral choice for students, rather than a set of more legalistic policy which cannot be practically enforced. ”

AI Early-semester Workshop

“ I wrote a “workshop” unit to use in the first class session that encourages students to write about and discuss AI, and possibly commit in writing to not using it in class. ”

Faculty Presenter



Ashlyn Cavitt

Design

Ashlyn Stewart Cavitt is a graphic designer and art director at The New York Times, where she leads creative campaigns focused on experiential marketing and brand engagement. Committed to design education and mentorship, she teaches Advertising Design as an adjunct professor at CUNY Queens College and previously served as Program Lead for the AIGA NY Mentorship Program.

Designing creative assignments to practice using Gen AI

Case Study: Advertising Design

“ My teaching resource shows my approach to creating a AI policy for a visual design course. I encourage students to think of AI as their creative collaborators, where they maintain the ultimate authority on the design and art direction, but are able to utilize AI tools to further the overall success of the work. ”