



# CETLL's Spring 2026 Teaching & Learning Showcase

**Assignments that Build Student  
Skills in the Age of Generative AI**

**Friday, April 17, 2026**

**9:00 a.m. - 1:00 p.m.**

**Muyskens Conference Room (The Summit)**



# Schedule of Events

TIME	ACTIVITY
9:00 a.m.	Sign In / Breakfast
9:30 a.m.	Welcome and Introductions
9:45 a.m.	Guest Speaker <b>Dr. Gina Rae Foster</b> (Teaching and Learning Center Director, John Jay College of Criminal Justice), <i>Flipping the Pyramid: Designing Assignments that Engage Student Critical Thinking and Other Skills with the Intentional Use of GenAI</i>
10:30 a.m.	Hands-on Work Time: Bring an Assignment to Develop or Revise
11:20 a.m.	Break
	Faculty Panel
	<b>Dr. Sebastian Alvarado</b> , Assistant Professor, Biology, Queens College, CUNY
	<b>Dr. Spring Cooper</b> , Associate Professor, Department Chairperson, Community Health and Social Sciences, School of Public Health, CUNY
11:30 a.m.	<b>Dr. Víctor Torres-Vélez</b> , Associate Professor, Latin and Caribbean-American Studies, Hostos Community College, CUNY
	<b>Dr. Holly Weisberg</b> , Lecturer, Psychology, Queens College, CUNY
12:30 p.m.	Applying Assignment Design Models
12:50 p.m.	Closing Remarks
1:00 p.m.	Program Ends

# Guest Speaker



**Dr. Gina Rae Foster**

**Teaching and Learning Center Director, John Jay College of Criminal Justice**

Gina Rae Foster, PhD, is an internationally known higher-education and humanitarian leader committed to cultivating bold, ethical, and creative leadership for student, faculty, and professional communities. Currently the Director of the Teaching & Learning Center at John Jay College of Criminal Justice, Dr. Foster has directed multiple teaching and learning centers, designed mission-aligned programs, facilitated leadership development, and built collaborative cultures across CUNY and beyond. Her work focuses on empowering emerging and established leaders with the principles, skills, and resources they need to think critically, communicate ethically and transparently, and navigate complexity. As a speaker, facilitator, and author—including co-author of *Flipping the Pyramid: Developing Critical Thinking Skills with GenAI* (2026)—Dr. Foster translates educational research into practical strategies that support both personal and institutional transformation.



Guest speaker [Dr. Gina Rae Foster](#) will discuss [Flipping the Pyramid: Developing Critical Thinking Skills with GenAI](#): a new publication which “describes the experiences and insights of college faculty participating in interdisciplinary seminars focused on improving assignment design. By shifting perceptions of student GenAI use from passive to intentional, instructors created critical thinking skills development assignments and strategies complemented by the use of GenAI tools. This book is both a journey and a guide from reactive to constructive skepticism and pedagogies.”



[Dr. Gina Rae Foster's PowerPoint](#)

# Faculty Presenter



## Dr. Sebastian Alvarado

Assistant Professor, Biology, Queens College, CUNY

Dr. Sebastian Alvarado is an Assistant Professor in the Biology Department and a faculty member of the CUNY Graduate Center. He leads the Alvarado Lab, where his research focuses on epigenetic and molecular mechanisms underlying phenotypic plasticity, social behavior, and environmental adaptation, using aquatic model systems such as African cichlid fish. Dr. Alvarado is also active in science communication and interdisciplinary collaboration, bridging biology with education, technology, and public engagement. In the classroom, he has developed AI-assisted independent studies and is a strong proponent of leveraging AI to improve learning outcomes.



[Lowering the Barrier for Reading Primary Literature in STEM](#)



[Dr. Sebastian Alvarado's PowerPoint](#)

# Faculty Presenter



**Dr. Spring Cooper**

**Associate Professor, Department Chairperson, Community Health and Social Sciences,  
School of Public Health, CUNY**

Spring C. Cooper is an Associate Professor at CUNY's Graduate School of Public Health & Health Policy (CUNY SPH) and Chair of her department, Community Health and Social Sciences. Her research is focused on adolescent sexuality and sexual health, with broader themes of addressing sexual stigma, improving sexuality communication, and promotion of healthy sexuality through educational and public health interventions, including HPV vaccination. As 2020 began to shift how we think about the University in various ways, her research has also adopted new interests: exploring antiracist, antifascist, and trauma-informed practices in the classroom and collecting oral histories of students and faculty on how COVID and Black Lives Matter (BLM) have impacted (and should impact) the teaching of Public Health.



[Evaluating AI-Generated Essays for Bias in Public Health Topics](#)

# Faculty Presenter



## Dr. Víctor Torres-Vélez

**Associate Professor, Latin and Caribbean-American Studies, Hostos Community College, CUNY**

Víctor M. Torres-Vélez, Ph.D., is Associate Professor in the Humanities Department's Latin American and Caribbean Studies Unit at Eugenio María de Hostos Community College, CUNY, where he also serves as Co-Director of the Center for Teaching and Learning. A critical medical anthropologist by training, his scholarship has long examined the entanglements of militarism, environmental contamination, racial disposability, and grassroots resistance in Puerto Rico, the Caribbean, and the U.S. Latinx diaspora. His work has contributed to debates in environmental humanities, critical race theory, medical anthropology, and science and technology studies, particularly through his concept of necroecological assemblages, which analyzes how empire converts ecological devastation and racialized vulnerability into forms of governance and value extraction.

In recent years, Dr. Torres-Vélez has expanded this critical framework into the study and pedagogy of artificial intelligence, with a particular emphasis on decolonial approaches to AI literacy, governance, and educational practice. His current work explores how generative AI and digital technologies are shaped by longstanding histories of colonialism, racial hierarchy, extractive data practices, and structural inequality, while also investigating how these same tools can be mobilized more ethically and democratically in the service of marginalized communities. At the center of this work is a practical and justice-oriented question: how can AI be taught, governed, and used in ways that help close rather than widen the opportunity gaps faced by Black, Latinx, immigrant, first-generation, and working-class students?



[An AI Enhanced Essay Writing Guide](#)



[Dr. Víctor Torres-Vélez's PowerPoint](#)

# Faculty Presenter



**Dr. Holly Weisberg**

**Lecturer, Psychology, Queens College, CUNY**

Dr. Weisberg is a full-time Lecturer in the Psychology Department at Queens College. Dr. Weisberg is a Board-Certified Behavior Analyst and New York State Licensed Behavior Analyst. She is the advisor of the accelerated undergraduate applied behavior analysis program and teaches undergraduate psychology courses in learning, behavior analysis, and development. Dr. Weisberg was a Generative AI in the Classroom Faculty Fellow and established an AI in the Classroom Committee within the Psychology Department.



[Assignment with GenAI Spring 2026 Critically Analyzing Piaget](#)



[Dr. Holly Weisberg's PowerPoint](#)

# Work on an Assignment for Your Course

During this work session, you will have time to “flip the pyramid” on an assignment in your course so that students are using Generative AI and engaging their critical thinking skills.

## THINK — 5 Minutes

1. **Action verbs:** Referring to the [Revised Bloom's Taxonomy Action Verbs](#), focusing on evaluating and creating, which two skills do you most want your students to develop in this assignment?

*Write your two action verbs.*

Action verb 1:

Action verb 2:

2. Consider the following questions:
  - What roles can GenAI play in your students' development of these skills? For example, partner, tutor, instructor, mentor, audience, researcher, designer, other?
  - Which of these roles supports the most independent thinking and action on the part of your students? The least? Are there any caveats or insights when you reflect on these questions?

## PAIR-SHARE — 10 Minutes

Briefly share your assignment with the person next to you. What two action verbs did you pick, and why? What came up as you were considering the roles GenAI can play?

Take five minutes to discuss your assignment ideas and request any feedback from your partner. Then switch to discuss your partner's ideas.

## ASSIGNMENT DESIGN — 20 Minutes

Design (or redesign) your assignment, keeping in mind your action verbs and learning objectives.

You may want to refer to the [Flipping the Pyramid: Assignment Design Rubric](#) as a resource.

## NEXT STEPS —

**Annotate your assignment draft** with any notes or changes as you hear from Showcase panelists today.

# Additional Resources

## Relevant Links

[Flipping the Pyramid: Assignment Design Rubric](#)

[Revised Bloom's Taxonomy Action Verbs](#)

[CUNY Teaching with AI Disciplinary Toolkits Building Bridges of Knowledge](#)

[Generative AI in the Classroom: Best Practices, a CETLL Guide](#)

## Sample Resources on Assignment/Assessment in the Age of Generative AI

Lewis Urquhart and Xuan Minh Ngo. "[Changing EAP assessment practices in the age of generative artificial intelligence: The case of Scottish higher education institutions.](#)" (2026)

**This article presents a qualitative case study on changes at Scottish universities in English-for-Academic-Purposes (EAP) assessment practices in response to GenAI.**

Excerpt: "The findings reveal that while substantial changes in assessment task design were limited, modifications to task requirements (e.g., GenAI declarations, context-specific prompts) and grading practices were more common. Moreover, our participants expressed scepticism about the effectiveness of some changes (e.g., AI use declarations) but positively perceived others (e.g., the use of context-specific questions, spontaneous speaking tasks, and named marking). As for their recommendations, the participating EAP academics generally advocated authentic and innovative tasks, such as portfolio-based assessment, reflections, multimodal projects, and GenAI output evaluation over reverting to traditional exams while simultaneously highlighting issues with workload and learning outcomes."

Yerin Seung. "[Rethinking Assessment in the Age of Generative AI.](#)" (2025)

**This blog post discusses the limits of "rule-based approaches" to addressing student use of AI and offers approaches that focus on how students develop knowledge rather than what they know.**

Excerpt: "Shift from Product-Focused to Process-Focused Assessment: One major risk of GenAI is that students can produce high-quality final products with minimal engagement. Structural redesigns address this by making the process, not just the outcome, visible and assessable. This might involve:

- Requiring students to submit drafts over time, annotated with reflection on how their thinking evolved
- Including peer feedback checkpoints that track revision and growth
- Holding live or recorded discussions where students articulate their reasoning or critique their own earlier work

These process-focused assessments offer a more reliable window into students' actual learning. They also shift the emphasis from *what* students submit to *how* they develop and apply their knowledge."

## Feedback Form

[Feedback Form](#)