The 17th Annual WP Educational Technology Conference
Friday, November 13, 2026, 8:30 a.m.–3:00 p.m. ET
https://www.wpuedtechconference.com/

Responsible Generative Artificial Intelligence Use: Teaching and Learning in the Age of AI

As generative artificial intelligence (GenAI) becomes increasingly integrated into education, educators face both exciting opportunities and important responsibilities. This year's conference explores how GenAI can enhance teaching and learning while promoting its responsible, ethical, and critical use. Through research-informed presentations and practice-based examples, participants will explore practical strategies for integrating GenAI into education and strengthening their knowledge and skills to navigate the opportunities, challenges, and responsibilities of teaching in the age of GenAI. Participants will receive 6.5 professional development hours.
Click **here** to register.

Virtual Meeting Place: Zoom will be used for the entire conference. The links will be sent to the registrants on Monday, 11/9/2026.

Conference Schedule:

Time (ET)	Session
8:15 AM – 8:30 AM	Login & Tech Check | Join the Main Room early to test your connection and get ready for the day.
8:30 AM – 8:40 AM	Welcome & Opening Remarks | Kick off the conference with a warm welcome and overview of the day's sessions.
8:40 AM – 9:40 AM	**Concurrent Session I (60 minutes)** | Choose one of the three workshops.
9:40 AM – 9:50 AM	Break (10 minutes)
9:50 AM – 10:50 AM	**Concurrent Session II (60 minutes)** | Choose one of the three workshops.
10:50 AM – 11:00 AM	Break (10 minutes)
11:00 AM – 12:10 PM	**Keynote Session (70 minutes)** | Join the inspiring keynote presentation.
12:10 PM – 12:50 PM	Lunch Break (40 minutes) | Enjoy your meal and connect informally with other attendees.
12:50 PM – 1:50 PM	**Concurrent Session III (60 minutes)** | Choose one of the three workshops.
1:50 PM – 2:00 PM	Break (10 minutes)
2:00 PM – 3:00 PM	**Concurrent Session IV (60 minutes)** | Choose one of the three workshops and wrap up the day with great insights.

Welcome: 8:30 AM – 8:40 AM, ET (10 minutes)

Welcome Remarks: Djanna Hill, Dean, College of Education,
William Paterson University of New Jersey
House Keeping: Gigi Mohamad

Concurrent Session I: 8:40 AM – 9:40 AM, ET (60 minutes)

Workshop 1: Red Light, Yellow Light, Green Light: Navigating AI Use in the Classroom

By Sandra Mangarella, Union High School, New Jersey

This session will explore practical and ethical uses of artificial intelligence through a "traffic light" framework that helps educators distinguish between acceptable AI use, AI use that requires attribution, and uses that cross the line into academic dishonesty. This is something that I have created for use in my own classroom. In addition, the workshop will highlight creative classroom applications of AI that support learning while preserving student voice and originality. A central focus of the presentation will be metacognition and the importance of helping students understand how they learn. I will share examples of reflective metacognitive letters used in my own classroom and discuss strategies for ensuring that AI enhances rather than replaces human thinking, creativity, and self-awareness.

Target Audience: *Educators serving students in all grades, K-12*

Workshop 2: Using Scite.ai to Build Evidence Literacy & Responsible AI Habits in Grades 7–12

By Amanda Rodrigues, Empowertunity LLC and Western Governors University

Artificial intelligence can generate polished and confident answers in seconds, but students still need to determine whether those answers are accurate, credible, relevant, and appropriately supported. This interactive workshop introduces grades 7–12 educators to **Scite.ai**, an AI-supported research platform that helps users locate scholarly evidence and examine how research has been supported, contrasted, or mentioned by later publications.

Target Audience: Educators serving students in grades 7–12, including classroom teachers, librarians, instructional coaches, special educators, multilingual learner specialists, school leaders, and educational technology staff.

Workshop 3: ChatGPT as Co-Grader: Evaluating AI-Assisted Assessment in Graduate Education
By Laura Zieger, Kean University

As generative artificial intelligence becomes deeply embedded in educational practice, faculty and institutions face a pressing question: can AI tools such as ChatGPT support assessment without displacing the professional judgment, ethical responsibility, and disciplinary knowledge that define meaningful evaluation? This study investigates that question directly by examining the use of ChatGPT as an AI-assisted co-grader of graduate student assignments. It examines how ChatGPT generated scores and feedback compare with three faculty raters using the same prompts and rubrics.

Target Audience: Educators serving students in all grades, K-12 and higher education

Break: 9:40 AM – 9:50 AM (10 minutes)

Concurrent Session II (60 minutes): 9:50 AM – 10:50 AM, ET (60 minutes)

Workshop 4: Generative AI skills for Education Professionals: Prompt Engineering and Output Evaluation
By Carol Bruzzano, William Paterson University of New Jersey

This session introduces education professionals to basic generative AI prompt engineering and output evaluation skills. Participants will learn the basic vocabulary of generative AI use and apply skills for prompting and re-prompting open AI programs for specific purposes related to lesson planning, differentiation and curriculum writing. Basic strategies for evaluating AI's output will also be applied during this interactive session using Microsoft's Copilot and Google's Gemini. To wrap up, participants will share their impressions and insights of AI use along with their perspectives on AI in education. Who is moving forward with AI and who is stepping back?

Target Audience: K-20 educators and curriculum developers using AI programs for lesson planning, differentiating instruction, and developing curriculum.

Workshop 5: AI Tools to Enhance Teaching and Learning in Early Childhood and Elementary Classrooms
By Saigeetha Jambunathan, Kean University

Discover how artificial intelligence can support creative, engaging, and developmentally appropriate teaching practices in early childhood and elementary classrooms. In this interactive workshop, participants will explore practical AI tools for lesson planning, instructional materials, family communication, and classroom activities. Educators will learn how to generate age-appropriate stories, songs, discussion prompts, assessments, visuals, and other instructional resources that enhance student learning while saving valuable planning time. Emphasis will be placed on the thoughtful and responsible integration of AI to support developmentally appropriate practice and improve teaching and learning.

Target Audience: Early childhood and elementary teachers

Workshop 6: Teaching with AI: Practical Tools to Support Student Learning
By Latifa Sebti, William Paterson University of New Jersey

As AI becomes increasingly present in schools, educators are seeking practical ways to integrate it while maintaining authentic, student-centered learning. This session introduces AI tools that support pedagogy, including differentiation, collaboration, and authentic learning experiences. Participants will explore examples, discuss AI integration ideas and ethical considerations, and leave with actionable strategies for using AI to enhance student learning and engagement and support their critical thinking.

Target Audience: *Educators serving students in Grades K–12*

Break: 10:50 AM – 11:00 AM (10 minutes)

Keynote Session: 11:00 AM – 12:10 PM, ET (70 minutes)

Keynote Speaker: Jennifer Chen, Kean University
Introduction to the Keynote Speaker: Heejung An

Enhancing Teaching and Learning with Artificial Intelligence (AI): The POWER Way

As AI permeates daily life and becomes increasingly integrated into education, teachers and students are navigating new opportunities and challenges associated with AI use, particularly generative AI. Understanding how to engage with AI effectively and responsibly is becoming an important consideration for educators. Yet AI remains a "double-edged sword" (Chen & Lin, 2024): when used appropriately, it can yield meaningful educational benefits, but when misused or overused, it can pose serious ethical risks. In this keynote address, I present the **POWER** framework, which consists of five core principles (**P**urposeful, **O**ptimal, **W**ise, **E**thical, and **R**esponsible) that guide the appropriate use of AI in education. These principles are action-oriented and conceptually interconnected, offering a coherent guide for practice. When applied effectively, the POWER framework can enhance teaching and learning with AI. The question is: how does it work in practice? To guide practice, I provide concrete examples and principle-specific questions that illustrate the POWER way of engaging effectively with AI.

Biography. Jennifer J. Chen earned her doctorate in Human Development and Psychology from Harvard University Graduate School of Education. She holds additional degrees from Columbia University and Harvard University. Dr. Chen is currently Professor of Early Childhood Education at Kean University. She is recognized among the world's top 2% of scientists in the Stanford University/Elsevier rankings. Dr. Chen has been honored with numerous awards in recognition of her excellence in teaching, mentorship, research, and scholarship, including the 2026 Kean Excellence in Research Award; the 2025 and 2021 Kean Presidential Excellence Awards in Scholarship; the 2023 Outstanding Early Childhood Teacher Educator Award from the NAECTE Foundation; the 2022 NJAECTE Distinguished Scholarship in Early Childhood Teacher Education/Early Childhood Education Award; the 2020 NAECTE Foundation Established Career Award for Research in Early Childhood Teacher Education; the Kean Faculty Research Mentor of the Year Award; the Kean Presidential Excellence Award for Distinguished Teaching; and a Fulbright Scholar Award.
A nationally and internationally respected scholar, Dr. Chen has made significant contributions to the fields of early childhood education and psychology through more than 100 scholarly publications, including three authored books, one co-authored book, four co-edited volumes, and numerous peer-reviewed research articles. In recent years, Dr. Chen's research has focused on the integration of AI in education. She developed the POWER framework, comprising five core principles (Purposeful, Optimal, Wise, Ethical, and Responsible) to guide the effective and appropriate use of AI in teaching and learning. This framework has been widely cited by researchers internationally. Dr. Chen is

currently conducting a psychometric evaluation of her POWER scales, supported by a prestigious research grant from the Spencer Foundation.

Lunch Break
12:10 PM – 12:50 PM (40 minutes)

Concurrent Session III: 12:50 PM – 1:50 PM, ET (60 minutes)

Workshop 7: AI-Supported Inquiry in Science Classrooms: Advancing Accessible and Authentic Learning
By Heejung An, William Paterson University of New Jersey

This interactive session provides participants with a balanced combination of conceptual understanding and hands-on experience using generative AI to support inquiry-based science instruction aligned with the Next Generation Science Standards (NGSS). The session begins with a brief overview of generative AI, followed by practical activities demonstrating how AI tools can enhance two key scientific practices: NGSS Practice 1: Asking Questions and NGSS Practice 4: Analyzing and Interpreting Data. Participants will also explore how generative AI can increase accessibility by providing access to real-world data and creating more authentic, engaging learning experiences for all students. Throughout the session, emphasis will also be placed on the responsible and ethical use of AI, including evaluating AI-generated information, recognizing its limitations, and promoting academic integrity in science learning.

Target Audience: *Educators serving students in Grades 5-12*

Workshop 8: School Libraries as Equitable Gateways to Responsible AI Literacy
By Patricia Dennis, William Paterson University of New Jersey

Students need equitable opportunities to develop critical and responsible AI literacy, yet access remains uneven. This proposed study uses a longitudinal Community-Based Participatory Action Research approach to examine how school libraries and School Library Media Specialists can support that goal. Educators, students, and community partners will co-design and evaluate library-based AI-literacy learning across diverse contexts through collaborative cycles of planning, implementation, observation, and reflection. The intended outcome is practical guidance for positioning school libraries as equitable gateways where all students can question, understand, and responsibly participate in an AI-shaped world.

Target Audience: *School library media specialist, technology coordinators, educators, administrators*

Workshop 9: Seeing the Math: Using ChatGPT to Visualize Algebra Word Problems
By Stan Lynn, Wayne Hills High School, New Jersey

Every year, many Algebra 1 students can solve algebra, but still struggle to visualize what a word problem is describing or explain what their answer means. This workshop demonstrates how ChatGPT can be used to generate and refine instructional images that help students connect Algebra application problems to real-world situations. Participants will learn how to write effective prompts, evaluate the mathematical accuracy of AI-generated content, and use AI responsibly to support instruction. During a 20-minute breakout session, participants will work in small groups using Algebra application problems to create and refine AI-generated visuals that can be immediately adapted for their own classrooms. The workshop concludes with a discussion of the strengths, limitations, and ethical use of AI in mathematics instruction, emphasizing that ChatGPT is a tool to support, not replace, effective teaching.

Target Audience: *Middle school and high school mathematics teachers, instructional coaches, curriculum supervisors, and university faculty preparing future mathematics teachers*

Break 1:50 PM – 2:00 PM (10 minutes)

Concurrent Session IV: 2:00 PM – 3:00 PM, ET (60 minutes)

Workshop 10: AI Agents as Personalized Tutors
By Gigi Mohamad, William Paterson University of New Jersey

This session is a hands-on look at AI agents as personalized tutors employing strategies such as adaptive pacing, Socratic questioning, and scaffolded feedback. This session walks attendees through a live demo comparing a standard AI chatbot to two purpose-built tutoring agents, then opens a discussion on application.

Target Audience: All educators

Workshop 11: Practical and Ethical Uses of Artificial Intelligence in the Mathematics Classroom
By Michael Saffer, Fairleigh Dickinson University
This presentation explores how educators can leverage artificial intelligence to enhance mathematics instruction while promoting critical thinking, academic integrity, and equitable learning. Participants will discover practical AI tools, classroom-ready strategies, and ethical guidelines for integrating AI to improve student engagement, problem-solving, and achievement.

Target Audience: *K-12 teachers and university-level professors in education programs*

Workshop 12: Learning Science Meets AI: Designing Learning Experiences That Foster Critical Thinking and Student Agency
By Sheila Tabanli, Rutgers University

The workshop showcases mathematics learning resources designed using the evidence-based 3C Pedagogical Model and the RR2PG Instructional Framework, grounded in cognitive science and Social Emotional Learning (SEL) principles. These frameworks, refined through multiple teaching fellowships and classroom-based practices, demonstrate how generative AI can be intentionally guided to produce student-centered resources that strengthen metacognition, mathematical reasoning, and self-regulated learning rather than simply generating answers.

Target Audience: *Educators serving students in grades 7-12*

Educational Technology Programs at William Paterson University

Are you interested in pursuing a Master of Education (M.Ed.) in Educational Technology and Instructional Design (10 courses, 30 credits) or a Graduate Certificate in Educational Technology (4 courses, 12 credits)?

Both programs are offered fully online, with asynchronous courses delivered in a 7-week format. Please visit the following webpages for more information.

MEd:
https://academiccatalog.wpunj.edu/preview_program.php?catoid=47&poid=13878&returnto=2258

Graduate Certificate: https://online.wpunj.edu/degrees/education/educational-technology-certificate/

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