

1:45-2:45 PM**Table 1 GAI Using AI for Praxis Preparation: Let's Chatbot! [65910]**Andrea Paganelli, Jeremy Logsdon,
Daniel Super, Western Kentucky University, USA**Table 2 TIP Traveling Through the TIM Matrix [66021]**

Tiffany Clemins, Becky Osterfeld, Marshall University, USA

Table GAI From Destination to Journey: Refram-



Fw: [EXTERNAL] SITE 2026 Acceptance - Confirmation Due

From Paganelli, Andrea <andrea.paganelli@wku.edu>

Date Tue 12/9/2025 10:54 AM

To Logsdon, Jeremy <jeremy.logsdon@wku.edu>; Super, Daniel <daniel.super@wku.edu>

We were accepted!

Dr. Andrea Paganelli

Professor Libraries, Informatics, and Technology in Education



Phone: 270-745-4420

Email: andrea.paganelli@wku.edu

My personal Zoom Room:

<https://wku.zoom.us/j/6075766671>

Western Kentucky University

1906 College Heights Blvd.

Bowling Green, KY 42104



From: SITE 2026 <conf@aaace.org>

Sent: Monday, December 8, 2025 10:09 PM

To: Paganelli, Andrea <andrea.paganelli@wku.edu>

Subject: [EXTERNAL] SITE 2026 Acceptance - Confirmation Due



Association for the Advancement of Computing in Education

Dear Andrea Paganelli:

Thank you for your submission to SITE 2026 - Society for Information Technology & Teacher Education to be held in Philadelphia, Pennsylvania, March 23-27, 2026.

<http://site.aace.org/conf/>

We are pleased to inform you that the Program Committee of SITE 2026, after rigorous peer review, has decided to ACCEPT your submission for presentation. (Review Policy:

<https://site.aace.org/conf/reviewers/guide/>)

Please note that the reviewers may have recommended and, therefore, accepted your proposal under a different presentation category.

Reviewers of your submission may have written author comments to offer recommendations on how your submission can be modified or improved. If provided, these comments appear AT THE BOTTOM of this e-mail.

Paper ID: 65910

Title: "Using AI for Praxis Preparation: Let's Chatbot!"

Accepted as: Roundtable (F2F)

Proceedings pages: max 6

Presentation Category information: <http://site.aace.org/conf/categories/>

Accessing Your Submission:

You may access your submission, make author changes, and upload your proceedings paper by following these steps:

1. Go to <https://conf.aace.org/site/2026/submission/>
2. Logon using: andrea.paganelli@wku.edu
3. You should see your paper listed.
4. To make changes to your information, click "Edit"
5. To upload your proceedings file, click "Confirm Proceedings"

The following must be completed by Feb. 24, 2026:

Upload Proceedings File: <https://conf.aace.org/site/2026/submission/>

All proceedings files MUST be received by this date. The last file you upload will be used as your published proceedings paper. You may check the latest file by clicking on "View Proposal/Proceedings File" via Your Paper Access URL above.

Register & Confirm at Least One Author: <https://site.aace.org/conf/>

You must confirm you will give your presentation by having at least one author register by this date and choose the papers you will present from the list on the registration form.

Review Presentation Information for Final Program: <https://conf.aace.org/site/2026/submission/>

Please review and change, if necessary the following information for publication in the Final Program:

- Presentation title
 - Abstract (in abstract text box)*
 - Author names and organizations
 - Author order
 - Contact person
-

Planning for your Conference:

- **Registration:** <https://conf.aace.org/elearn/registration/>
- **Registrations Rates:** <https://site.aace.org/conf/rates-deadlines-visas/>
- **Proceedings Preparation Guidelines:** <http://site.aace.org/conf/proceedings-guidelines/>
- **Presenter Guidelines for all presentation types** <http://site.aace.org/conf/presenter-guidelines/>

Thank you in advance for your contribution toward the success of SITE 2026. We look forward to welcoming you to Philadelphia, Pennsylvania, March 23-27, 2026.

For the Program Committee,

Best regards,

Gary Marks, Ph.D.

Executive Director & Founder

Comments to the Author (if available):

Please remember to remove author information in proposals.

This is a good round table topic. It is not technically DBR--there is no iteration of theoretical development. Rather, it is using a design process to produce a product. This isn't bad, it is appropriate, but is not DBR. When using a specific methodology, be sure to cite whose version of it you are using.

SITE2026

37th INTERNATIONAL
CONFERENCE

SOCIETY FOR INFORMATION TECHNOLOGY
AND TEACHER EDUCATION

Thursday Roundtables

10:15-11:15 AM

- Table 1: TLEST Innovation LIT Lab: Co-Designing AI-Enhanced Interdisciplinary Literacy Technologies for Students Who Experience Reading Challenges [80186]
Carolina Whitford, State Univ. of Central Florida, USA
- Table 2: SE Influences on Adolescent Eating: Linking Body Image, Habits, and Learning [80188]
Kerilynn Smith, Marybeth J. Carter, Lamar University, USA
- Table 3: GAI Exploring Students' Use, Attitudes, Perceptions, Self-efficacy, and Perceived Ease of Use of Generative Artificial Intelligence (Gen AI): Implications From the Technology Acceptance Model (TAM) [80187]
Ardiansyah Pratomo, Milwaukee University, Madison, WI, USA
- Table 4: TLEST Exploring AI-Augmented Feedback: Tools for Students in K-12 Classrooms [80189]
Pamela Chapman, Cobb County School District, Marietta, GA, USA
- Table 5: SCET Boosting Student Robot Video-Based Speaking Practice to Improve Elementary English Language Learner Performance on the WIDA ACCESS Test [80177]
Mikaela Soderstrom, University of Nevada, Reno, USA

11:30 AM-12:30 PM

- Table 1: SCET AI and Language Teacher Education: A Book Discussion About the Challenges, Potentials, and Assumptions [80192]
Liping Lu, Fordham University, New York, USA; Joseph Morris, University College of London, UK, United Kingdom
- Table 2: TLEST I Don't Need Artificial Intelligence in My Classroom: A New Real Intelligence: Principled Candidate Perspectives on AI in the Classroom - A Research Proposal [80193]
Alicia Davis, Arkansas State University, USA
- Table 3: GAI Integrating AI into College Programs [80191]
Anne Mullen, EDC Education Development Center, Boston, MA, USA
- Table 4: GAI Artificial Intelligence Implications in Learning for Conceptual Design [80190]
Christian AM, Vrije Universiteit, The Netherlands

1:45-2:45 PM

- Table 1: GAI Using AI for Trade Preparation: Let's Check! [80194]
Andrea Pogorelec, Jeremy Logsdon, Daniel Saper, Western Kentucky University, USA
- Table 2: TTP Traveling Through the TM Matrix [80195]
Willya Jenkins, Rocky Oaks, Maryland, USA
- Table 3: GAI From Destination to Journey: Reframing Assessment in the Age of Generative AI [80196]
Sandy Gorman, Foster, Randy Ziegler, Lisa, Mountain View, USA
- Table 4: SE What Counts As Data? Rethinking Formative Assessment Evidence in Instructional Data Science [80197]
Monica Ruppel, Hua Yang, Art Technological, Marysville, WA, USA
- Table 5: TTP Leading What's Next: Preparing School Administrators for an AI-Informed Era [80198]
Joan Hunt, Marist University, USA

3:00-4:00 PM

- Table 1: GAI Critical Thinking As a Non-Negotiable: An Exploratory Pilot Study on Preservice Teachers' Prompt Engineering [80199]
Lough-Elizabeth, University of Oklahoma, USA
- Table 2: TLEST Access, Education, and Community: Closing The Fourth Industrial Revolution Gap in Rural Regions [80200]
Courtney Davis, Jenise Kope, Nipissing College, USA
- Table 3: TTPACK Zooming Into Pedagogy: Constructivist Practices in a Remote Synchronous Graduate Program [80201]
Jill Davis, Kate Fields, Dan Vincent, Central Connecticut State University, USA
- Table 4: TTPACK THACK in Practice: Operationalizing Exploration [80202]
Christine Ray, Susan, Susan, University of Central Arkansas, San Chen, University of Minnesota, Andrea, Portland, Oregon, John, Indiana University, USA
- Table 5: TLEST AI-Code AI Engineering: Building Next Applications With Copilot, ChatGPT, and AI Agents [80203]
Mehmet Akif, Mehmet Akif, Mehmet Akif, USA

4:15-5:15 PM

- Table 1: GAI Human-Centered AI Pedagogy: Strategies for Teaching and Assessing Critical Thinking in Teacher Education [80204]
Nai Ying Hsiao, University of Alaska Anchorage, USA; Yi-Ting Gao, National Taiwan University, Taiwan; Chao-Jung Hsiao, National Taiwan University, Taiwan; Chao-Jung Hsiao, National Taiwan University, Taiwan; Chao-Jung Hsiao, National Taiwan University, Taiwan
- Table 2: ID Capturing Learners' Lived Experiences for Audience Analysis: Making Design Decisions Using Student Data [80205]
Vanessa Johnson, Chandra Madhavan, Huiyuan Kim, Grant Charnock, Elizabeth Bolding, Indiana University Bloomington, USA
- Table 3: ID Beyond Formal Discipline: Reconnection of Children's Programming Education and Inspirations for Teachers Based on Dewey's Philosophy of Experience [80206]
Huiyuan Kim, Grant Charnock, Elizabeth Bolding, Indiana University Bloomington, USA
- Table 4: TLEST Preparing Preservice Teachers for the Future Workforce [80207]
Benedict Mwangi, University of Nairobi, Kenya
- Table 5: MACK Investigating and Innovating 3D Printing for Composite Sustainability [80208]
Christina McCune, Idaho State University, USA

5:30-6:30 PM

- Table 1: ID On the Edge: Preparing Teacher Candidates in Politically Contested Contexts [80209]
Carmen Lefebvre, University of North Carolina, USA
- Table 2: EVAL Trends in Preservice Teacher Profiles Across Three Nations: A Large Language Model Analysis of Survey Responses [80210]
Sara Lefebvre, University of North Carolina, USA; Gerald Kozmin, University of North Carolina, USA
- Table 3: TTPACK Exploring the Use of Generative AI in Instructional Design Analysis to Support Elementary Science Teacher Learning [80211]
Kathryn Davis, ETS, USA; India Vaid, ETS, India
- Table 4: POTS Reflections on Information Technology Teacher Preparation Practices Across Four Nations [80212]
Gerald Kozmin, University of North Carolina, USA; Sarah Lefebvre, University of North Carolina, USA; Sarah Lefebvre, University of North Carolina, USA; Sarah Lefebvre, University of North Carolina, USA
- Table 5: SCET A Multi-Agent AI Data to Action Workflow for Supporting School Connectedness Improvement [80213]
Dr. Jang, Michigan State University, USA

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#SITE26



Monday, March 23

9:30 AM-5:00 PM

2nd Floor Wyeth Foyer

Registration

10:00 AM-12:30 PM

Wyeth C

65573: BYOL: Computational Thinking & Computer Science Through a Creative Arts Pathway (registration required) [65573]
Roger Wagner, 1010technologiescom, USA

Whistler A

65577: From Vision to Practice: Designing AI-Integrated, Inquiry-Based STEM Curriculum for Educator Preparation Programs and K-12 Professional Learning [65577]
Michaine Ashley, Texas Woman's University, USA

Homer

65770: Empowering Educators Through Digital Storytelling: A Hands-On Workshop for Amplifying Student Voices [65770]
Laura Strong, Samantha Fecich, Slippery Rock University, USA

Whistler B

65834: Bridging the TPACK Gap: Empowering Educators to Implement Computer Science and Digital Fluency Standards [65834]
Julianne Ross-Kleinmann, Ulster BOCES, USA

Hopper

65920: Implementing Virtual Reality in the Classroom [65920]
Gulsebnem Bishop, Campbellsville University, USA

1:00-3:30 PM

Whistler A

65689: Generative Thinking: A New Approach To AI In The Classroom [65689]
Jim Roche, Trevor Day School, USA

Homer

65720: Joint Progression in AI Literacy: Faculty & Student Integration Models for Higher Education [65720]

Minhwi Seo, Thomas Brush, Indiana University - Bloomington, USA

GAI Reclaiming the Ecologies of Human Learning Technological Decoupling and Epistemological Rebalancing in the AI Era [66039]

Rebecca Blankenship, Florida Agricultural and Mechanical University, USA

Whistler A / Panel (F2F) (1 hr)

INTL EDUsummit 2025 Issues and Outcomes: Highlights for the Society for Information Technology & Teacher Education (SITE) [66547]

Gerald Knezek, Rhonda Christensen, University of North Texas, Elizabeth Langran, Marymount University, USA; Matt Bower, Macquarie University, Australia; Miroslava Cernochova, Charles University, Czech Republic; Jonathan Cohen, Georgia State University, USA; Alison Egan, Marino Institute of Education, Ireland; Takahisa Furuta, Gunma University, Japan; David Slykhuis, Valdosta State University, USA

Whistler B / Full Papers

GAI Amplifier or Substitute? a Rapid Review of Generative AI in Higher Education Active Learning Tasks and Self-Regulated Learning [66510]

Michael Pin-Chuan Lin, Faculty of Education, Mount Saint Vincent University, Eric Poitras, Faculty of Computer Science, Dalhousie University, Gerald Tembrevilla, G. Michael Bowen, Faculty of Education, Mount Saint Vincent University, Nikki Lobczowski, Department of Educational and Counselling Psychology, McGill University, Daniel Chang, Jing-Yuan Huang, Faculty of Education, Simon Fraser University, Canada; Yu-Feng Lan, Department of Information Management, National Formosa University, Taiwan; Jeeho Ryoo, Olsen College of Engineering and Science, Fairleigh Dickinson University, Canada

AWARD PAPER

GAI Innovation or Illusion? Technology Integration in 450 AI-Generated Lesson Plans [65880]

Chenyang Xu, Torrey Trust, Robert Maloy, University of Massachusetts Amherst, USA

Homer / Full Papers

XR Emotional Design for Designing Virtual Learning Environment for Reducing Fear of Water [66185]

Lionel Roche, Ariane Bouchard, Alain-Steve Comtois, Universite du Quebec à Montreal, Canada, Canada; Cathy Rolland, Université Clermont Auvergne, Régis Fayaubost, Collège Picasso, France

XR Enhancing Cybersecurity Education With Virtual Reality: an Expanded Systematic Review [66153]

Damilare Adigun, Opeyemi Ojajuni, Brian Warren, Deidre Street, Albertha Lawson, Southern University and A&M, USA

Wyeth C / Roundtable (F2F) (1 hr)

GAI Using AI for Praxis Preparation: Let's Chatbot! [65910]

Andrea Paganelli, Jeremy Logsdon, Daniel Super, Western Kentucky University, USA

TIP Traveling Through the TIM Matrix [66021]

Tiffany Clemins, Becky Osterfeld, Marshall University, USA

GAI From Destination to Journey: Reframing Assessment in the Age of Generative AI [66644]

Sandy Guzman Foster, Randy Ziegenfuss, Moravian University, USA