

# Curriculum Vitae Jace Hargis, Ph.D.

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## Executive Summary

I am currently an AI Researcher for education, consulting on the strategic integration and ethical application of AI across academic, research, and administrative domains. I have worked globally in academic leadership and consulting spans roles in the United States (California, Florida, New Jersey and Hawaii), the Middle East (United Arab Emirates, Saudi Arabia and Qatar), Asia (China, Malaysia and Pakistan), Europe (Netherlands, UK, Romania and Turkey) and New Zealand, where he has held faculty and senior administrative positions supporting teaching and learning innovation. I have authored a textbook and an academic anthology, and have published over 150 peer-reviewed articles. I am an accomplished presenter, having delivered hundreds of academic presentations internationally. I hold a B.S. in Oceanography from the Florida Institute of Technology, an M.S. in Environmental Engineering Sciences, and a Ph.D. in Science Education from the University of Florida. My research centers on how people learn, with a particular emphasis on the integration of emerging technologies—most recently, AI—into educational environments.

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## Education

### **Ph.D. Curriculum and Instruction** (Science Education)

University of Florida College of Education, Gainesville, Florida USA

Dissertation: The Internet as an informal learning environment: Assessing knowledge acquisition of science and engineering students using constructivist and objectivist formats.

### **M.S. Environmental Engineering Sciences** (Environmental Chemistry)

University of Florida College of Engineering, Gainesville, Florida USA

Thesis: Trichloroethene degradation and subsequent mobilization and attenuation into a nearby natural wetland system.

### **B.S. Oceanography** (minor in Engineering and Science Education)

Florida Institute of Technology College of Engineering and Science, Melbourne, Florida USA

Senior Project: Investigation of the propagation of sustainable invertebrate species in Estuarine seagrass communities.

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## Professional Experience

### Researcher, Artificial Intelligence for Education

January 2023 – Present: Gainesville, FL

#### Accomplishments:

- Developed and led a comprehensive [Human-Centered AI Integration Strategic Plan](#) aligned with [Weekly White Paper Series](#); and [Podcast Script](#).
- Designed an [AI Literacy Certificate Course](#).
- Prepared an [Ethical Use of AI Policy](#).
- Created an extensive list of [Custom GPTs for Higher Ed](#).
- Showcased [Example Using OpenAI Study Mode](#)
- [AI Teaching Research Blog on Substack](#)
- Created [AI for International Affairs](#) Guide

#### Current AI in Ed Research In Process

- Toffolo, M., & **Hargis**, J. (in-process). Redesigning assignments using AI in a university psychology course.
- Zhou, A., & **Hargis**, J. (in-process). Integrating AI into active teaching methods.
- Galal, S., & **Hargis**, J. (in-process). Revitalizing boring assignments using AI.
- Scott, S., & **Hargis**, J. (in-process). Integrating cognitive science into integrating AI into teaching and learning in higher education.
- Gerardo, H., & **Hargis**, J. (in -process). Creating and implementing a Human Authorship Recognition Test Custom GPT.
- Hurn, J., & **Hargis**, J. (in-process). Creating and implementing an AI Readiness Index Custom GPT for higher education.
- Vas, A., Gardner, D., & **Hargis**, J. (in-process). How does AI-assisted course design and an asynchronous, self-paced format influence instructional outcomes, learner engagement, and motivation.
- **Hargis**, J. & Lau, E. (in-process). Creating an engaging AI Literacy course using AI. *International Journal on New Trends in Education and Their Implications*.

#### AI in Ed Scholarly Publications

- Al-Shawwa, R., **Hargis**, J., Grewell, C., & Qi, H. (October 2025). AI for higher education: Supporting faculty in creating an inclusive accessible learning environment, *Glokalde SoTL Journal*, 10(4), Article 1.
- du Toit, L., Browne, D., Webber, H., & **Hargis**, J. (March 2025). [Integrating emerging technologies such as GenAI into teaching and learning](#). Presented at the Food and Fibre CoVE annual [Research and Insights Forum](#) in Auckland, NZ, March 18-20, 2025.
- Hill, C., & **Hargis**, J. (Sep 2024). An ethics module on academic integrity and generative AI. *New Directions for Teaching and Learning*, 1–10. <https://doi.org/10.1002/tl.20626>
- **Hargis**, J., & Gessner, R. (August 2024). Connecting functional educational technology to higher education andragogy using Generative Artificial Intelligence, *Glokalde SoTL Journal Special Issue on Generative Artificial Intelligence*, 10(2).

- Moon, J. H., Tian, S., He, Q., & **Hargis**, J. (August 2024). Effective uses of ChatGPT and GitHub Copilot in teaching and learning creative coding on the web. *Glokalde SoTL Journal Special Issue on Generative Artificial Intelligence*, 10(2).
- Wade, J., **Hargis**, J., & Gessner, R. (June 2024). Generative Artificial Intelligence environment for individually optimized learning. American Society of Engineering Education (ASEE) conference proceedings, Portland, Oregon, June 23-26, 2024.
- **Hargis**, J. (April 2024). Using Generative Artificial Intelligence (GenAI) to design a college Environmental Science course, *Glokalde SoTL Journal*, 10(1), Article 1.
- Rafiq, Y., & **Hargis**, J. (April 2024). The use of immersive and interactive films to amplify traditional pedagogy and ethnography, *Glokalde SoTL Journal*, 10(1), Article 6.
- New Zealand Food and Fibre Centre of Vocational Excellence. (December 2023). GAM, XR and AI in Ed: A review of practices for NZ Food and Fiber Report. [We especially want to acknowledge the deep and rich expertise offered to us by Dr. Jace **Hargis** whose guidance has helped shape this report.]
- Hill, C., Little, J., Bharadwaj, S., & **Hargis**, J. (Fall 2023). Methods to integrate AI Chat, GPT into university teaching and learning, *International Journal on New Trends in Education and Their Implications*, 13(4), 459-475.

## Vice President for Curriculum and Faculty Development; Professor

October 2021 – November 2022: Kean University, Union, NJ

Oversaw the following departments as Direct Reports:

- Library and Learning Commons
- Center for Teaching and Learning (CTL)
- Curriculum and General Education

### Accomplishments:

- Created a substantial and on-going newly hired faculty orientation;
- Built and oversaw the Adjunct and part time faculty orientation;
- Led the exploration of an updated General Education Curriculum;
- Led a pilot on hybrid courses to build out a solid portfolio of hybrid courses and expand the pool of faculty able to teach in that modality;
- Facilitated and support the development and delivery of large lecture classes with associated development of graduate teaching assistants;
- Supported with the Registrar on the Curriculum Manage System software program;
- Built capacity to produce high-quality Scholarship of Teaching and Learning (SoTL);
- Led the pedagogy task for the migration into Canvas LMS;
- Trained faculty on the Simple Syllabus software program;
- Created policies for improving teaching pedagogy and technology;
- Supported accreditation and teaching effectiveness assessment;
- Create a plan for a new Honors College;
- Served on several Faculty Search Committees; and

- Assisted with International student recruitment.

## [Pandemic] **International Higher Education Consultant**

September 2020 – September 2021: San Diego, CA USA

### **Accomplishments:**

- Provided support for research with the International Faculty (citations listed in research).
  - A qualitative comparison of the same courses offered face-to-face and online.
  - Productive discomfort and the right amount of confusion, frustration and success.
  - Computer assisted project-based learning in a learning management system.
  - Design Thinking to evaluate assessment on Robot-Learning.
  - Emergency remote education: Lessons learned in the time of Covid-19.
  - Integrating self-regulated learning into a Chinese language online course.
  - Effective online and face-to-face teaching methods for a Media Arts course.
  - Measure instructor self-efficacy for teaching prior to migrating courses online.
  - What is effective online teaching and learning in higher education?
  - Linear Algebra online learning objects: A focus on pedagogy.
  - Working with electrons: Integrating “Kits” for hands-on online learning in homes.
  - Rapid course migration: Comparing the changes of instructor self-efficacy.
- Led Pedagogy workshops for Duke Kunshan University faculty in Kunshan, China.
- Guest lecturer for graduate Theory and Research course at NYU Shanghai.
- Consultant with faculty at the Iran University of Science and Technology.
- Consultant with faculty and students at the Royan Institute, Iran.
- Advisor for doctoral candidates at the University of Education, Lahore, Pakistan.
- Assessment consultation for Seed Scholars Program, Ireland.
- Consult with Scuola di Direzione Aziendale Bocconi School of Management, Milan, Italy.
- Higher Education consultations with faculty in China, Italy, Brazil, Taiwan and Austria.
- Taught Research Methods course for graduate students in Shanghai, China.
- Consultant for start-up company creating an app for College and Career Readiness.
- Consulted for start-up creating a dynamic technology system for social learning.
- Mentored three doctoral students.
- Created weekly scholarship of teaching and learning research via [professional blog](#).
- Led Course Design for Bucharest University of Economic Studies.
- Led Course Design for Online Instruction for Bucharest University.

### **Faculty Development [Videos](#)**

### **Views (>135,000 Total)**

- |   |        |
|---|--------|
| • <a href="#">Hands-on Active Learning Workshop</a>         | 83,700 |
| • <a href="#">Backward Course Design</a>                    | 15,800 |
| • <a href="#">Instructional Design Using Learning Glass</a> | 4,200  |
| • <a href="#">Assessment and Creating Rubrics</a>           | 4,000  |
| • <a href="#">Writing Learning Outcomes</a>                 | 2,200  |
| • <a href="#">Instructional Design using Videoscribe</a>    | 1,700  |
| • <a href="#">Information Processing Stop Motion</a>        | 1,000  |

## Founding Director Center for Teaching & Learning; Professor

July 2018 – September 2020: NYU Shanghai, China

### Director Accomplishments:

During the two years in this position, I was able to offer

- o 200 faculty one-on-one and small group consultations
- o 250 Workshops
- o 110 Classroom Observations (~2500 students)
- o 70 Blogs of weekly Scholarship of Teaching and Learning articles
- o 14 Curricular Development Challenge Proposals
- o 12 Three Day Course Redesign Studios (for 100 faculty, total)
- o 4 Celebrate Teaching Non-Conference (400 faculty attended sessions)
  - 1 [Celebrate \[Online\] Teaching](#) – March 27, 2020
- o 2 Introduction to College Teaching Credential Courses
- o 1 Advanced Course Design Studio on Teaching Research

In February 2020, led the pedagogy to help faculty migrate their courses online due to the pandemic ([Inside Higher Ed](#)). In March 2021, contributed to [The Post Covid Class magazine](#).

As Founding Director,

- Created and implemented a strategic plan Center to build and oversee a CTL, building a culture aligned to Teaching Research;
- Identified appropriate and well-aligned individual pedagogical needs;
- Worked with other academic units in the NYU Global Networks;
- Fostered an environment that promotes excellence in teaching;
- Provided specific and individualized support to faculty and instructional staff;
- Provided support to faculty and instructional staff new to teaching in China;
- Introduced new, effective methodologies and technologies in teaching;
- Assessed the quality of courses and the NYU Shanghai student experience;
- Fostered intra- and inter-departmental conversation among faculty and instructional staff;
- Offered extensive three-day Course Redesign Studios ([Learning Glass Videos](#));
- Created curriculum, which included [workshops](#) on effective teaching methods;
- Provided classroom observations and midterm small group surveys;
- Created a New Faculty Orientation session on teaching; and
- Oversaw CTL finances and resources.

### CTL Certificate Courses Created/Delivered

1. Course Design Studio (CDS) for Online Instruction
2. Advanced II CDS for the Scholarship of Teaching
3. Advance CDS for Teaching Research
4. Course Design Studio (CDS)
5. Newly Hired Faculty Luncheon Series
6. Teaching in Higher Ed: A Seminar Experience

7. Facilitating Learning: A Course of Discussions and Active Learning
8. Introduction to College Teaching

### **Professor Accomplishments**

Taught CCST-SHU 142 Environment Connections: Water, Waste, and Wellness [[Syllabus](#)].

Co-Taught COVID-19 Course for [Leaders, Educators and Learners](#) – Spring 2020

This D2L Open Course weaves together the scientific, social, and economic perspectives of the COVID-19 pandemic. This comprehensive course has been constructed with the goal of providing an opportunity to interactively learn about the virus behind the disease and its impacts to our world. By providing research-based information, the course helps learners and educators understand the global pandemic, its risks, and how to effectively manage them.

## **Founding Director of the Center for Engaged Teaching**

March 2016 – July 2018: University of California, San Diego USA

### **Accomplishments:**

During the two and a half years in this position, I was able to offer

- o 500 faculty one-on-one and small group consultations
  - o 170 Workshops
  - o 100 Classroom Observations (~10,000 students)
  - o 65 Blogs of weekly Scholarship of Teaching and Learning (SoTL) articles
  - o 25 SoTL Teaching Research projects
  - o 20 teaching videos created, which received over 35,000 views
  - o 15 Three Day Course Redesign Studios (for ~160 faculty)
  - o 3 Major Teaching non-conferences (2 Celebrates; Apps & Appetizers)
  - o 1 Significant proposal to Assess, Measure and Evaluate Effective Teaching
- Drafted and piloted a university-wide proposal to evaluate effective teaching, which addressed the three major steps of Assessment, Measurement and Evaluation, resulting in a model faculty example;
  - Created a strategic plan, aspirational goals and Key Performance Indicators, which included specific measures of success;
  - Created and offered extensive three-day Course Redesign Studios;
  - Promoted teaching and learning as an ongoing and collaborative processes of inquiry, experimentation, and reflection;
  - Led search committees for hiring academic staff;
  - Built a Center that is dedicated to the theory, practice, and SoTL;
  - Served as a campus clearinghouse for information about teaching and learning resources; sponsored learning communities;
  - Created workshops and studios on effective teaching methods (Course Redesign; Learning to Learn; SoTL Design; Active Teaching; Inquiry/Project-Based Learning; Examining your own Teaching; Meaningful Technology; Mobile Learning; Effective (Interactive) Syllabus; Writing Effective Learning Outcomes; Assessment & Rubrics);

- Provided many classroom observations using a three-part data gathering instrumentation, which culminated in a summary memorandum;
- Created New Faculty Teaching and Learning Guidance Document;
- Updated Teaching in Higher Education Short Course; and
- Provided wise stewardship of finances, resources and strategic funding plans.

## **Associate Provost for Faculty Development, Assessment & Research; Founding Director Center for Teaching & Learning; Professor**

March 2015 – March 2016: Chaminade University, Honolulu, Hawaii USA

### **Accomplishments:**

- Secured a \$4 million USD Title III Faculty Development Grant which funded initiatives:
  - Mobile Learning Pilot, Conferences, Higher Education Certificate, Blended/Online Teaching, Grant Writing & Research, Faculty Fellows for Social Networking and Inter-disciplinary, Summer Course Redesign, Undergraduate Research Mentors;
- Provided faculty development, resources and programming to facilitate faculty growth;
- Created dynamic Course Design Studios, which provided an umbrella of skill-sets addressing learning outcomes, assessment and active learning;
- Developed a program for quality mentoring and development support provided to faculty to enhance learning and teaching, both online and face-to-face;
- Coordinated formative assessment activities for on ground and online teaching;
- Created, organized and led Assessment activities, including faculty committee's
- Developed communication for assessment activities for WASC review;
- Organized development events, workshops, programs faculty learning communities, and conferences designed to improve scholarship and teaching and learning;
- Led activities to stimulate and support faculty to seek external support;
- Administered funds to support faculty to initiate, publish and present research;
- Facilitated in shared governance with Faculty Senate on the development and offering of programs, including a sustained annual New Faculty Orientation;
- Created a culture of teaching excellence for the scholarship of teaching and learning;
- Assist in the use of data to improve student learning and for grant development; and
- Managed the Office of the Associate Provost budget.

## **International Educational Researcher**

September 2013 – February 2015

### **Accomplishments:**

- Guided University Vice-chancellors in Malaysia and Thailand on mobile learning;
- Developed mobile learning strategic plans for worldwide K-20 programs;
- Designed a large European, Asian, Middle East distance education consortium;



- Provided assistance to faculty on Scholarship of Teaching & Learning (SoTL);
- Assisted in the creation of a London-based nonprofit on multicultural education;
- Created a Center for Teaching and Learning (CTL) plan for university in Kazakhstan; and
- Mentored doctoral students in Turkey, South Africa and the UAE.

## College President/Director

July 2011 – August 2013: Higher Colleges of Technology, Abu Dhabi, UAE

Oversee all academic schools, Library, Student Services and Accreditation as Direct Reports.

### Accomplishments:

- Full fiscal responsibility and management of two college campuses and over \$30 million USD in salaries, facilities and operating budgets;
- Leadership on Academic Affairs, policies, curriculum, faculty recruitment, hiring, retention, professional development, evaluation, scholarly research, and promotions;
- Supervised all departments, including Academic Affairs, Student Enrollment, Registration, Student Services, Finance, Facilities, Institutional Effectiveness, Assessment, Library, Marketing, Instructional Technology and Human Resources;
- Oversaw 2,500 students, 130 faculty members, 80 full time and 60 contract staff;
- Managed a Foundations English Speaker Language College;
- Communicated with local community, including business, industry and schools to promote the college and to assist in the placement of graduates;
- Selected by the Ministry of Higher Education to lead a successful large-scale mobile learning initiative, specifically the pedagogy portion of implementation, involving all federal universities: twenty campuses and 15,000 first year students;
- Oversaw the development of a new Center for Teaching and Learning (CTL);
- Significantly improved college environment, based on system wide climate data, conversations with faculty, and overwhelming positive conversations from staff;
- Secured student sponsorships/internships with community leaders, such as local financial institutions, oil companies, schools, museums, and tourist agencies;
- Idealized action teams to explore using Sustainability as a Unifying Curricular Theme;
- Idealized and implemented a monthly Faculty/Staff Think Tank;
- Offered 185 Professional Development topics derived from a needs survey; and
- Secured significant funding to assist students and facilities.

## Assistant Provost; Founding Director CTL; Associate Professor

June 2007 – July 2011: University of the Pacific, Stockton/San Francisco/Sacramento, CA USA

### Accomplishments:

- Oversaw the development and implementation of faculty development programs, including new faculty orientation, and teaching and learning grants;



- Coordinated faculty development for online and blended pedagogies;
- Provided leadership by designing, implementing, and assessing a comprehensive program of faculty development to assist faculty at all career stages;
- Created a culture of teaching excellence and a viable environment for the scholarship of teaching and learning (SoTL), including activities such as innovative teaching strategies;
- Cultivated an environment where faculty viewed learning as a subject of inquiry and investigation, as well as an opportunity for intellectual work;
- Served on Tech in Ed, Director of Assessment and Chief Information Officer committees;
- Built a Teaching and Learning Research Laboratory;
- Identified and disseminated data-driven research practice in teaching and learning;
- Created and offered a teaching in higher education program;
- Built an active CTL offering student group perceptions, classroom observations, confidential consultations, adjunct resources and workshops;
- Assisted faculty to develop innovative teaching strategies that are responsive to a diverse range of learners, including the effective use of technology;
- Provided resources to faculty, deans, senior leadership and external constituencies;
- Collaborated and coordinated with the Experiential Learning Oversight Committee; Committee on Academic Planning and Development; and
- Managed the CTL staff and budget and sought external resources for programs.

As an **Associate Professor**, I taught an Environmental Chemistry course [[Syllabus](#)].

## **Director, Office of Faculty Enhancement; Assistant Professor (2002-2007); Visiting Assistant Professor (1999-2002)**

August 1999 – June 2007: University of North Florida, Jacksonville, Florida USA

### **Accomplishments:**

- Promoted a culture of innovation and improvement, and supported the retention of quality faculty by fostering an engaged and supportive work environment;
- Offered elective, confidential classroom observations;
- Provided opportunities to discuss professional concerns such as promotion and tenure, teaching techniques, and research strategies;
- Created workshops on faculty success in teaching, including outcomes-based curricular design, backward design, design thinking, assessment of learning outcomes, learning theories, technology-enhanced teaching; effective online teaching methods);
- Maintained a resource library supporting faculty development; and
- Developed online resources on engaging course activities and classroom issues.

As **Assistant Professor** taught,

- EDF1005 - Introduction to Education (large course sections)
- EME2040 - Introduction to Educational Technology
- SCE3310 - Science Methods for Elementary Teachers (undergraduate and graduate)
- SCE5737 - Science, Technology and Society

- SCE6337 - Science Methods for Secondary Teachers
- EDF6442 - Assessment and Measurement (on main campus and in Belize)
- PET4945 - Clinical Training Education Internship Supervision
- EDUxxxx – Global Awareness in Education (London, Paris)

## Adjunct Online Instructor Science Education

December 1999 - August 2002: University of San Diego

## Project Manager; Chemist

February 1989 - August 1999: CH<sub>2</sub>M Hill Engineering, Gainesville, FL

### Accomplishments:

- Planned project inputs and deliverables to meet client requirements;
- Provided day to day interface between the client and project team;
- Appointed and monitored performance of staff and deliverables;
- Assembled and managed multi-faceted Project team;
- Managed Project Budgets and Forecasts;
- Managed interface with third parties; and
- Maintained Client relationships by exceeding their expectations.

## International Higher Education Projects and [In the Media](#)

- **Phnom Penh, Cambodia** (July 2024) presented developing a CTL program.
- **Suzhou, China** (Jan 2024) presented on Ed3.0 Generative AI for XJTLU faculty.
- **Doha, Qatar** (March-June 2023) led teaching sessions for University of Doha.
- **Lahore, Pakistan** (Dec 2022) shared online migration research with U of Lahore faculty.
- **Dar es Salaam, Tanzania** (Aug 2022) submitted Spencer grant as Co-PI with Ardhi U.
- **Wenzhou, China** (Feb-May 2022) SoTL research with Wenzhou-Kean Uni faculty.
- **Kingdom of Saudi Arabia** (Oct 2021) taught SoTL Studio for U of Business & Tech
- **NYU Shanghai** (March 2021) contributed to [The Post Covid Classroom magazine](#).
- **Bucharest** (Oct/Nov 2020) taught Course Design for Bucharest U. of Economic Studies.
- **Amsterdam** (July 2020) taught Online Course Design for Vrije Universiteit (VU).
- **Romania** (June 2020) taught [SuperTeach](#) Effective Online Teaching session.
- **Shanghai** (February-May 2020) taught migrating courses online to K-12 teachers.
- **Iraq** (April 2020) consulted with Nisaba Educational Program on higher education.
- **Iran** (March 2020) shared teaching online resources with Guilan University-Rasht, Iran.
- **China** (August 2018-August 2020) built the Center for Teaching, NYU Shanghai.
- **Saudi Arabia** (November 2018) taught Course Design Studio to Yanbu College.
- **Australia** (Fall 2017) reviewed the student response system for Swinburne University.
- **Chuuk, Federated States of Micronesia** – Fall 2015 support for blended programs.
- **Kazakhstan** (May 2014) created a Center for Teaching plan for Nazarbayev Uni.
- **Thailand** (October 2013) presented mobile learning research to the Thai MoE.
- **Malaysia** (Sep 2013) presented mobile learning research to the Malaysian MoE.
- **United Arab Emirates** (2012) led pedagogy mobile learning ([CNN/New York Times](#)).
- **Australia, New Zealand, India, UAE, Kuwait, Singapore, Saudi Arabia and Egypt** (November 2010) presented [doctoral programs](#) on Higher Ed Instruction.
- **Eskisehir, Turkey** (October 2010) virtual world formative assessment research.

- **Cartagena, Colombia** (July 2009) presented travel pedagogy research.
  - **Antigua, Guatemala** (June 2009) took a Spanish-speaking immersion course.
  - **St. Johns River Experience** (March 2007) created and led an interdisciplinary [program](#).
  - **Euro Rail Physics** (June 2006) London, Paris, Zurich, Munich, Rome, Barcelona ([NPR](#)).
  - **Murmansk University, Russia** (Sep 2005) developed internships ([Russian TV](#)).
  - **Rome, Florence, Venice** (June 2005) taught da Vinci science course.
  - **Train across the US** (May 2005) taught an environmental course ([CBS Early Show](#)).
  - **Havana, Cuba** (June 2004) presented international scholarly research on electracy.
  - **Belize** (June/July 2002) taught graduate Assessment and Measurement courses.
  - **London and Paris** (2002, 03, 04, 05, 06) taught Global Awareness in Education.
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## Research

### Scholarly Publications

ORCID iD <https://orcid.org/0002-9372-2533>; [Scopus Author ID: 24070715300](#)

[Scimago Rank](#) Quartile [Q1-4]. Link to articles that include [Podcasts created by NotebookLM](#) AI.

#### 2025

- **Hargis, J.** & Lau, E. (submitted 2025). Creating an engaging AI Literacy course using AI. *International Journal on New Trends in Education and Their Implications*.
- Al-Shawwa, R., **Hargis, J.**, Grewell, C., & Qi, H. (October 2025). AI for higher education: Supporting faculty in creating an inclusive accessible learning environment, *Glokalde SoTL Journal*, 10(4), Article 1.

#### 2024

- Hill, C., & **Hargis, J.** (2024). An ethics lesson on academic integrity and Generative AI in Higher Education. *New Directions for Teaching and Learning*, 1–10.
- **Hargis, J.**, & Gessner, R. (2024). Connecting functional educational technology to higher education andragogy using Generative Artificial Intelligence, *Glokalde SoTL Journal Special Issue on Generative AI*, 10(2), Article 1.
- Moon, J.H., Tian, S., He, Q., & **Hargis, J.** (2024). Effective uses of ChatGPT and GitHub Copilot in teaching and learning creative coding on the web. *Glokalde SoTL Journal Special Issue on Generative AI*, 10(2), Article 4.
- Wade, J., **Hargis, J.**, & Gessner, R. (2024). SlideSpace: Generative Artificial Intelligence (GenAI) environment for individually optimized learning. American Society of Engineering Education conference proceedings, Portland, Oregon June 23-26, 2024.
- **Hargis, J.** (2024). Using Generative Artificial Intelligence (GenAI) to design a college Environmental Science course, *Glokalde SoTL Journal*, 10(1), Article 1.
- Rafiq, Y., & **Hargis, J.** (2024). The use of immersive and interactive films to amplify traditional pedagogy and ethnography, *Glokalde SoTL Journal*, 10(1), Article 6.

#### 2023

- New Zealand Food & Fibre Centre of Excellence. (2023). GAM, XR and AI in Ed: A review of practices for NZ Food and Fiber Report. [We want to acknowledge the deep and rich expertise offered to us by Dr. Jace **Hargis** whose guidance shaped this report.]

- Hill, C., **Hargis**, J., Little, J., & Bharadwaj, S. (2023). Methods to integrate AI Chat, GPT into university teaching and learning, *International Journal on New Trends in Education and Their Implications*, 13(4), 459-475.
- Wang, E., & **Hargis**, J. (2023). Role of crosslinguistic influence in L3 learning process through information processing insights, *International Journal on New Trends in Education and Their Implications*, 14(1), 1-15.
- Al-Shawwa, R., Cossoovich, R., Li, Y., & **Hargis**, J. (2023). Realizing the importance of course design through rapid and frequent modifications in instructional modality, *The Online Journal of New Horizons in Education*, 12(3), 249-260. [Q3]
- Shi, W., & **Hargis**, J. (2023). Bridge the gap: Incorporating classroom response systems to Implement formative assessment. *The Open Access Library*, 10(2), 1-19.
- Galal, S., Vyas, D., Ndung'u, M., Wu, G., & Webber, M. [**Acknowledgment**: "We would like to thank Jace **Hargis** for his mentorship and support."] (2023). Assessing learner engagement and the impact on academic performance within a virtual learning environment. *Pharmacy*, 11(1), 36. [Q2]

## 2022

- Tiandem-Adamou, Y., & **Hargis**, J. (2022). Grit and Chinese students' foreign language enjoyment, *International Journal on New Trends in Ed & Their Implications*, 13(2), 1-13.
- Tiandem-Adamou, Y., & **Hargis**, J. (2022). Chinese students' perceptions and satisfaction towards cooperative learning in a university course. *The Online Journal of New Horizons in Education*, 12(4), 274-281.
- Wade, J., **Hargis**, J., & Gessner, R. (2022). Automated environment for individually optimized learning experiences. IEEE Frontiers in Ed, Uppsala, Sweden, October 8.
- Nomoto, M., Lustig, A., Cossoovich, R., & **Hargis**, J. (2022). Qilin, a Robot-Assisted Chinese Language Learning Chatbot. Fourth International Conference on Modern Educational Technology (ICMET) Proceedings, Macau, China May 24-26, 2022.
- Wade, J., Dow, S., Gerardo, H., Gessner, R., & **Hargis**, J. (2022). Closed-Loop Dynamically Adaptive Educational Systems. Conference of Systems Engineering Research (CSER) Proceedings, March 22-24, 2022, Oslo, Norway.
- Yuan, Y., **Hargis**, J., Lu, H., Lian, J., Huang, X., & Song, Y. (2022). A qualitative investigation into instructors' reflections on rapid migration to online teaching. *Transformative Dialogues: Teaching and Learning Journal*, 14(3), 66-89. [Q2]

## 2021

- Wang, J., & **Hargis**, J. (2021). Reflections on productive discomfort and amount of confusion, frustration and success. *Journal of Transformative Learning*, 8(2), 50-80.
- Gessner, R., **Hargis**, J., & Wade, J. (2021). SlideSpace: Social realtime learning system. IEEE Frontiers in Education, Lincoln, NE, October 13-16, 2021.
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## 2002

- **Hargis**, J., & Bratina, T. (2002). Using the Internet as an active communication vehicle of engagement. *The Beacon*.

## 2001

- **Hargis**, J., & Bratina, T. (2001). An interactive tool for studying math and science. *Multimedia Educational Resource for Learning & Online Testing*.
- Donnelly, A., & **Hargis**, J. (2001). Engineering education and the Internet: A study of the effectiveness of web formats on student learning. Proceedings American Society for Engineering Education Annual Conference.
- **Hargis**, J. (2001). Can students learn science using the Internet? *ISTE Journal of Research on Computing in Education*, 33(4), 475-487. [Q1]
- **Hargis**, J., & Stehr, J. (2001). See yourself doing chemistry: Integrating technology into a chemistry lab. *NSTA The Science Teacher*, 68(4), 24-27. [Q2]

## 2000

- **Hargis**, J. (2000). The Self-regulated learner advantage: Learning science on the Internet. *Electronic Journal of Science Education*, 4(4). [Q2]
- **Hargis**, J. & Houston, C. (2000). Electronic leaf identification. *NSTA Science and Children*, 37(8), 20-23. [Q2]

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## Books

- **Hargis, J., & Kane, R.** (2007). *An Active Guide to Education, Second Edition*. Kendall Hunt Publishing, Dubuque, Iowa.
- **Hargis, J.** (2004). [An Active Guide to Education](#). Kendall Hunt Pub., Dubuque, Iowa.
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## Chapters

- Iwamoto, D., & **Hargis, J.** (2018). [Student Response Systems: A Mindful Approach](#). In R. Obeid, A. Schartz, C. Shane-Simpson, & P. J. Brooks (Eds.) *The impact technology has on how instructors teach and how students learn*.
- Cavanaugh, C., & **Hargis, J.** (2017). [Mobile learning transformation in a national higher education system](#). In Crompton, H., & Traxler, J. (Eds.), *Mobile Learning and Higher Education: Challenges in Context* (pp. 172-88). New York: Routledge.
- Yee, K., & **Hargis, J.** (2012). [Second Life brought to life](#). A Case of Usability In-World. *Virtual Learning Environments: Concepts, Methodologies, Tools and Applications*, edited by Information Resources Management Association, IGI Global, 437-450.
- **Hargis, J., & Schofield, K.** (2007). [What Works in K-12 Online Learning?](#) Chapter 3: What Works in Integrating Online Learning. ISTE Publication.

## Scholarly Blogs/White Papers

- **Hargis, J.** (2016 to present). [Weekly SoTL for Higher Ed](#); also on [Substack.com](#)
- **Hargis, J.** (2020). [Online Instruction Models](#) White Paper.
- **Hargis, J.** (2020). [Rapid Course Conversion into Online](#): A Focus On Pedagogy.
- **Hargis, J.** (2018). [Advice for Getting Published](#). Retrieved at [www.pubfacts.com](#).
- **Hargis, J.** (2015). [Analysis of University Adoption of Online Programs](#).
- Wood, J., Mayberry, J., & **Hargis, J.** (2015). [Administration & Student iPad Use](#).
- Caniff, M., Mayberry, J., & **Hargis, J.** (2014). [Tablets for Higher Education](#).
- **Hargis, J., & Seal, C.** (2014). [Re-Centering Academic Centers](#).
- **Hargis, J.** (2009). Book Manuscript entitled, [The Need for Failed Events](#).

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## Scholarly Presentations

Over 100 Presentations Details Available Upon Request

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## Scholarly Review Boards

- International Journal of Instruction (2011-present)
- Journal on Excellence in College Teaching (2007-present)
- International Journal for SoTL (2006-present)
- Glokalde SoTL Journal (2014-present)
- Interdisciplinary eCollaboration Think Tank (2020-present)
- Journal of Science Education (2003-2020)
- International J. of Instructional Technology & Distance Learning (2014-2020)
- Universal Journal of Education and General Studies (2011-2016)
- Scholarly Editor for Computers in Education (2009-2011)
- International Journal of Technology and Education (2009-2013)

- POD Network to Improve the Academy journal (2007-2011)
  - Journal of Faculty Development (2006-2015)
  - International Education Journal (2004-2006)
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## Service

### Committees Served - Details Available Upon Request

#### Doctoral Defense Committees Served

- **Doctoral Defense for Aven LeZhou.** Hong Kong University of Science and Technology (Guangzhou), School of Humanities and Social Science. Dissertation Title: *From Interactivity to Relationality: Expanding Interactive Art through Relational Embodiment.*
  - **Doctoral Defense for Michelle Wilcox.** University of North Florida College of Education. Dissertation Title: *Tech Prep and College Readiness in Florida: The analysis of large data sets from state standards tests.*
  - **Doctoral Defense for Terri Conner.** University of North Florida College of Education. Dissertation Title: *The Effects of just in time support for K-12 leadership.*
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#### Funded Grants and Sponsored Research (\$9,437,500 total to date)

- \$250,000 Gamification, VR and AI Research Food and Fibre Centre Eastern Institute of Technology, Napier, New Zealand. July/November 2023
- \$50,000 Spencer Foundation Grant submitted August 2022. Co-PI. Introducing Innovative Pedagogical Methodologies During Curricula Review and Development in Higher Learning Institutions in Tanzania. October 2022
- \$3,000,000 USD submitted September 2021. U.S. National Science Foundation (NSF) National Research grant. Artificial Intelligence: Engineering of Sustainable AI-intensive Systems. Lead evaluator, author of the scholarship of teaching and learning sections.
- \$55,000 USD (11 faculty applied for \$5,000 USD), 2018-20. Curricular Development Challenge Fund Grants. Co-authored grant writing portions focused on the SoTL.
- \$4,000,000 USD, 2015. U.S. Department of Education Title III Part A Alaska Native and Native Hawaiian Serving Faculty Development grant. Co-PI, which provided funding for SoTL projects including Mobile Learning, Higher Ed Certificate, Blended/Online Teaching, Grant Writing & Research, Faculty Fellows for Social Networking and Inter-disciplinary, Summer Course Redesign, and Undergraduate Research Mentors.
- \$25,000 USD, 2007. Presidential Transformational Learning Grant on the St. Johns River, Florida. PI for SoTL grant to teach students in an immersive informal river setting, collecting data and publishing scholarly manuscript.
- \$25,000 USD, 2006. Presidential Transformation Learning Grant to teach Physics aboard the EuroRail. PI for SoTL grant to teach students in an immersive informal setting traveling across Europe, collecting data and publishing a scholarly manuscript.
- \$20,000 USD, 2005. International Center Grant to Murmansk State University, Russia. Co-PI for travel, create and implement learning opportunities in Murmansk, Russia.
- \$2,500 USD, 2003. University Course Redesign for Effective Learning grant. Awarded grant to redesign courses using backward SoTL design.
- \$10,000 USD, 1999. National Science Foundation grant for UF Engineering. As a doctoral candidate using funds to collect data on how engineering students learn online.



- \$2,000,000, 1999. USD NASA grant. Technology Lead in this SoTL grant to teach secondary science teachers utilizing NASA resources.

## Technology Skills

- Generative AI Platforms - Open AI ChatGPT, Antropic Claude, Inflection Pi, Perplexity
- Learning Management Systems (LMS) – Canvas, Blackboard, Sakai, Moodle
- Operating Systems/Platforms - Macintosh iOS, Microsoft Office, Google Suite
- Student Response Systems - Plickers, Poll Everywhere, Kahoot, Answer Garden
- Video production - Screencasts, Green Screen, Learning Glass, Video Scribe
- Mobile Devices and Mobile Apps, Podcasts and Blogs
- Video Conferencing - Zoom, Google Meet, GoToMeeting, MS Teams

## Teaching Awards

- 2004-2005 Undergraduate Outstanding Teaching Award Nominee
- 2003-2004 Undergraduate Outstanding Teaching Award Recipient
- 2002-2003 Student Choice Award for Excellence in Teaching

## Professional Academic Networks

