



In this issue, you'll learn more about:

- Google Gemini webinar for students
- Syllabus Sandbox webinar for faculty
- Spencer ERIN Fellows
- New DFI Research on AI
- Curriculum Encounters Season 2
- Happy holiday wishes!

Google Gemini: Available for TC students, January 2026

For all TC students! We invite you to attend the online webinar, **Smart Start for Students: Using Gemini Effectively and Ethically at TC.**

Beginning in January 2026, all TC students will have access to Google Gemini through their university account. As this generative AI tool presents new considerations for academic work, this practical, 30-minute webinar will help you navigate its use effectively and ethically from day one.

Join this session for a guide that covers what Gemini can do, how to use it responsibly, and what you need to know as a TC student.

In this webinar, you will:

- See a walkthrough on how to access your TC account and use Gemini's basic functions for tasks like summarizing text and brainstorming ideas.
- Learn the key advantages of using your university account over a personal one, especially regarding data privacy.
- Understand the most important rule for academic AI use: navigating your professors' specific course policies found in the syllabus.
- Discover essential strategies for using AI critically, from fact-checking its output to being mindful of bias and its environmental impact.

Date: December 11, 2025 (Thursday)

Time: 11:00 - 11:30 AM

Location: Online (Zoom)

REGISTER

TC Instructional Staff webinars: Syllabus Sandbox & AI Policies

With Google Gemini rolling out to all students in January, the upcoming spring semester requires clear classroom policies on AI. This hands-on workshop offers a practical and collaborative space for instructional staff to develop their approach. This is not a lecture, but a working session dedicated to preparation and peer exchange.

In this session, you will:

- Explore a spectrum of sample AI policies, from restrictive to collaborative.
- Discuss specific challenges and pedagogical goals with peers.
- Draft a clear and effective AI policy statement for your course syllabus.
- Connect your policy to practice by defining the specific AI expectations for one of your spring assignments.

Date: December 9, 2025 (Tuesday)

Time: 10:00 - 11:00 AM

Location: Online (Zoom)

REGISTER

Announcing the Spencer ERIN Fellows for AY25-26

With support from the Spencer Foundation, the Digital Futures Institute has launched the Early Researchers Innovation Network (ERIN) in fall 2025, to help early career researchers explore and experiment with digital and multimodal methods for research. Six fellows were selected for the

inaugural cohort:



Alex Corbitt



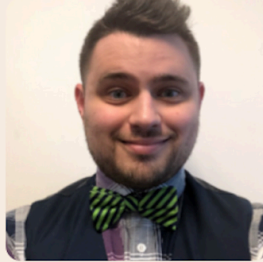
Barrett Rosser



Bethany Monea



Melissa B. Skolnick-Noguerra



Scott Storm



Shuang Quan

Alex Corbitt, PhD is an Assistant Professor of Literacy Education at Syracuse University.

Bethany Monea, PhD is an Assistant Professor of Community Writing in the Department of Arts and Humanities at the University of the District of Columbia.

Shuang Quan, PhD is an Assistant Professor of Education and the founder of the AI in Education Lab (AEL) at Juniata College.

Barrett Rosser, PhD is an Assistant Professor of Teacher Education and Professional Development at Morgan State University and research faculty with the National Center for the Elimination of Educational Disparities (NCEED).

Melissa B. Skolnick-Noguerra, PhD is a documentary filmmaker, researcher, and cultural producer whose work focuses on the intersection of social justice, media arts/culture, and policy at the University of Pennsylvania Annenberg School for Communication.

Scott Storm, PhD is an Assistant Professor of Literacy in the School of Education at the University at Albany, State University of New York.

DFI Research: The Architecture of Academic Overproduction: Toward Post-AI Scholarship



Published in November 2025!

DFI colleagues Charles Lang, Chris Moffett, and Lalitha Vasudevan have co-authored a paper that addresses current issues around academic writing and AI-related overproduction.

From the article: "...It is thus imperative to reimagine research beyond compliance-driven production and superficial debates about AI integration, instead advocating for multimodal, participatory, and dialogical scholarship. Meaningful reform demands a shift from metric-driven output toward research that cultivates agency, reflection, and genuine public engagement, urging institutions and scholars to reclaim the value and purpose of scholarly inquiry in a post-AI world."

You can access the paper [at this link](#).

Season 2 of Curriculum Encounters Launches December 18!



DFI is proud to announce Season Two of Curriculum Encounters – part of the DFI Podcast Network – with hosts Jacqueline Simmons and Sarah Gerth van den Berg, about exploring knowledge, wherever you find it.

Curriculum Encounters invites listeners to question what we know and how we come to know as they explore ordinary spaces around the city. Season Two explores family history and culture at the grocery store, new perspectives at a ferry terminal, and feelings of belonging at a sidewalk stoop.

Check out the Season 2 introduction and be ready for the first full episode on December 18: follow and subscribe to Curriculum Encounters on [Apple Podcasts](#), [Spotify](#), or [wherever you listen!](#)

Happy holiday wishes to all!

- ◆ The Digital Futures Institute wishes everyone a very happy holiday season and a prosperous New Year 2026.
- ◆ The next DFI Newsletter will be emailed before the start of the Spring 2026 semester, in mid-January.



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