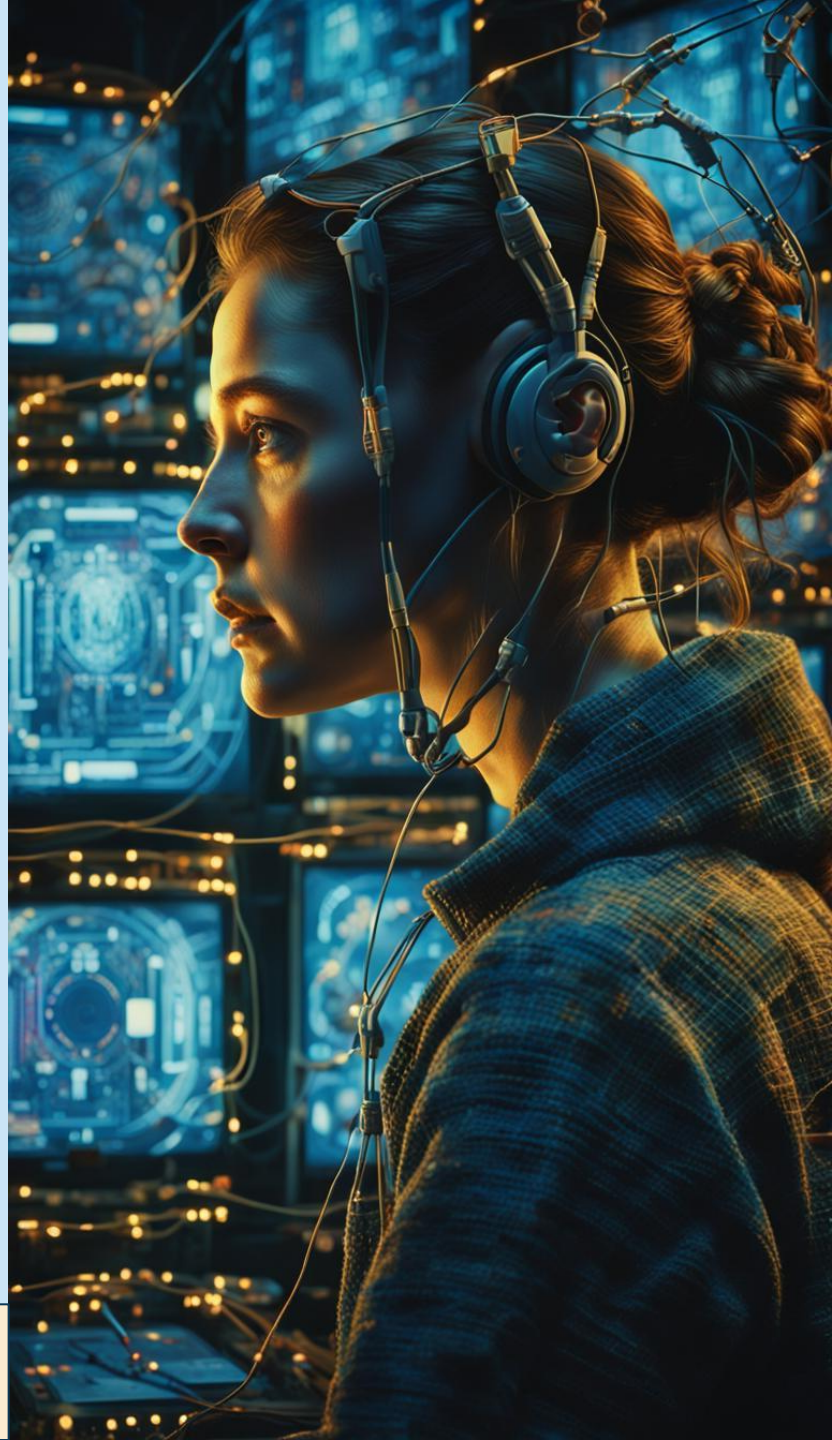
AULTC 2024

Developing Gen AI Literacy for Staff and Students

Dr Mary Jacob, LTEU

Coordinator, Gen AI Working Group

AU L&T Conference 12/9/2024



Computer image source:
Mary Jacob (3/9/2024), ‘Gen AI Literacy 3’, using NightCafe AI image generator

Introduction

Generative AI has already become embedded in many areas of practice within and outside of universities. The landscape is still developing and changing, so specific detailed information goes out of date rapidly.

- How can we develop AI literacy and teach it to students?
- What skills will they need when they enter the workplace?

What do you already know about Gen AI and AI literacy?

1. How confident are you in using Gen AI in your context?
2. What Gen AI tools have you used?
3. If a person is 'Gen AI literate', what kinds of things should they be able to do?

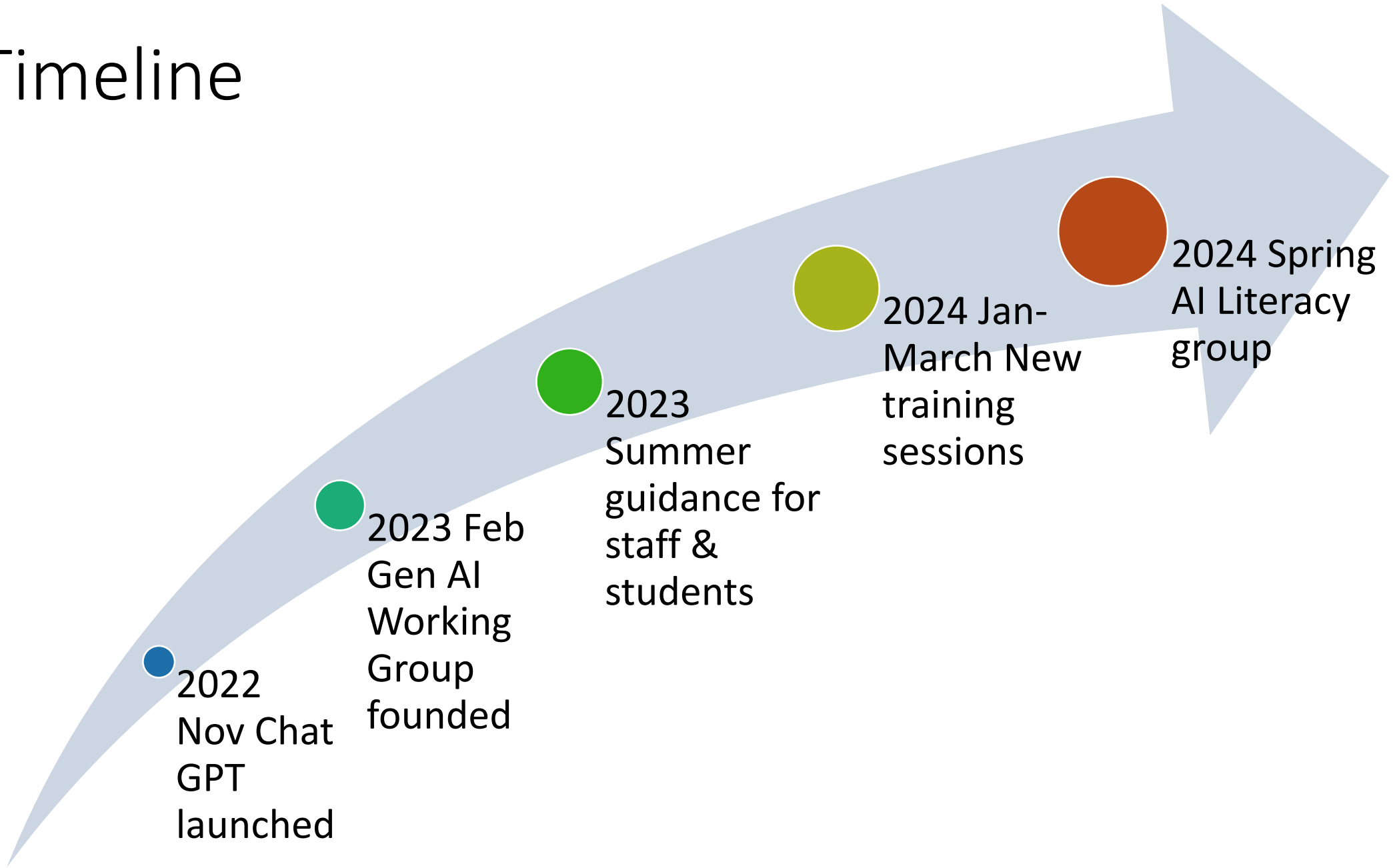
Join at:
vevox.app

ID:
104-866-058

Developments 2023-24

AU Gen AI Working Group

Timeline


2022 Nov Chat GPT launched
2023 Feb Gen AI Working Group founded
2023 Summer guidance for staff & students
2024 Jan-March New training sessions
2024 Spring AI Literacy group

Gen AI Working Group

- Report to Academic Enhancement Committee (AEC)
- Draw on sector expertise such as QAA & Jisc
- Create guidance
- Suggest policy wording
- Train staff and students

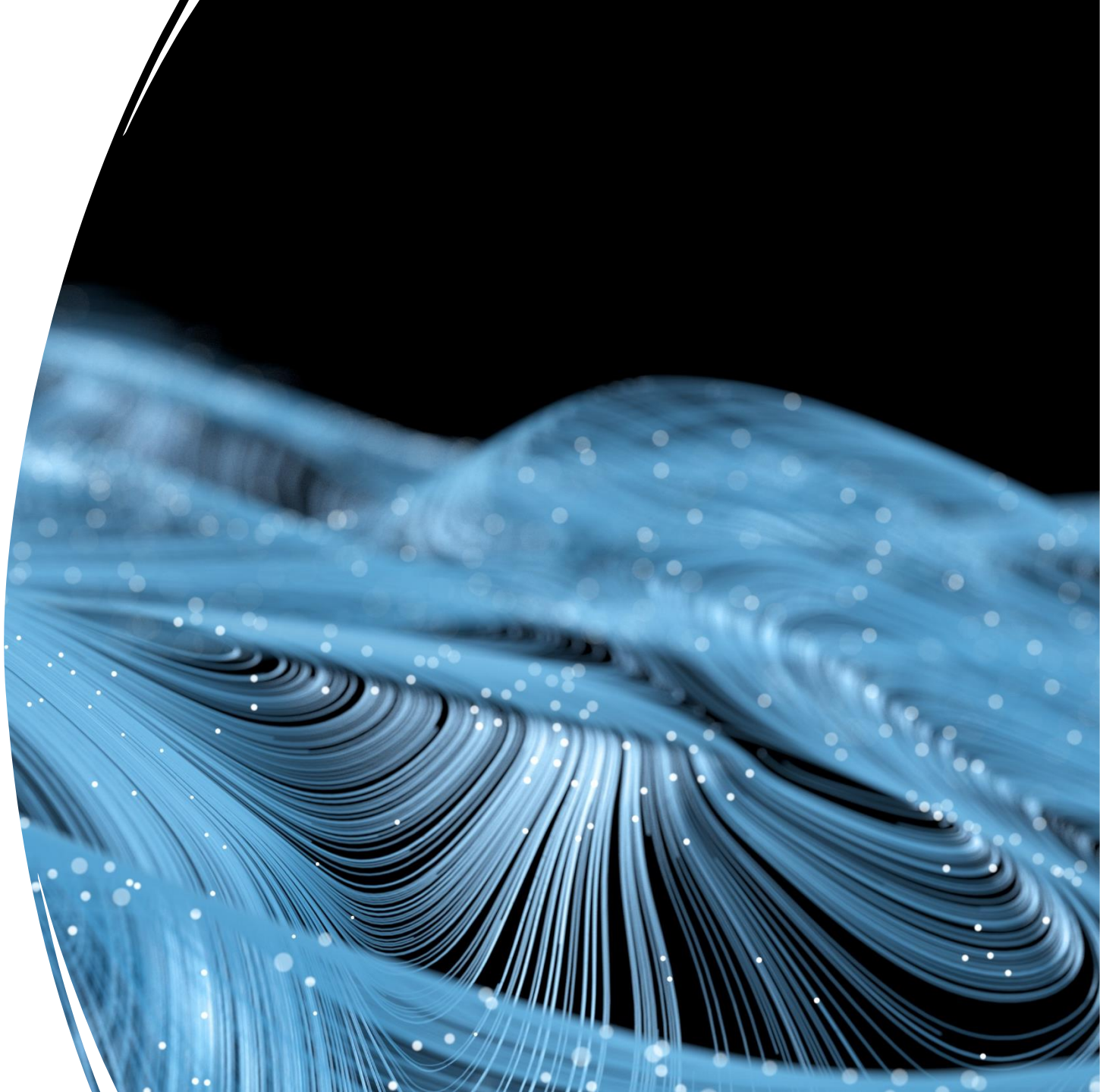
What we have already done

- Staff training and guidance
  - AI guidance for staff
  - AI and assessment
  - AI and learning design
- Student-facing materials
  - Contribute to Academic Engagement group's LibGuide
  - DA a'r Llyfrgell
  - AI and the Library
- Unacceptable Academic Practice (UAP)
  - UAP includes 'Presenting work generated by AI as if it were your own'
- Gen AI literacy
  - Collected ideas
  - Sketched a framework

Gen AI Literacy 2024-25

Jisc collaboration

All-Wales AI Literacy Group

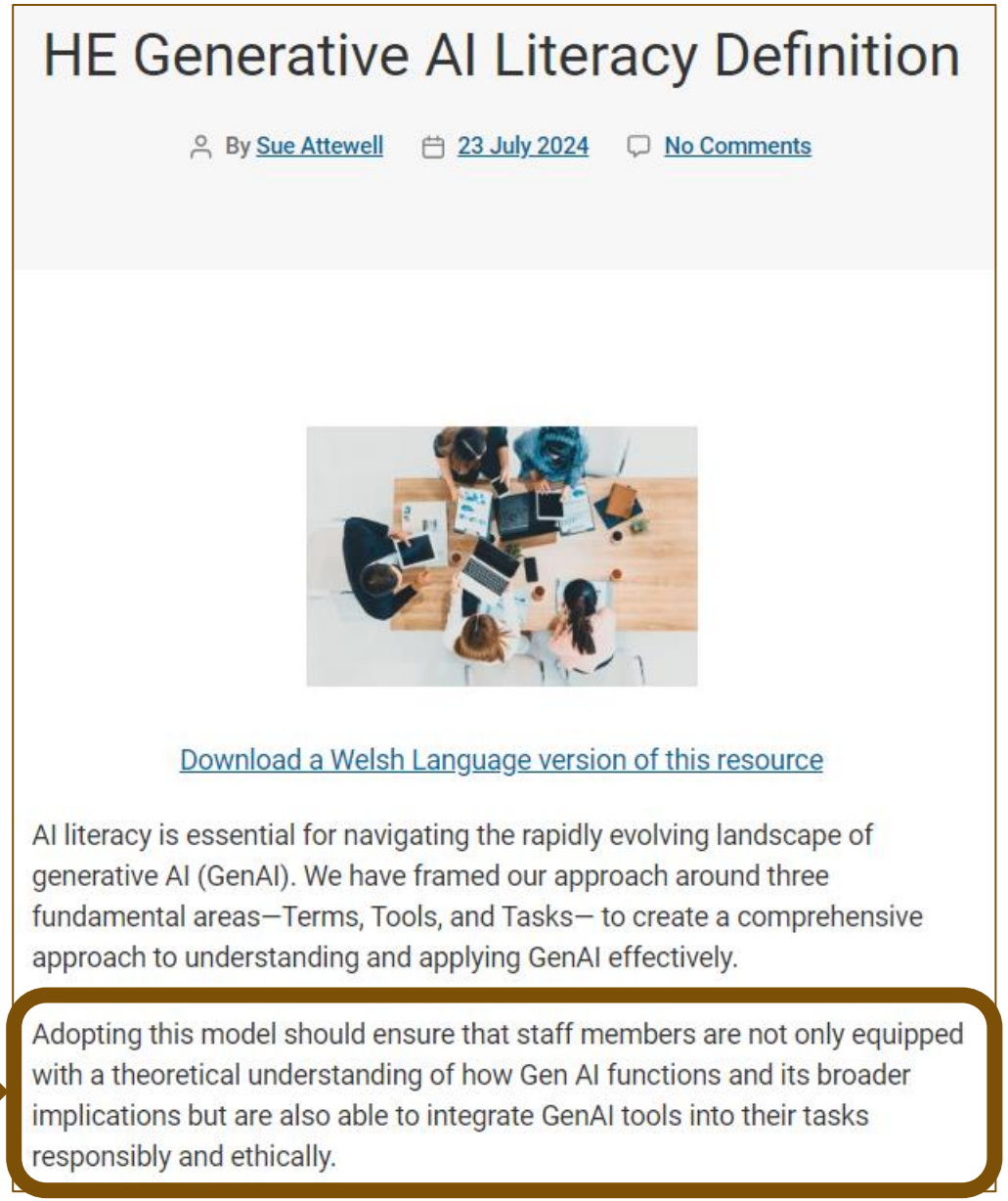


Jisc Gen AI Literacy group

- Sue Attewell (23/7/2024), **HE Generative AI Literacy Definition**, *Jisc Artificial Intelligence*
  - Available in Welsh
  - Built around terms, tools, and tasks
  - Encourages staff to have a play with the tools

- Contributors:
  - Ailie Spence – University of East Anglia
  - Amy May – University of Nottingham
  - Chris Hack – Coventry University
  - Dominik Lukes – University of Oxford
  - Husna Ahmed – Royal Agricultural University
  - Kevin Campbell-Karn – Buckinghamshire New University
  - Kirsty Edginton – Architectural Association School of Architecture
  - Mary Jacob – Aberystwyth University
  - Matt Townsend – Cardiff University
  - Richard Nelson – University of Bradford
  - Vincent Bryce – University of Nottingham

Staff need to use Gen AI themselves



HE Generative AI Literacy Definition

By Sue Attewell 23 July 2024 No Comments

Download a Welsh Language version of this resource

AI literacy is essential for navigating the rapidly evolving landscape of generative AI (GenAI). We have framed our approach around three fundamental areas—Terms, Tools, and Tasks— to create a comprehensive approach to understanding and applying GenAI effectively.

Adopting this model should ensure that staff members are not only equipped with a theoretical understanding of how Gen AI functions and its broader implications but are also able to integrate GenAI tools into their tasks responsibly and ethically.

All-Wales AI Literacy group

- Organised by Matt Townsend and Kate Gilliver, Cardiff University
- Includes 3 members of AU Gen AI Working Group
- Funding for translation from Welsh Integrity and Assessment Network / QAA from the Medr block grant

- **AI literacy framework** – written by All-Wales AI Literacy group, using AU Gen AI Working Group's structure as a base
- **AI literacy resources** – links to external sites including case study collections

All-Wales AI Literacy Framework

- Bilingual
- To be launched AY 2024/5 via National Teaching Repository
- We'll run training sessions locally for Aberystwyth staff & students

Core concept

Keep the human at the centre

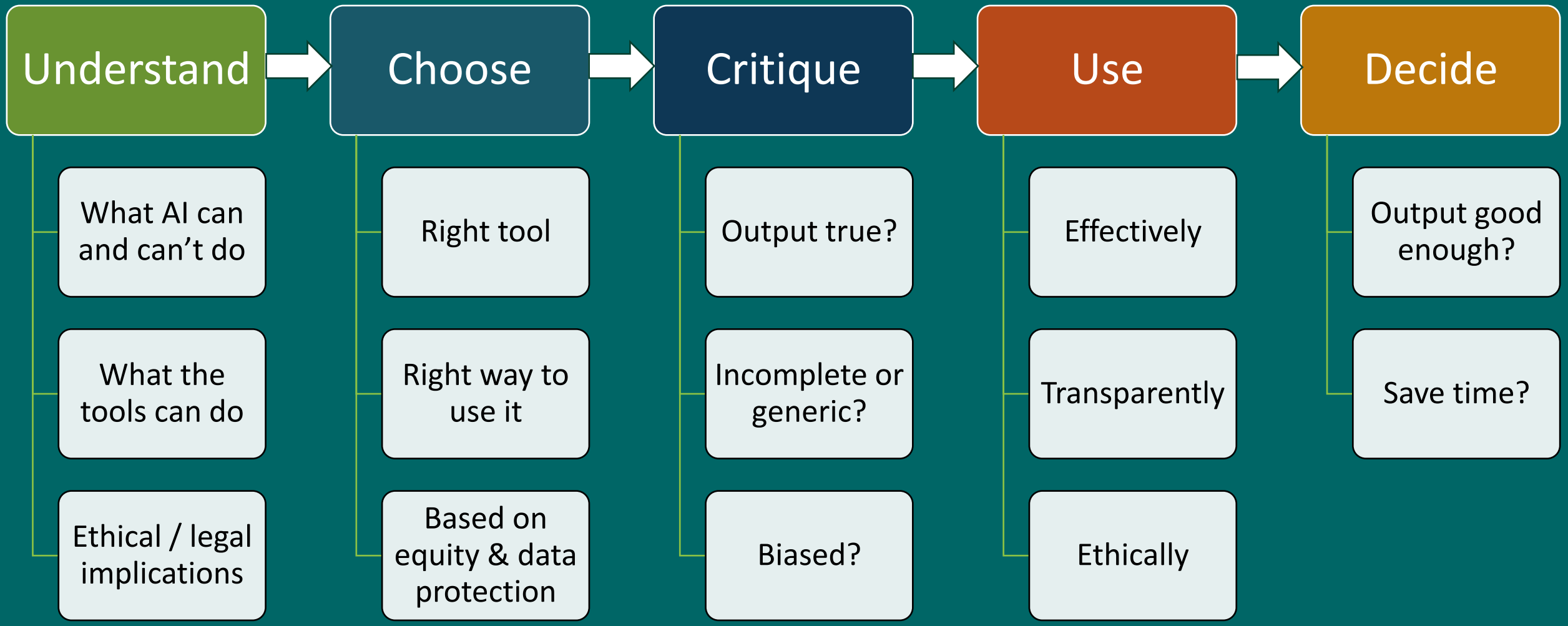
Anyone who creates something with AI assistance takes responsibility throughout the process

AI literacy framework

- 4-5 principles, each with practices

Principles have:	Practices have:
• Generalised wording • Top-level concepts • Applicable to all • Not tool-specific • Remain stable	• Concrete, specific wording • What the principle looks like in practice • Customised for audiences • Can be tool-specific • Easy to add or change

Principles


Understand
Choose
Critique
Use
Decide
What AI can and can't do
What the tools can do
Ethical / legal implications
Right tool
Right way to use it
Based on equity & data protection
Output true?
Incomplete or generic?
Biased?
Effectively
Transparently
Ethically
Output good enough?
Save time?

Principle 1

Understand what AI can and can't do, what the tools can do, ethical & legal implications

- Sample practices (draft):
  - Find out how different types of tools work, so you can identify their uses, strengths and weaknesses, e.g. an AI chatbot can sound like a human but doesn't know things the same way a human does, so it might give you some false information.
  - Check with your department, your tutor, and institutional policy to understand what is permissible and what is not for your course.

Principle 2

Choose the right tool and the right way to use it, based on ethical and data protection concerns

- Sample practices (draft):
  - Where possible, use tools centrally provided by the university in order to be fair to all and safe. Teaching staff should avoid requiring students to pay for better provision (those who can afford it will have an advantage, others won’t).
  - Search for criticisms of the tool you are thinking of using. Keep in mind that companies selling a product are trying to get you to buy it and may make it sound better than it is.

Principle 3

Critique the output – is it true? Complete? Biased?

- Sample practices (draft):
  - Check for bias in the output. If needed, change the prompt and try again until you get a good enough result. If that doesn’t work, directly edit the output to make it more balanced and representative.
  - Don't assume that everything the AI says is true. Check against authoritative human sources (e.g. peer-reviewed journals or books written by experts and published by reliable publishers)

Principle 4

Use the output effectively, ethically, transparently

- Sample practices (draft):
  - Check with your lecturer to see what type of AI use is acceptable for your context and how they want you to indicate that in coursework. Identify where and how you have used AI in all coursework.
  - Use AI to support your learning, not as a replacement for learning. Focus on the learning process – what new information and skills are you gaining?

Overarching principle

Decide if the output is good enough and whether using AI saves time or not

- Consider whether using AI in a particular situation is helpful or not. Depending on the quality of the output and how much time you need to spend improving it, the answer may be yes or no. The answer depends on context.
- Evaluate the process. Was it a good use of your time? Are you happy that the end product is a good representation of your best work?

Activity

Give it a go!

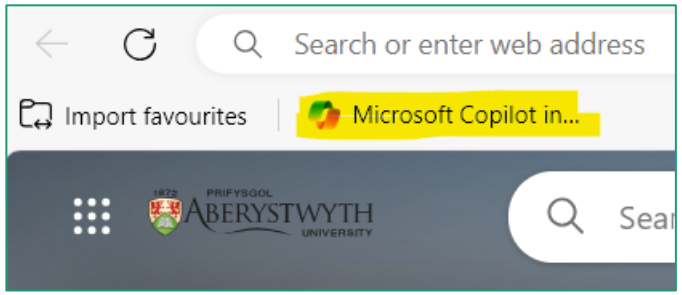
Some ways students can use Gen AI

Adapted from Jisc **Student perceptions of generative AI** (updated 7/6/2024):

- Polish language for clarity and structure
- Break down complex information to aid comprehension
- Help students with additional learning needs stay focused and organised
- Carry out focused searches, complementing traditional search engines
- Create rough outlines for drafts and storyboards

Demo: MS Copilot and Google Gemini

- Copilot (Bing Copilot)
- Open **Edge browser**
- Click **Copilot** bookmark
- Enter prompts



- Gemini
- Open **Chrome browser**
- Type @**Gemini** or click **Gemini** app
- Enter prompts

Try it yourself (pair or small group)

- Think of a learning task your students might do
- Do the task yourself to see strengths & weaknesses
- Choose a tool:
  - MS Copilot in Edge browser
  - Gemini in Chrome browser or Google app
- Think critically about the process and results

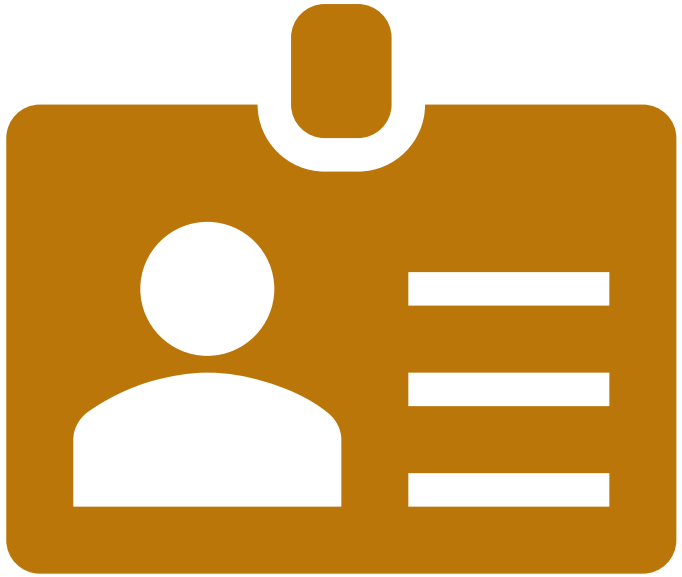
- **Discuss:** How good was it? How would you instruct your students?

Jisc resources

- **Generative AI in Practice** – case studies from HE and FE
- **HE Generative AI Literacy Definition** (23/7/2024) – output from Jisc AI Literacy group, good definitions
- **Embracing Generative AI in Assessments: A Guided Approach** (14/8/2024) – flow chart with decision points
- **Student perceptions of generative AI** (updated 7/6/2024) – output from Jisc-run forums, organising a new round this semester
  - There's a possibility we might have Jisc come here, **email mhj@aber.ac.uk if interested**

No easy answers, so…

- Keep the human at the centre
- Think critically
- Temper expectations



Contact

- Mary Jacob
- Email: MHJ@aber.ac.uk
- X.com: @MaryJacobTEL1
- bsky.app: @maryjacob.bsky.social

- See Weekly Resource Roundup