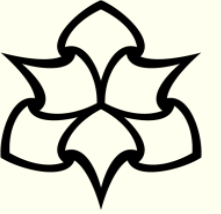


AI Literacy Taught Content

Alicia Owen

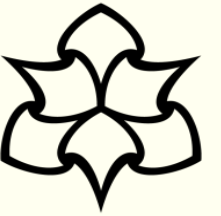
Learning Enhancement and Educational Development (LEED)

6th September 2024



Overview

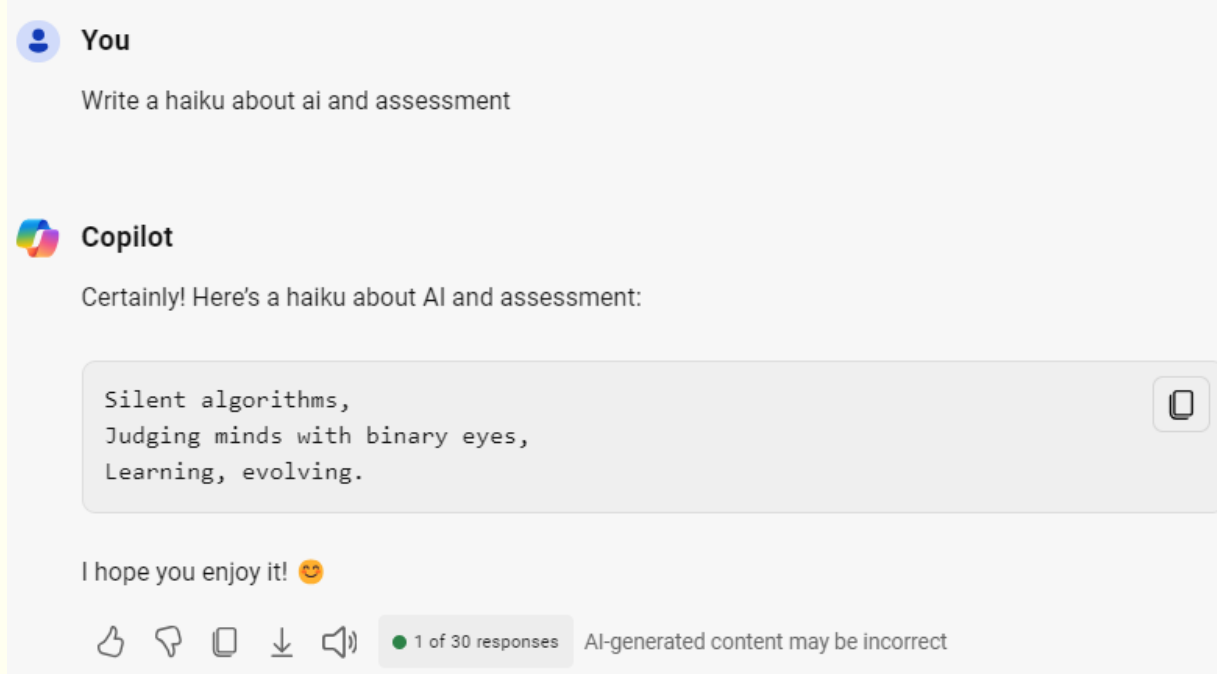
- What is generative AI?
- Generative AI for learning
- Institutional state of play
- Designing authentic assessments
- Setting expectations about use of generative AI in assessment
- Generative AI and academic misconduct
- Developing AI Literacy - Staff-facing
- Developing AI Literacy – Student-facing

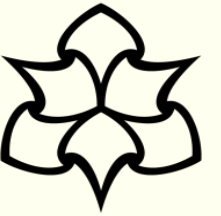


What is generative AI?

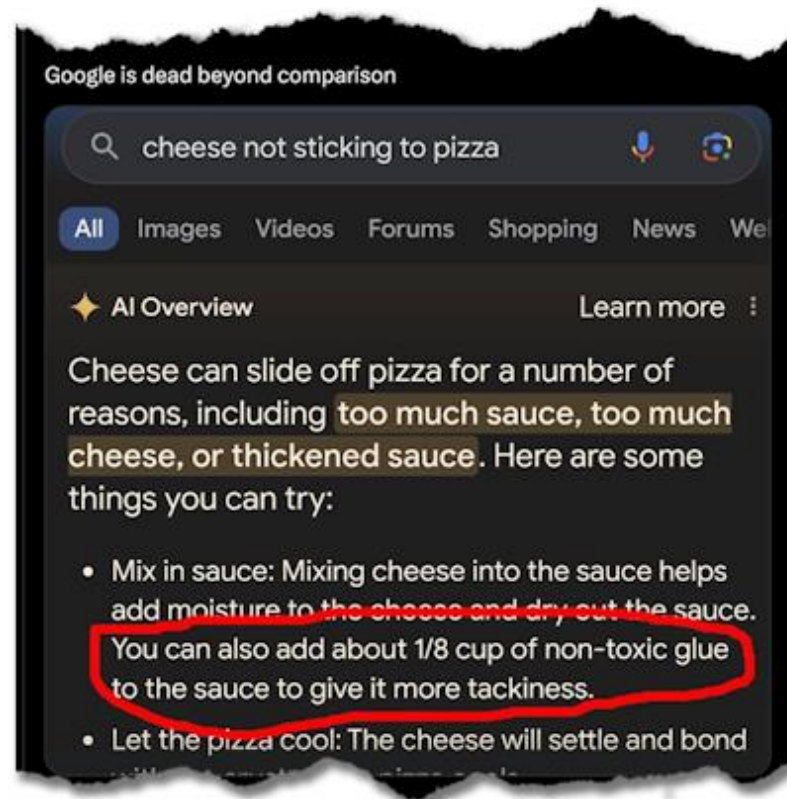
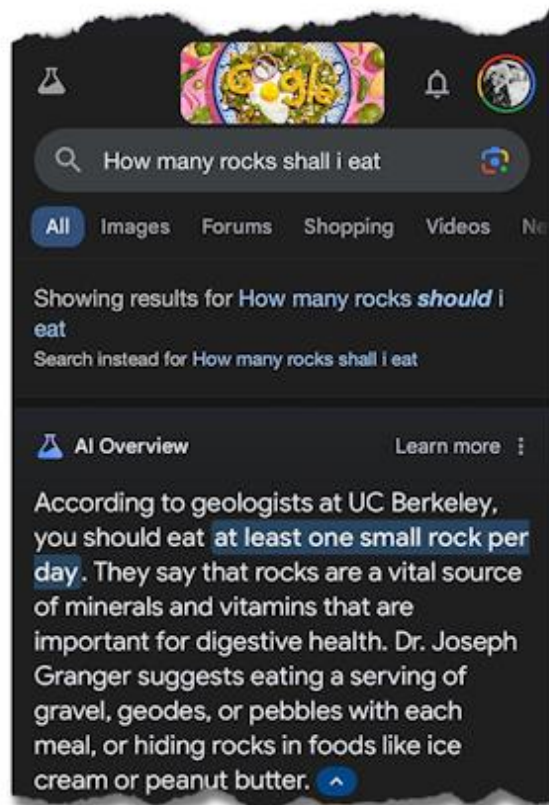
- Generative AI tools create content (e.g. text, image, video) in response to what is known as a **prompt**.
- Examples of generative AI tools include Microsoft Copilot, ChatGPT, Google Gemini and Perplexity.

[The Guardian \(2023\)](#)





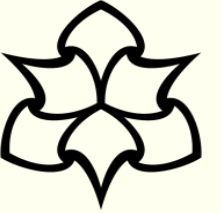
What is generative AI?



The Conversation (2024)



AI Weirdness (2024)



Generative AI for learning

Findings from discussion forums with over 200 students

Transition to Collaborative Learning: Students/Learners increasingly view generative AI as a collaborative tool to coach and support active learning and critical thinking, using these tools as a digital assistant rather than seeing them purely as answer providers.

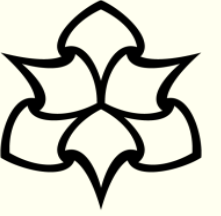
Emphasis on Future Skills: Students/Learners emphasised the importance of generative AI-ready skills relevant to their future industries. There's a growing demand for an education to integrate generative AI across the curriculum and reflect the AI enabled world we all now inhabit.

Ethics, Equity, and Accessibility Concerns: Students/Learners are increasingly aware of and concerned about equity, bias, and accessibility issues related to AI, advocating for measures that address these challenges to ensure a safe, inclusive, and responsive educational experience.

Comprehensive Integration and Educator Competence: There's a clear expectation by students/learners for comprehensive generative AI integration across education, with competent usage by educators and policies that ensure a fair and effective AI-enhanced learning environment.

[Student perceptions of generative AI \(Jisc, 2024\)](#)





Effect on learning

PROOF POINTS

Kids who use ChatGPT as a study assistant do worse on tests

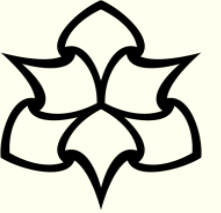
Researchers compare math progress of almost 1,000 high school students

by JILL BARSHAY

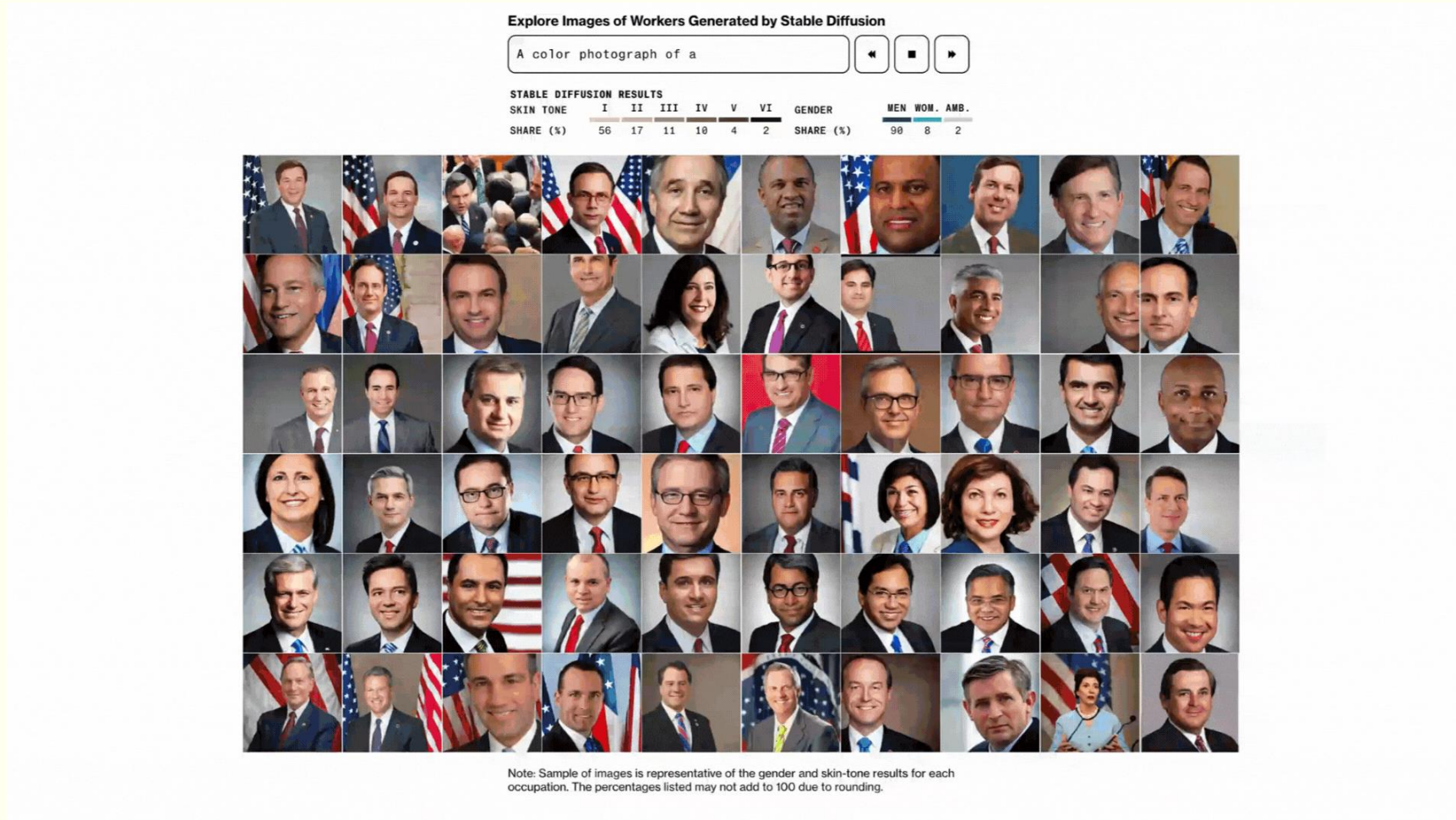
September 2, 2024



[Hechinger Report \(2024\)](#)

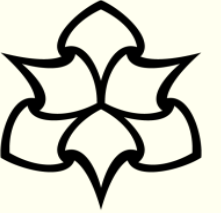


Bias and Generative AI

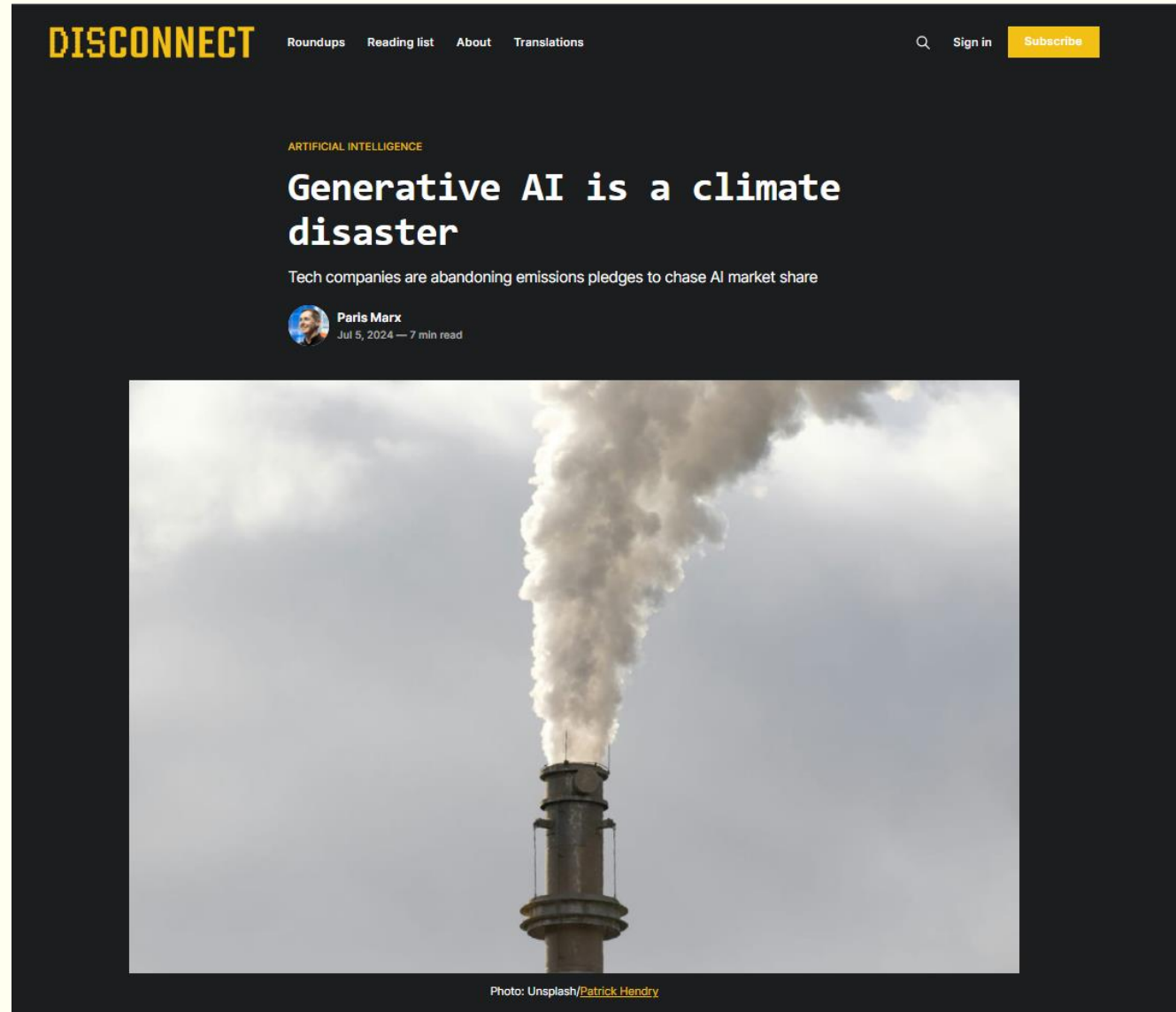


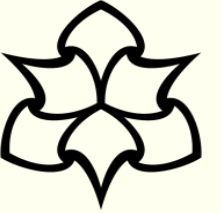
[Bloomberg \(2023\)](#)

Sustainability



[Disconnect \(2024\)](#)





Underpinning Principles

1

Ongoing critical **engagement** with and **evaluation** of Generative AI tools.

2

Educating our staff and students in how we can develop our AI literacies and incorporate AI into our teaching, learning and assessment practices.

3

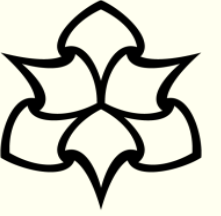
Establishing clear academic regulations and practice guidance around the appropriate and inappropriate use of generative AI by staff and students.

4

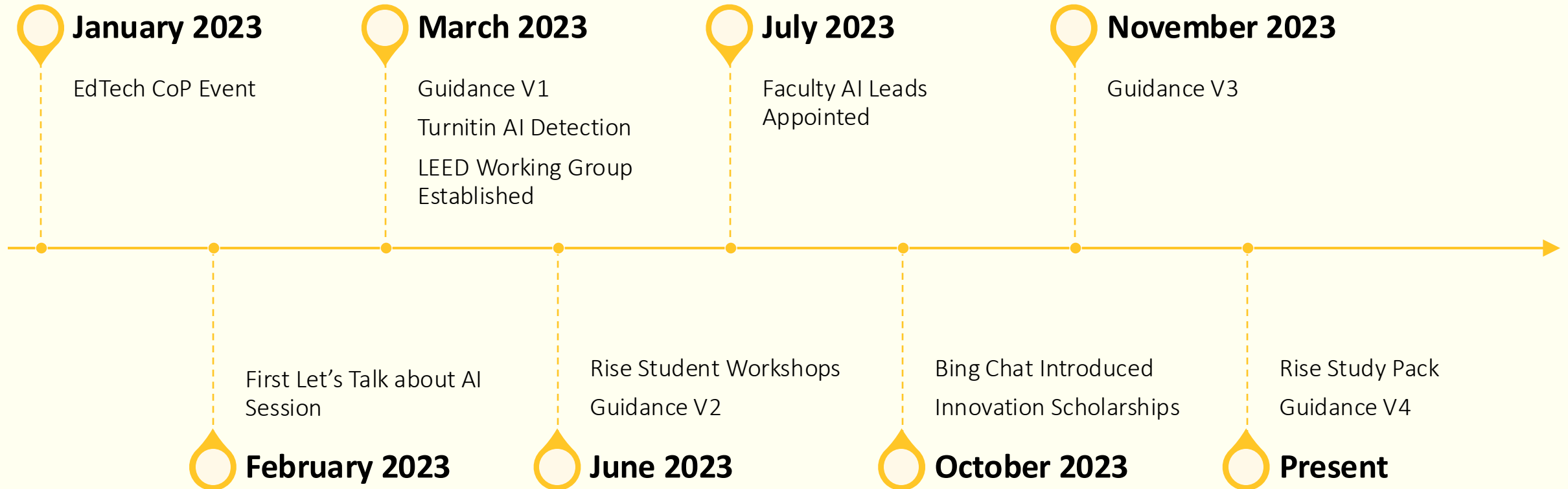
Enhancing our educational practices to design out opportunities for generative AI tools to be used for academic misconduct and design in opportunities for these tools to be used in skills development.

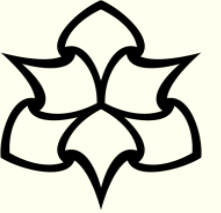
5

Preparing our students and staff for future workplaces where the use of generative AI is integral to work practices.



Some key events





Institutional state of play

Use in teaching:

- Copilot is the institutionally supported and recommended generative AI tool for staff and students.
- If you decide to incorporate the use of generative AI into the curriculum, consider how to do this in a fair way, that doesn't make it compulsory for students to accept the terms & conditions of non-supported tools.

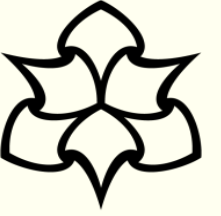
Assessment:

- AI detectors are not reliable enough to be used for assessments and this is unlikely to change.
- Considering the assessment design and shifting to more authentic approaches is recommended.
- Module leaders should advise on whether use of GAI is permitted or not permitted in assessment tasks.

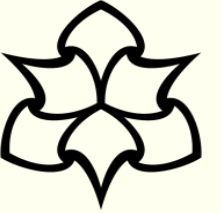
AI Literacy:

- AI Literacy is going to be an attribute/skills expected by employers.
- Try to find opportunities to discuss the impact of these tools in the curriculum.

It is recognised that this will take time.



Assessment and AI at MMU



Designing authentic assessments

Authentic assessment' refers to the assessment of learning that is conducted through 'real world' tasks requiring students to demonstrate their knowledge and skills in meaningful contexts' (Swaffield, 2011)

Effective assessments test students' capabilities in ways that are relevant to their own contexts for learning.

"Being able to reproduce knowledge in a decontextualised examination does not guarantee that knowledge can be used in a real-life setting" (Bloxham and Boyd, 2007:193)

WHAT is TESTA?

Stepping **BACK** from modules and seeing **DATA** from a **SYSTEM LEVEL** and

SUPPORTED CHANGE MANAGEMENT

EVID
BASED

STUDENT
FOCUSED

PROGRAMME
APPROACH

INTEGRATION

BASED
ON!

DESIGN
FOR
(ALL)
MS
SW

CURRICULUM
OVER ASSESSMENT

STUDENTS
HAVE
CHOICE
& ROLE

MOVE from
feedback as
TELLING

FEEDBACK
as
DIALOG

FEEDBACK IDEAS

FOSTERING
STUDENT AGENCY

& ENGAGEMENT
in assessment

and feedback: why
take a programme
approach? TANSY JESSOP

NOT for FAINT HEARTED
- individual vs team; generative
AI; engagement times;
structural barriers;
assessment theory

A PROGRAMME APPROACH

"MODULAR APPROACH is like looking @ a **DISTORTED, REPEATED PICTURE!**"

I want to be
EXCITED
about learning

NICE!
THE IDEAL

EH?
THE REALITY

CHALLENGES

HEAVY
LOAD

ER HELLO?
ISSUE of
ENGAGEMENT

POINTLESS
EXAM 1
POINTLESS
EXAM 2
ASSESSED OF
not assessed FOR

ASSESSMENT

TWO
STAGE
EXAMS

IDEAS
POD
CASTING
WEEKLY
INDIVIDUAL
FORMATIVE
TASK
GROUP
FORMATIVE
TASKS

ALTERNATIVE WAYS

LIVE
MARKING
FORMATIVE
FEEDBACK
with REBUTTAL

AUDIO
FEEDBACK

FEEDBACK is
both HEART
and HEAD!

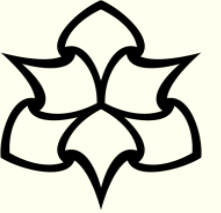
FEEDBACK
as a gift

IS A PROCESS NOT A THING

12TH JUNE '24

SCRIBED BY
NIFTY FOX

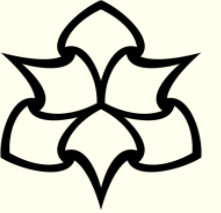
Manchester
Metropolitan
University



Generative AI and academic misconduct

- Academic misconduct policy updated in **April 2024** - enables greater flexibility and provides clearer expectations about the use of generative AI for assessed work.
- It is not an offence to use generative AI when it has been 'has been expressly authorised as part of the assessment component'. It is therefore **important that the extent to which students are permitted to use generative AI is clearly explained in all assessment briefs.**
- For each summative assessment component, the module leader should categorise the use of generative AI as either **permitted** or **not permitted**.
- Majority of assessments likely to be categorised as permitted, with not permitted only being used where there is a clear reason, such as meeting PSRB requirements.





Setting expectations about use of generative AI in assessment

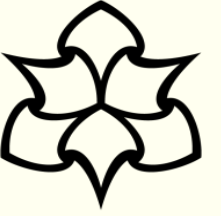
1

Your work should always authentically represent your capabilities.

2

You should never trust the outputs of generative AI uncritically.

Our default position on use of generative AI in assessment provides a detailed explanation what is and isn't acceptable.



AI Literacy – LEED Support for Colleagues

- **Staff guidance**
- **Central workshops**
 - Let's Talk about AI
 - Let's Explore AI
 - Assessment in the age of AI
- **Sharing practice**

University Guidance

Embracing generative AI responsibly



This document was last updated 26th June 2024

General Statement of Principles

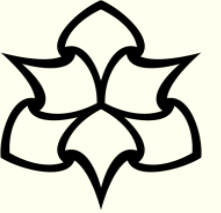
Our approach to Generative AI in Education at Manchester Metropolitan is based on:

1. Ongoing critical **engagement** with and **evaluation** of Generative AI tools.
2. **Educating** our staff and students in how we can develop our AI literacies and improve our teaching, learning and assessment practices.
3. **Establishing** clear academic regulations and practice guidance around the appropriate use of Generative AI by staff and students.
4. **Enhancing** our educational practices to design out opportunities for Generative AI for academic misconduct and design in opportunities for these tools to be used for development.
5. **Preparing** our students and staff for future workplaces where the use of Generative AI is a work practice.

Here are some of the key things you need to be aware of to embrace generative AI in a responsible way:

- Generative AI outputs are based on statistics, not 'intelligence'. [See Capabilities and Limitations of AI](#)
- AI text generators are only trained to predict sequences of words. They don't have functionality to check the accuracy. [See Capabilities and Limitations of AI](#)
- Generative AI is not a reliable source of information, and you are responsible for the accuracy of any content you create. [See Verifying Information](#)
- The output of generative AI tools is often biased. They should not be used for anything that involves making a decision (e.g., grading work), and you are responsible for making sure that the content you create is representative of our community. [See Bias](#).
- The pricing of generative AI tools makes access to them inequitable. Free versions have less functionality and use older models. [See Choosing an AI tool](#).
- The data used to train generative AI tools has been scraped from the internet, often without consent. This raises concerns about copyright and intellectual property. [See Copyright](#).
- The data you input into generative AI tools can be used to train future models. IT&D recommend that you review and abide with the advice on their [Information Governance intranet pages](#) before downloading generative AI tools. [See Choosing an AI tool](#).
- The training and use of generative AI tools require tremendous amounts of energy, water and earth metals. This has a significant environmental impact. [See Human and Environmental Impact](#).
- The ethics of some of the companies that develop and deploy generative AI tools have been called into question. [See Human and Environmental Impact](#).
- Legislation and regulation often lag behind the rapid advancements in technology, including generative AI. [See Legislation](#).

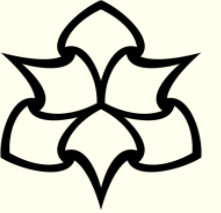
These issues are not included in this guidance to put you off using generative AI tools. Rather, much like making conscious choices when purchasing products, we want to enable informed decision-making. That way, the use of these technologies will align with our values and goals, such as inclusivity, reducing awarding gaps, decolonising the curriculum, and promoting sustainability. By applying critical thinking to



Let's Talk about Generative AI

- **Ethos: Kindness, Criticality, Responsibility**
- Series of sessions to provide a safe space for colleagues.
- Need to reiterate awesomeness of students.
- Various considerations to immediate use.
- A space to inform our work at a strategic level.
- **Takehome: "Should we use this?"**



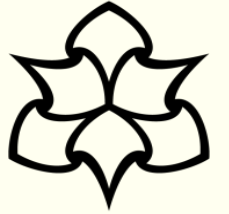


Let's Explore AI (CoPilot)

Copilot is the university supported generative AI platform and can be used by staff and students for use in line with the wider institutional Generative AI guidance.

[Generative AI & Copilot Information](#)





Let's Explore AI!

Access the instructions via this Sway - [Getting Started With Microsoft Copilot](#)

Getting Started With Microsoft Copilot

Your everyday AI companion

By understanding the capabilities of generative AI tools we can better understand and educate our students on its appropriate use within an education context. Copilot can help you with various tasks, such as generating content, searching information, translating languages, and creating images. In this activity, you will explore some of the features of Copilot and see how they can be useful for your work. You will use Copilot to prepare for a seminar on a topic of your choice.

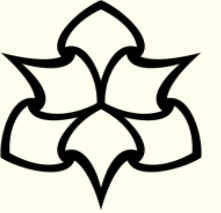
This activity will take between 10-30 minutes to complete.

Let's Explore Bing... Step 1 Step 2 Step 3 Step 4 Step 5 Congratulations!

1 2 3 4 5

Change the **settings** to view the Sway horizontally

View the **menu** to jump to the different parts of the Sway



Copilot (was Bing Chat)

Access Copilot by going to <https://copilot.microsoft.com/>

The screenshot shows the Microsoft Copilot web interface. At the top, it says 'Copilot Your everyday AI companion'. Below this are three featured cards: a pizza with the prompt 'Write step-by-step instructions to make pizza crust and give me the ingredient list', a globe with the prompt 'Describe gravitational waves in 5 paragraphs', and a set of paintbrushes with the prompt 'Find extracurricular art classes near me for teenagers'. On the right, a settings menu is open, showing options for Language (English), Country/Region (United Kingdom), Location, Voice, and Appearance (Light, Dark, System default). At the bottom, there is a text input box with the placeholder 'Ask me anything...' and a 'New topic' button. To the left of the interface, two callout boxes provide instructions: 'Ideas for things you can do' with a double-headed arrow pointing to the featured cards, and 'Start a new topic when you ask a different question' with an arrow pointing to the 'New topic' button. Below the input box, three callout boxes provide instructions for input methods: 'Put your prompt in this box' with an arrow pointing to the text input, 'Upload or take an image' with an arrow pointing to the image upload icon, and 'Use your voice instead of typing' with an arrow pointing to the voice input icon. On the right side of the interface, a callout box states 'Your data is safe' with an arrow pointing to the user profile area.

Ideas for things you can do

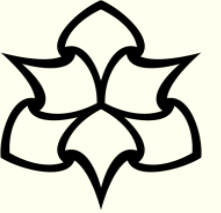
Start a new topic when you ask a different question

Put your **prompt** in this box

Upload or take an **image**

Use your **voice** instead of typing

Your data is **safe**



CoPilot - Use in Edge

Can access content
on page

Works best in the
Edge browser

The screenshot shows the Microsoft Edge browser interface. The address bar displays the file path: C:/Users/55152045/Downloads/ChatGPTComputingEducationWhitePaper%20(1).pdf. The document title is "ChatGPT in Computing Education - A Policy White Paper". The main content area shows the "Executive Summary" of the white paper. On the right side, the Copilot sidebar is open, displaying a summary of the document and a list of bullet points. The sidebar includes a search bar and a "Compose" button. The document text is partially visible, showing the beginning of the executive summary.

ChatGPT in Computing Education

A Policy White P

Executive Summary

On Monday 17 July 2023, 65 academics from 33 universities across the UK jo forces for a workshop to explore the affect of generative AI tools (such as ChatC on Computing Higher Education, and to co-develop guidelines for unive assessment policy. The **'ChatGPT in Computing Education: A workshop to Develop Guidelines for Assessment Policy'** workshop was funded by a Coun Professors and Heads of Computing (CPHC) 2023 Special Project Fund grant, hosted by Dr Annabel Latham and Dr Matthew Shardlow at Manchester Metropc University, UK.

The day started with a talk on How Large Language Models (LLMs) work, to context for the discussions. In the first workshop task, six different mode assessment common in computing-related higher education courses were evalu in terms of the threat level and opportunities for redesign in light of LLMs. A g feedback session explored findings and thoughts about the six traditional assessor types and ideas for future assessments. The group noted that assessment types

Copilot

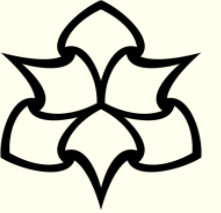
Searching your page for information

Summary of Part 1: ChatGPT in Computing Education - A Policy White Paper

- **Foreword:** The paper reviews the impact of Large Language Models (LLMs) like ChatGPT on computing education, exploring their integration into teaching and assessment while addressing concerns about academic integrity and reliability.
- **Workshop Overview:** A workshop with 65 academics from 33 UK universities discussed the effects of generative AI tools on computing education and developed guidelines for university assessment policies ^[1].
- **Assessment Types:** The paper evaluates six common assessment types in computing education (knowledge recall, critical analysis, long essay, code analysis, code production, and experiential) in terms of their vulnerability to LLM-based plagiarism and opportunities for redesign ^[2].
- **Policy Discussions:** The workshop included

Ask me anything...

Check settings >
Copilot > Allow
CoPilot to read
context clues on
the web



Writing effective prompts and evaluating them

The art of the prompt: How to get the best out of generative AI



Be as specific as possible with details like style, lighting, and point of view when generating images.



Use the appropriate model for the task - "more creative" for imaginative text, "more precise" for factual answers.



Fact check responses by verifying citations and asking for summaries rather than open-ended questions.



Tailor the chatbot's perspective by specifying the level of explanation you want.



Use buttons like "New topic" to cleanly switch conversation threads.



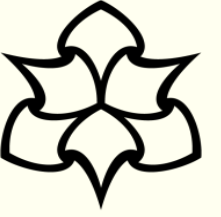
Specify desired length and formatting like tables or diagrams where helpful.



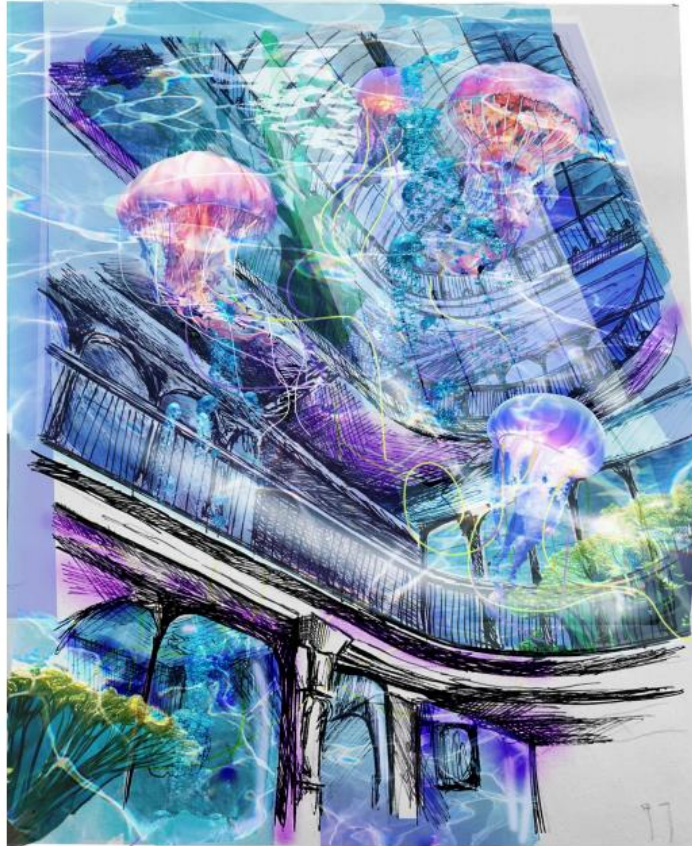
Provide context like programming languages or existing code when generating code.



Try different prompts if you don't get the desired output at first.



Sharing Practice

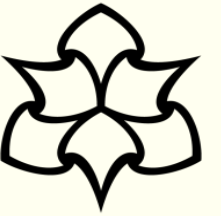


Lydia Hughes, 2023 Barton Arcade reimagined into a Jellyfish Aquarium



Olivia Williams, 2023 Barton Arcade reimagined into a Sanctuary

[Digital Me - Lois Blackwell: An experience of incorporating generative AI into the curriculum](#)



LEED Support for Students

- Rise workshops
- [Rise study pack](#)

It may seem like a lot of work that has been done in the history of AI:

Watch: **Why AI Is Incredible**

As you watch, consider:

- What examples of AI can you find?
- Do you agree with the claims?
- How convincing is the evidence?

TED Why AI Is Incredible

Watch on YouTube

Real World Case Study

Whilst AI can provide a certain level of accuracy, it is not perfect. One example of negative bias in AI is the 'Wonka Experience' that was an immersive event that did not accurately represent the city of Manchester.



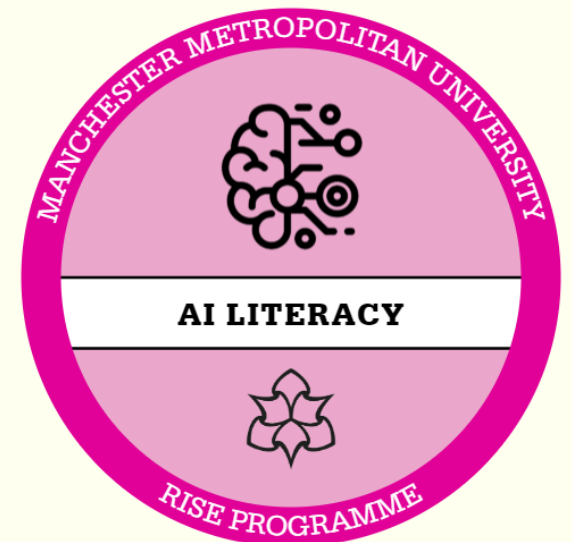
Left, how the Welcome to Manchester experience called a 'fa

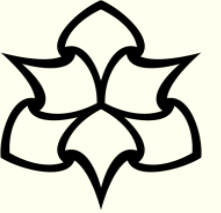


Stop and Reflect

Think about your experience of Manchester and consider how representative of Manchester these images are.

- Do they accurately present what a mancunian dog would look like?
- Where might the bias shown in the images have come from?
- How might the wording of the prompt have influenced the types of images that have been generated?





Developing AI Literacy

AI Literacy is about more than being able to use generative AI tools. It's about:

- Understanding the basic concepts and terminology related to AI
- Using AI tools and platforms responsibly and productively
- Recognising the potential applications and limitations of AI in various domains
- Evaluating the ethical implications and potential biases in AI systems

The Rise AI Literacy self-study pack covers these points.

AI Literacy Self-Assessment

[Digital skills in AI and generative AI](#)

Take this 10-minute reflective
quiz and receive a custom report.

Available for staff and students.

mmu.potential.ly



Digital skills in AI and generative AI

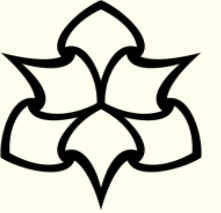
Find out about Artificial Intelligence (AI), and your digital skills through a series of reflective questions.

While AI (defined as a system's ability to correctly interpret and learn from external data, and use those learnings to achieve specific goals and tasks through flexible adaptation) has been a familiar feature of many digital tools for a while, a specific subset of AI known as generative AI has recently emerged as a topic of interest and concern in many sectors. The term generative AI refers to artificial intelligence that can generate new content, such as images or text, in response to a submitted prompt.

The following questions and the related resources do not assume that the use of generative AI is desirable or appropriate in all instances, but offer examples of current and future use for you to consider in your role within the guidance and policies of your organisation. By completing these questions you'll be encouraged to reflect on your confidence and skills across a range of digital capabilities that will help you navigate the 'ever-changing' landscape.

You will receive a personal report focusing on 7 areas of AI digital capability. The report provides a visual representation of your results along with a capability rating (developing, capable or proficient), and suggested next steps to take with links to relevant resources for each section. The report will help you to identify your strengths as well as opportunities for further development and highlight resources that can help.





Acknowledging concerns

Bias

Access and inequity

Copyright

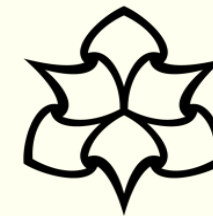
Data privacy

Environmental impact

Human impact

Legislation





Thank you for joining us

