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AI Literacy Taught Content

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Learning Enhancement and Educational Development (LEED)

6th September 2024

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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

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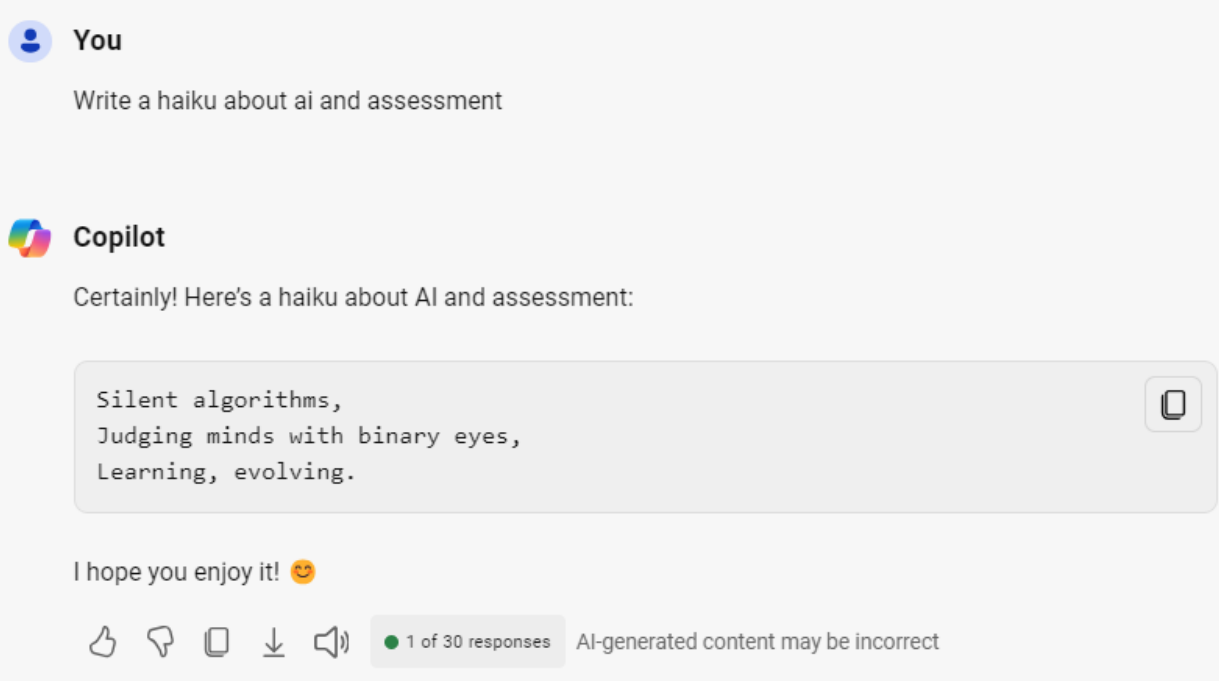
What is generative AI?

- 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)

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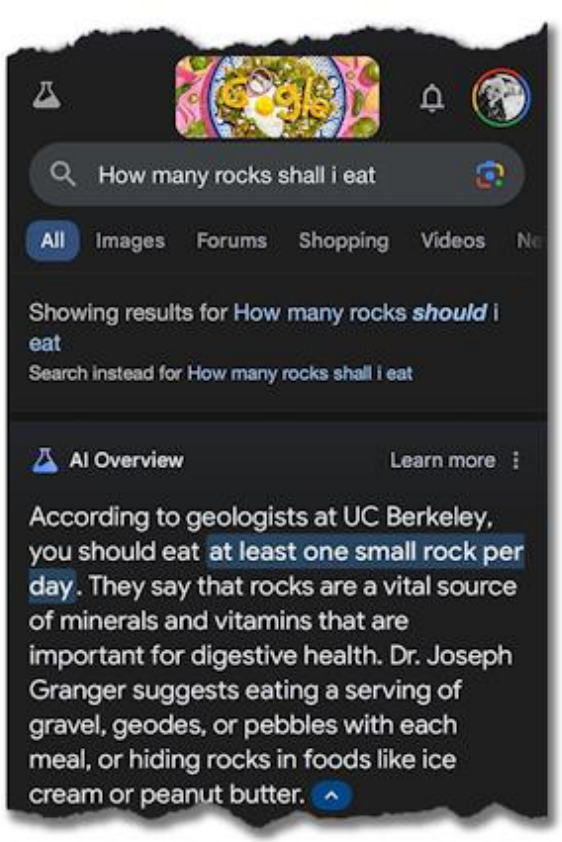
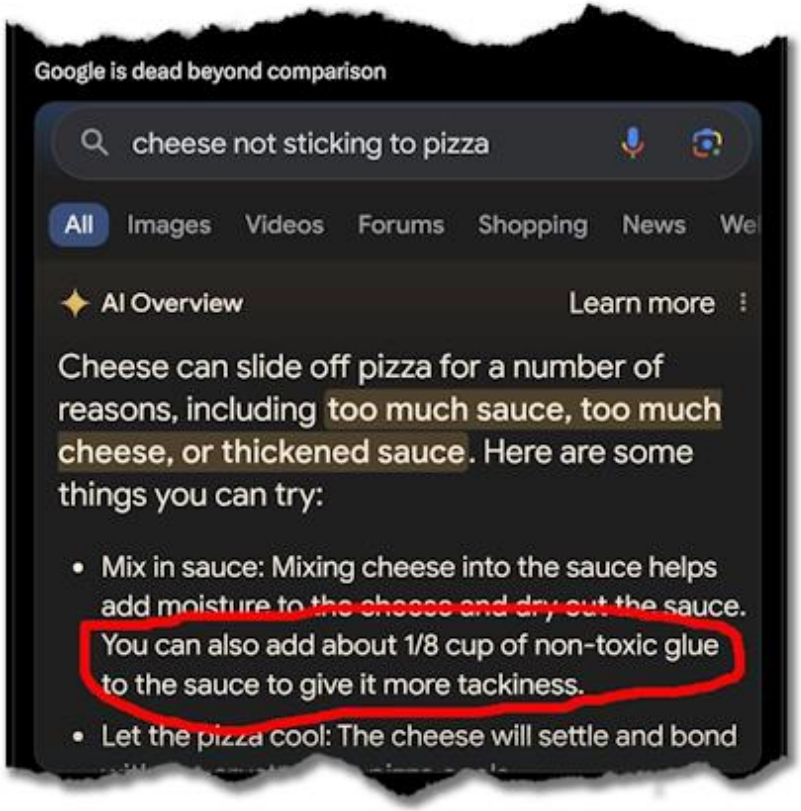
What is generative AI?





[The Conversation (2024)]

[AI Weirdness (2024)]

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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)

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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)

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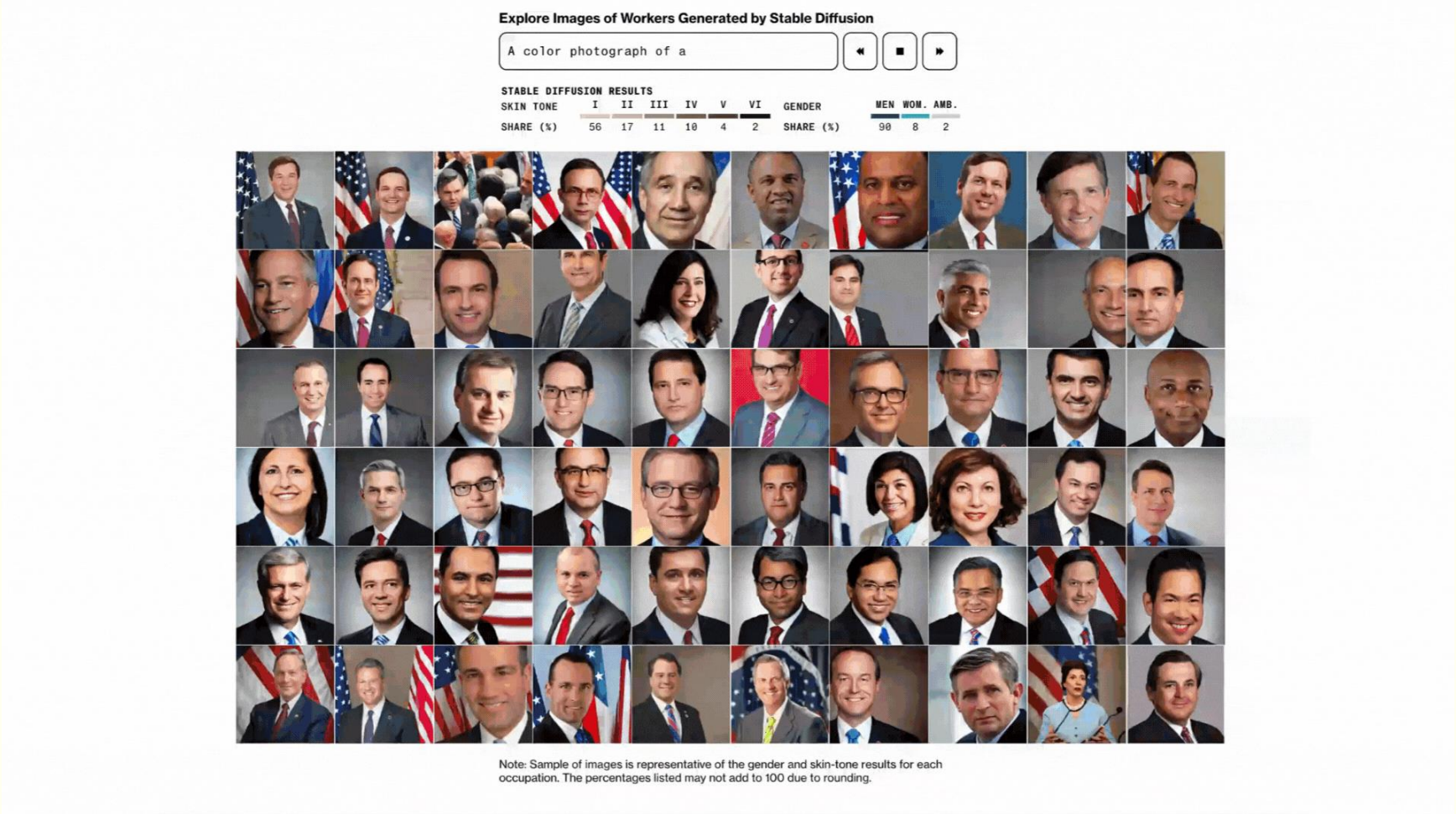
Bias and Generative AI



Bloomburg (2023)

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Sustainability

Disconnect (2024)

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Underpinning Principles

1	2	3	4	5
Ongoing critical **engagement** with and **evaluation** of Generative AI tools.	**Educating** our staff and students in how we can develop our AI literacies and incorporate AI into our teaching, learning and assessment practices.	**Establishing** clear academic regulations and practice guidance around the appropriate and inappropriate use of generative AI by staff and students.	**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.	**Preparing** our students and staff for future workplaces where the use of generative AI is integral to work practices.

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Some key events

January 2023

EdTech CoP Event

February 2023

First Let's Talk about AI Session

March 2023

Guidance V1

Turnitin AI Detection

LEED Working Group Established

June 2023

Rise Student Workshops

Guidance V2

July 2023

Faculty AI Leads Appointed

October 2023

Bing Chat Introduced

Innovation Scholarships

November 2023

Guidance V3

Present

Rise Study Pack

Guidance V4

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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.

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Assessment and AI at MMU

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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
EVID BASED
STUDENT FOCUSED
PROGRAMME APPROACH
SUPPORTED CHANGE MANAGEMENT
HUH?!
NOT for FAINT HEARTED
- individual vs team; generative AI; engagement times; structural barriers; assessment theory
A PROGRAMME APPROACH
"MODULAR APPROACH is like looking @ a DISJOINTED, REPEATED PICTURE!"
NICE!
THE IDEAL
EH?
WHAT'S THAT?
THE REALITY
I want to be EXCITED about learning
FOSTERING STUDENT AGENCY & ENGAGEMENT in assessment and feedback: why take a programme approach? TANSY JESSOP
CHALLENGES
ARRGH!
HELP!
HEAVY LOAD
ER HELLO!?
EXIT
ISSUE of ENGAGEMENT
POINTLESS EXAM 1
POINTLESS EXAM 2
ASSESS OF not assess FOR
ASSESSMENT
INTEGRATION
DESIGN for ALL
BASED ON:
AUTHENTIC
STUDENTS have CHOICE & ROLE
CURRICULUM over ASSESSMENT
TWO STAGE EXAMS
IDEAS
POD CASTING
HMMM
WEEKLY INDIVIDUAL FORMATIVE TASK
GROUP FORMATIVE TASKS
FEEDBACK IDEAS
MOVE from feedback as TELLING to FEEDBACK as DIALOG
IS A PROCESS NOT a THING
FEEDBACK as a gift
ALTERNATIVE WAYS
LIVE MARKING
AUDIO FEEDBACK
FORMATIVE FEEDBACK with REBUTTAL
FEEDBACK is both HEART and HEAD!
12TH JUNE '24
SCRIBED BY NIFTY FOX
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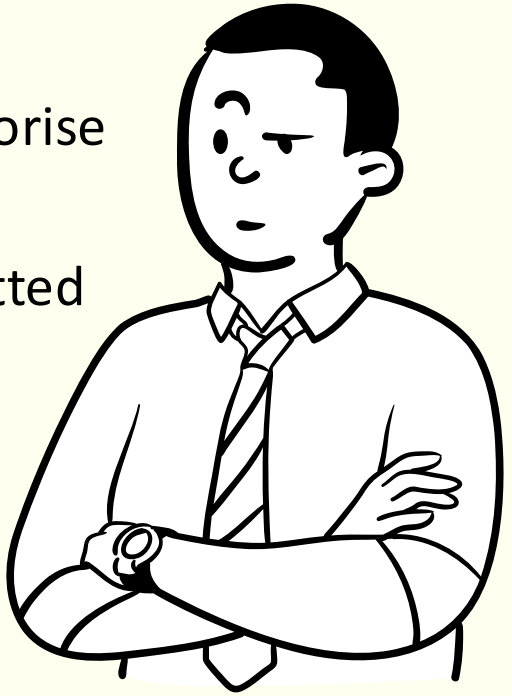
Generative AI and academic misconduct

- 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.



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Setting expectations about use of generative AI in assessment

Your work should always authentically represent your capabilities.

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.

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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**

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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 i
   our teaching, learning and assessment practices.
3. **Establishing** clear academic regulations and practice guidance around the ap
   inappropriate use of Generative AI by staff and students.
4. **Enhancing** our educational practices to design out opportunities for Generati
   for academic misconduct and design in opportunities for these tools to be use
   development.
5. **Preparing** our students and staff for future workplaces where the use of Gene
   work practices.

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

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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?"**

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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

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Let's Explore AI!

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

Change the settings to view the Sway horizontally

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

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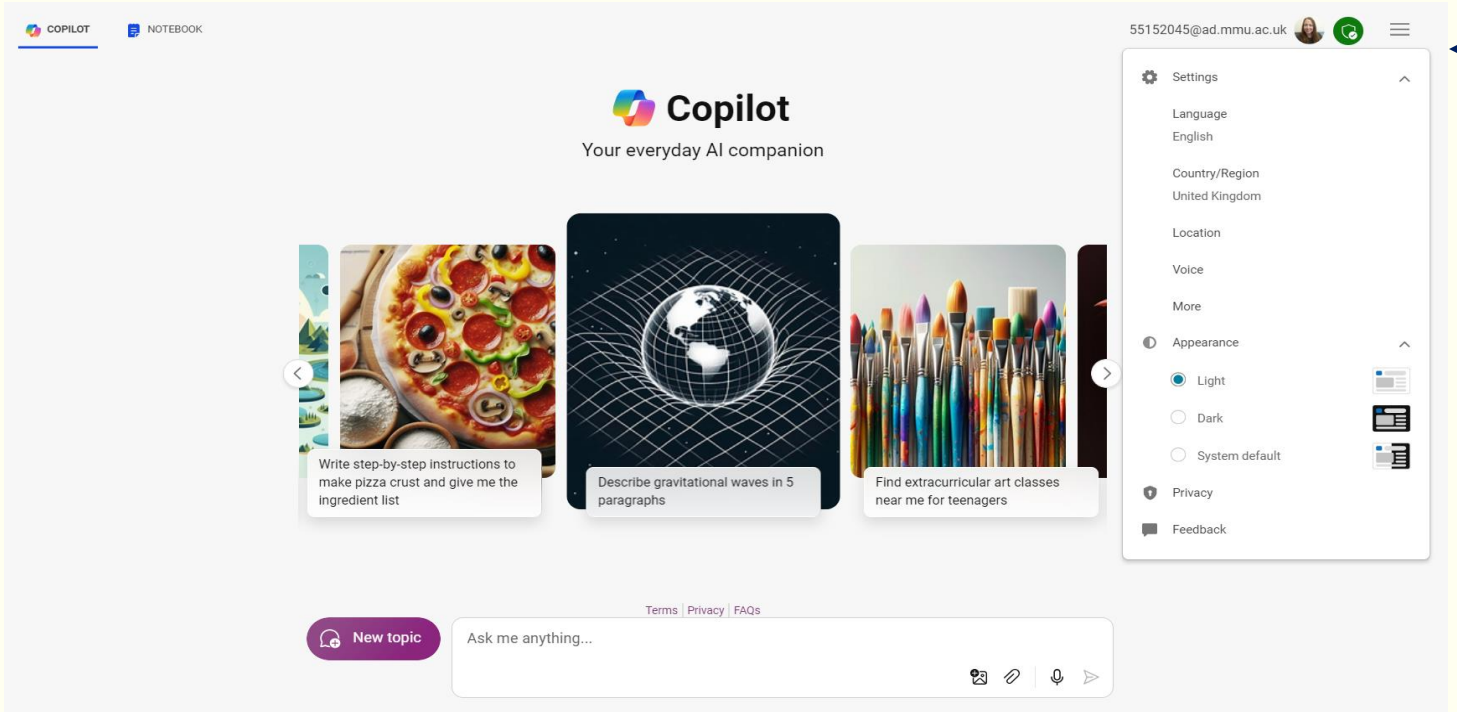
Copilot (was Bing Chat)

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



Your data is **safe**

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

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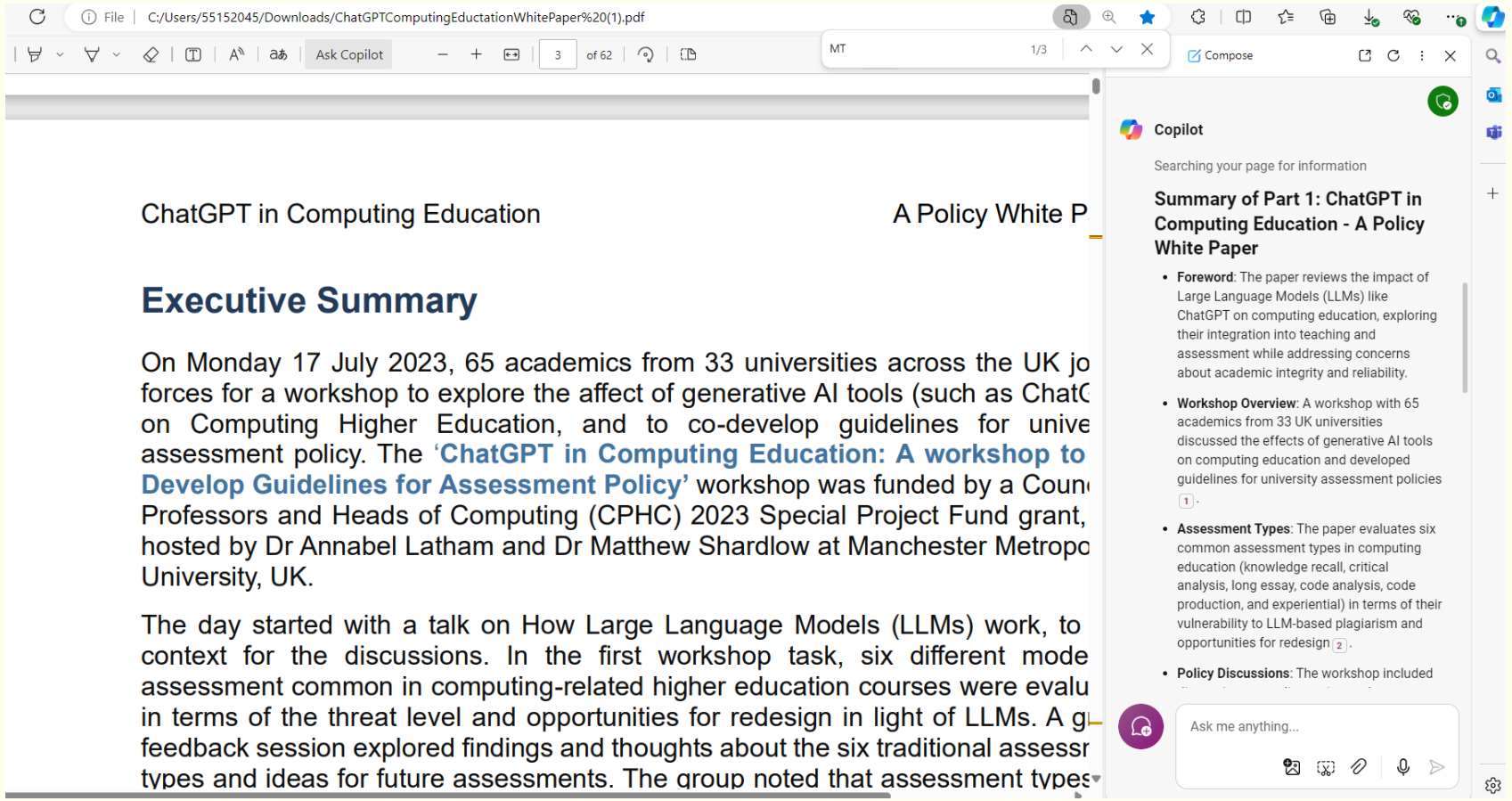
CoPilot - Use in Edge

Can access **content on page**



Works best in the **Edge browser**

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

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Writing effective prompts and evaluating them

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

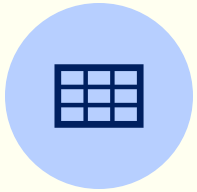
Be as specific as possible with details like style, lighting, and point of view when generating images.

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.

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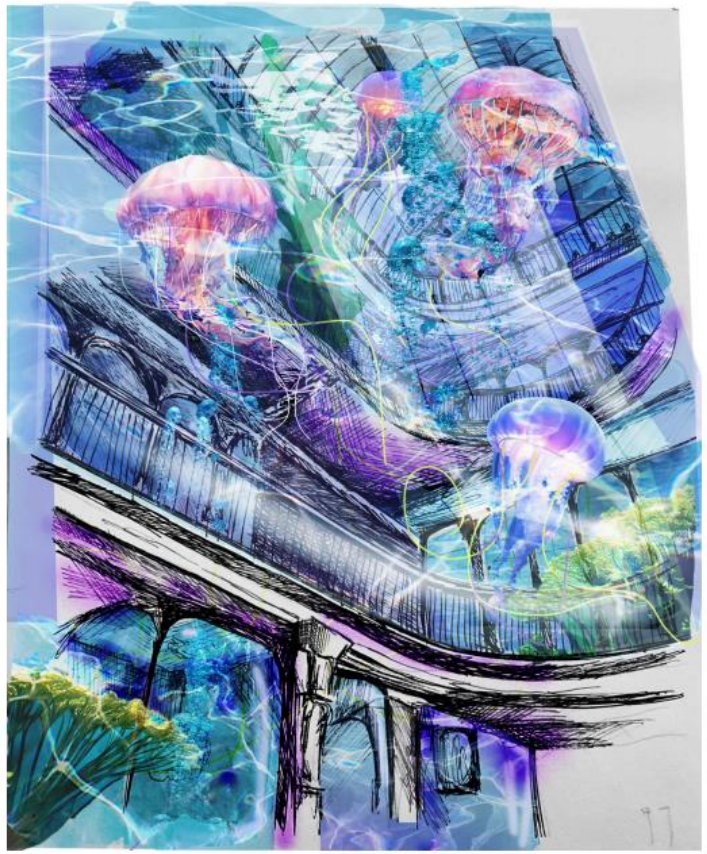
Sharing Practice



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]

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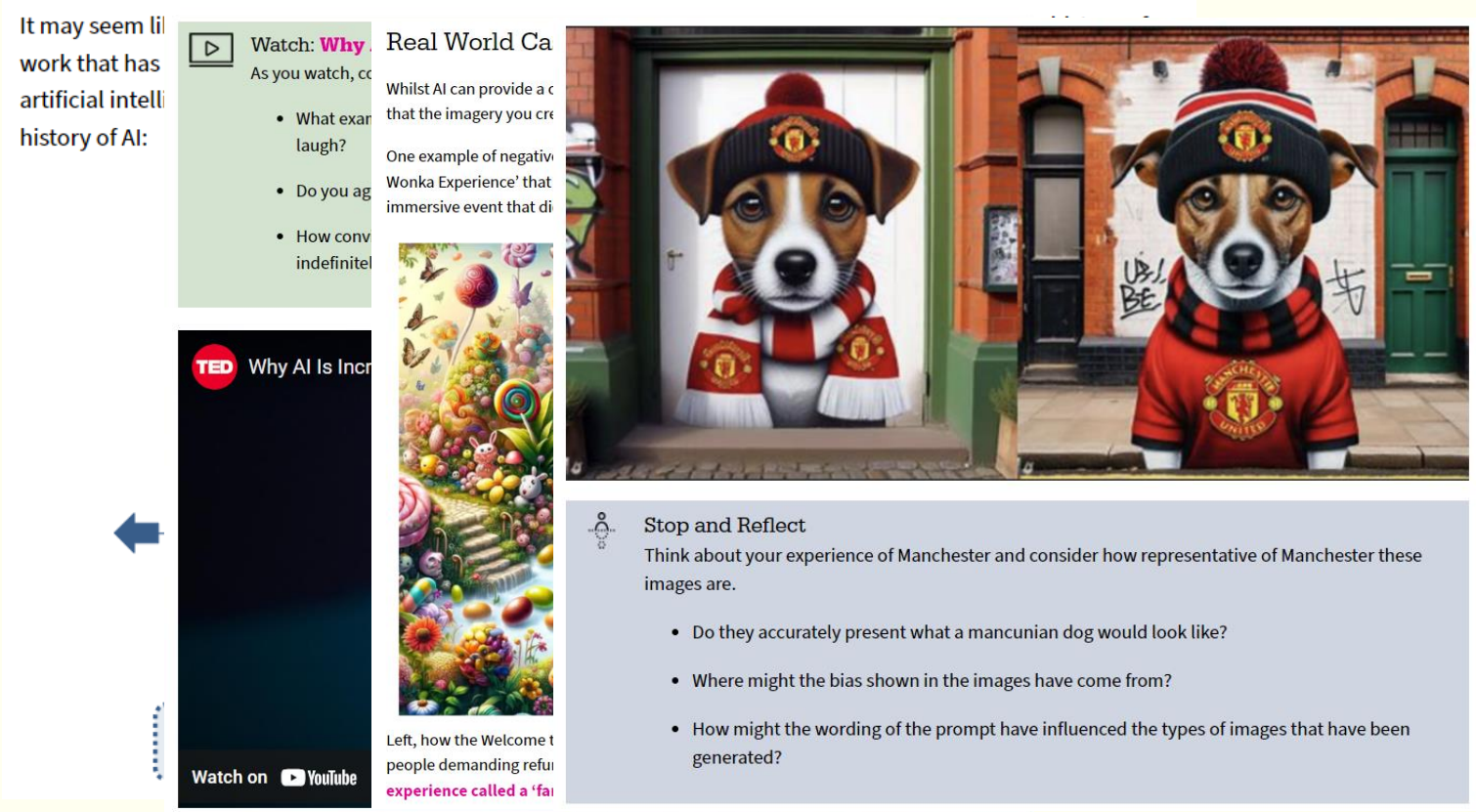
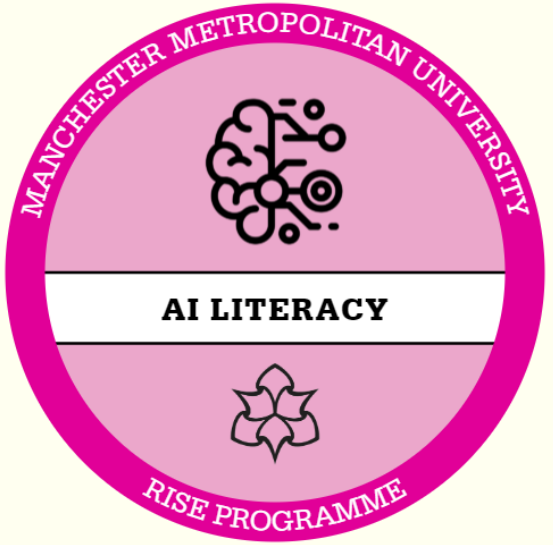
LEED Support for Students

- Rise workshops
- [Rise study pack]





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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.

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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

Jisc

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.

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Acknowledging concerns

Bias

Access and inequity

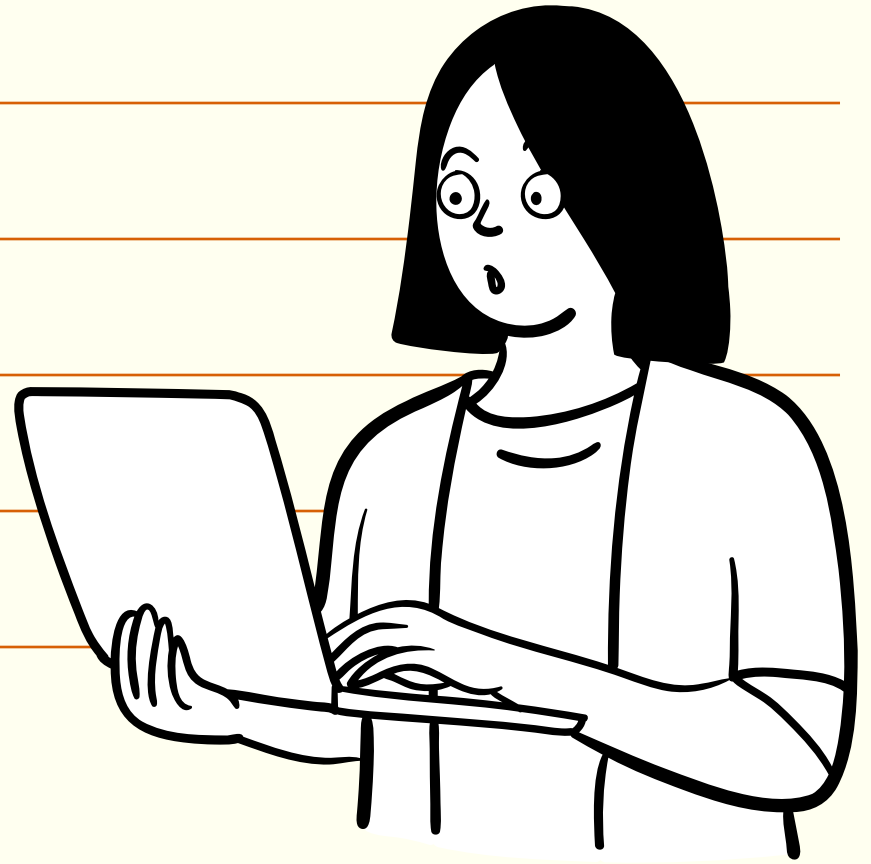
Copyright

Data privacy

Environmental impact

Human impact

Legislation



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Thank you for joining us