



GenAI Literacy for Work-Integrated Learning Practitioners

Gwen Nguyen

BCcampus

gnguyen@bccampus.ca

Nov 20, 2024

Presentation
Slides QR
code



https://bit.ly/GenAlpanel_GN

Today's Agenda

Introduction

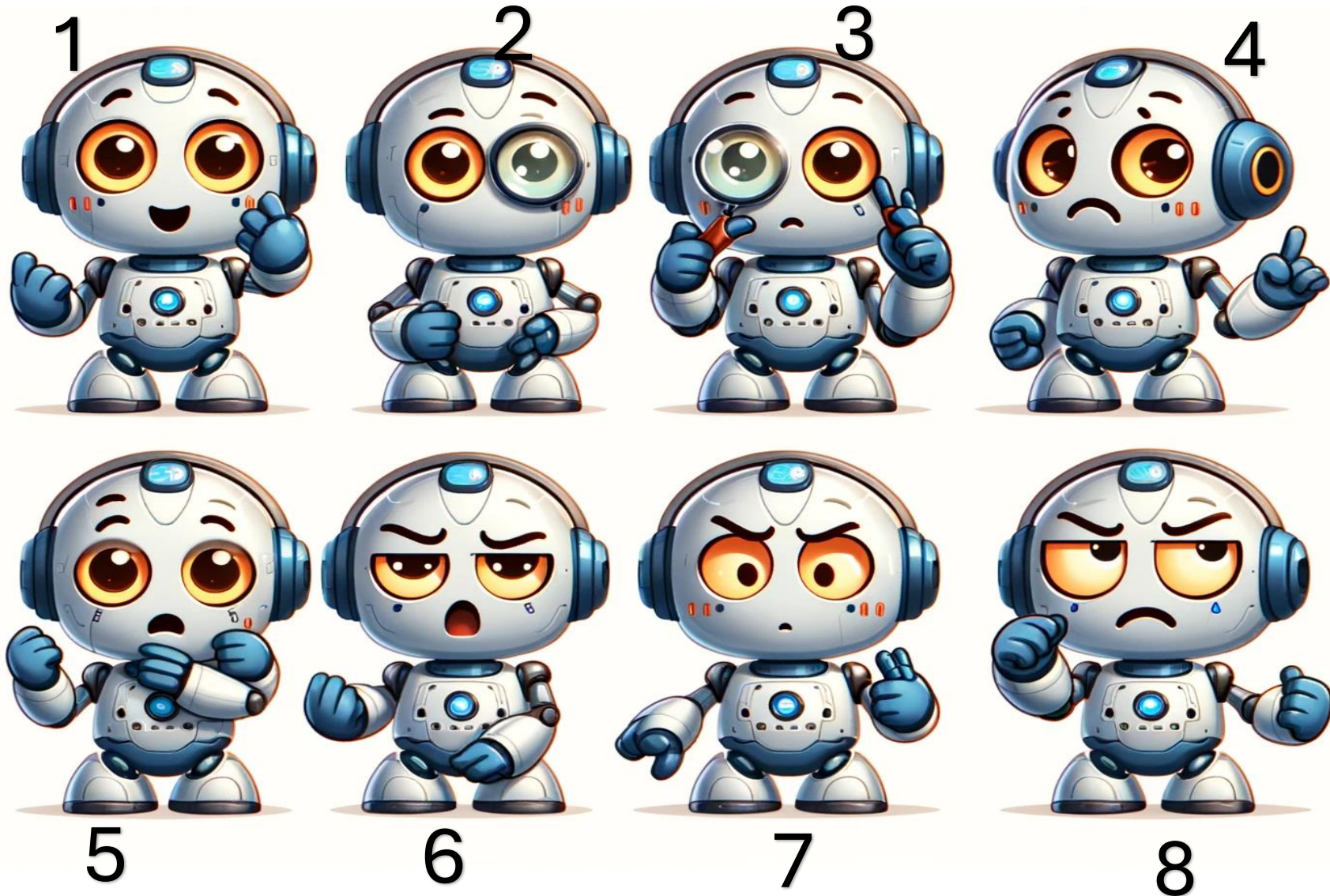
A-I-cebreaker


GenAI Literacy for Work-Integrated Learning Practitioners: What? Why? How?

Introducing BCcampus GenAI Toolkit + QnA



On an AI scale, how do you feel when you hear another talk or conversation related to AI?

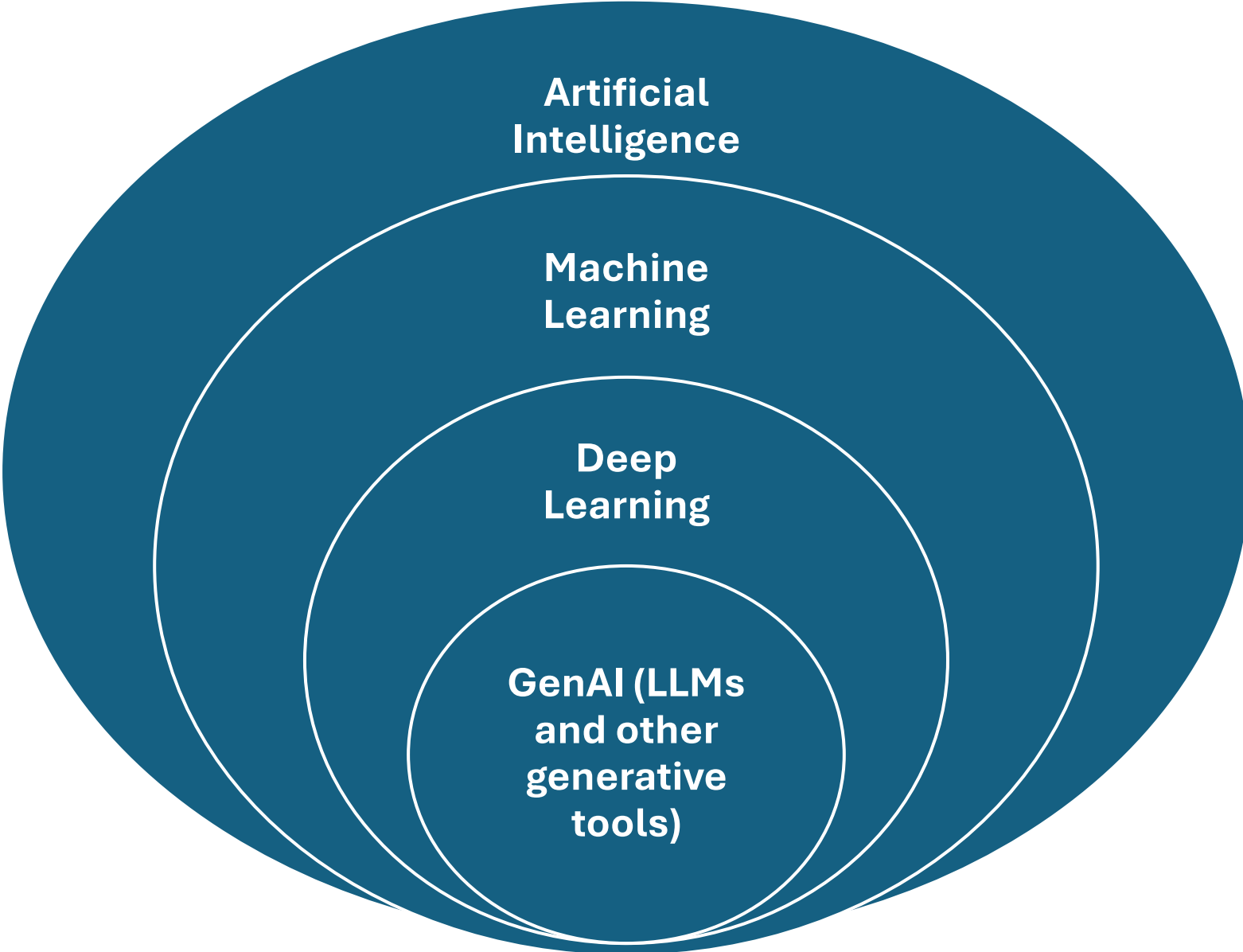




“100% of students were using AI...
Students were quick to point out that there were lots of different types of usage, and that they did not consider a lot of it to be cheating.”

(Bowen & Watson, 2024, p. 4)





**Artificial
Intelligence**

**Machine
Learning**

**Deep
Learning**

**GenAI (LLMs
and other
generative
tools)**



draft a short talk about GenAI in higher education, the importance of GenAI literacy, and some teaching implications



Title: The Role of Generative AI in Higher Education: Importance and Implications

Introduction

Good [morning/afternoon/evening], everyone. Today, I want to explore the transformative potential of Generative AI in higher education, the necessity of AI literacy, and the implications for teaching practices. As we navigate an increasingly digital world, understanding and leveraging AI technologies becomes crucial for educators and students alike.

The Rise of Generative AI in Higher Education

Generative AI, or GenAI, refers to AI systems capable of creating content such as text, images, and even music. Tools like ChatGPT and DALL-E have demonstrated the remarkable capabilities of GenAI

The Tools



MAGIC SCHOOL

<https://www.magicschool.ai/>

Diffit

For Teachers

<https://web.diffit.me/>



<https://www.almanack.ai/>




SLIDESGO

<https://slidesgo.com/>



Gamma

<https://gamma.app/>



Nothing in life is to be feared, it
is only to be understood.
Now is the time to understand
more, so that we may fear less.



Marie Curie, Nobel Laureate in Physics (1903) and
Chemistry (1911)



~~I don't embrace AI!~~

~~I don't promote any specific tools!~~




Cultivating GenAI Literacy




GenAI Literacy



When you hear “GenAI Literacy,” what concepts or skills come to mind?



AI literacy include a set of essential abilities that enables individuals to use those tools *ethically* and *efficiently* to work, learn, and thrive within higher education settings. (Nguyen, 2023)



GenAI Literacy

Understanding

Exploration

Mindful Use

Reflection and
Response

Creation



Understanding GenAI

- Acknowledge AI's presence in education
- Learn how GenAI tools work and differ from other AI technologies
- Understand their **potential and limitations**
- Grapple with the ethical concerns they raise



Think-Pair-Share: Engage with a Chatbot and Reflect on Its Response

1-minute THINK: Individually reflect on this question:

What are some opportunities and limitations of GenAI in the work-integrated learning context?

2-minute PAIR: Interact with a Chatbot (Choose [ChatGPT](#), [Copilot](#), or [Gemini](#))

Put the same prompt into any Chatbot that you are familiar with:

What are some opportunities and limitations of GenAI in the work-integrated learning context?

Engage in a detailed conversation. You may ask follow-up questions to clarify points or explore related topics.

3-minute SHARE: Share insights with the whole group.

Understanding Ethical and Legal considerations



Transparency
and oversight



Bias and
Fairness



Privacy and Data
Security



Environmental
Impact



Over-reliance

Exploration of GenAI

- Create "GenAI sandboxes" for experimentation
- Gain practical experience with GenAI platforms
- Critically assess each tool's capabilities and limitations
- Develop "***prompting literacy***" - the ability to effectively interact with these tools



Prompt Framework for Educators: The FIVE “S” Model

1

Set the scene

2

Be Specific

3

Simplify your language

4

Structure the output

5

Share feedback

Mindful Use

- Carefully consider how to ***incorporate GenAI tools into course design and delivery***
- Develop clear ***policies on GenAI use*** in your courses/teaching practice
- Use AI to enhance some core values, such as connection, collaboration, critical thinking, accessibility, inclusion, etc.



Practical Use of GenAI in Course Design and Development

Inspiration

- Course mapping
- Exploring ideas for instructional strategies

Supplementation

- Alt-text generation
- Transcription for audio

Improvement

- Refining learning objectives
- Improving instructional materials

Generation~Expansion

- Creating case studies or content materials
- Creating a draft of rubric

([Fang & Broussard, 2024](#))



Shift the focus of learning and assessment from the final product to the *process* of learning

1. **Ask an AI to write an essay**/write code/draw an image/create a script/design an experiment/draft a press release/propose a new business/analyze data
2. **Evaluate** the results. Make a list of errors or how this result could have been better.
3. **Adjust** your prompt to improve the output.
4. **Explain**: Which result is best and why?
5. **What was your strategy** to improve the prompt? What worked best?
6. Take the best output and **make it even better** with human editing.
7. Describe for an employer **what value you added** to this process.
8. Explain **why human work improved the AI work**.

(Bowen & Watson, 2024, p. 192-193)



Continuous Reflection and Response

- Regularly review and reflect on AI output as well as all resources related to GenAI and their roles on teaching and learning
- Be prepared to address challenges like algorithmic bias and over-reliance on AI



What is my life now without (Gen)AI?

Creation of a (New) World with GenAI

- Learn to develop custom GenAI (assistants/models) that could help your work.
- Create learning frameworks that incorporate GenAI in your context.
- Build communities to share insights and concerns about AI in teaching and learning context.



Create a web artifact helping students learning about different types of work-integrated learning programs using <https://claude.site/>



10 GenAI Challenge Series

<https://scope.bccampus.ca/course/view.php?id=639>

by Lucas Wright

BCcampus GenAI Toolkit for Educators

<https://opentextbc.ca/teachingandlearningwithai/front-matter/about-this-toolkit/>



Reference

Anselmo, L., Eaton S. E., Jivani, R., Moya, B., & Wright, A. (2024). STRIVE: Emerging considerations. University of Calgary. <https://taylor-institute.ucalgary.ca/resources/strive-emerging-considerations>

Bali, M. (2023, May 22). What I mean when I say critical AI literacy. Reflecting Allowed. <https://blog.mahabali.me/educational-technology-2/what-i-mean-when-i-say-critical-ai-literacy/>

Bowen, J.A., & Watson, C. E. (2024). *Teaching with AI: A practical guide to a new era of human learning*. John Hopkins University Press

Gachago, D., Bali, M., & Pallitt, N. (2024). Compassionate learning design as a critical approach to instructional design. In *Critical instructional design*. Pressbooks. <https://pressbooks.pub/criticalinstructionaldesign/chapter/compassionate-learning-design-as-a-critical-approach-to-instructional-design/>

Nufer, S. (2023). Balancing Human Touch with AI in education. <https://community.canvaslms.com/t5/Artificial-Intelligence-in/Balancing-Human-Touch-with-AI-in-Education/ba-p/590952>

Prins, H. (2023). An Educational Emergency: The Bot vs. the Human in your classroom. Bccampus, <https://bccampus.ca/2023/07/10/an-educational-emergency-the-bot-vs-the-human-in-your-classroom/>

Selkrig, M., Dulfer, N., Harrison, M., Smith, C., Cochrane, T., & McKernan, A. (2023). *Keeping it human: Learning design in the digital age*. The University of Melbourne, Faculty of Education: Melbourne, Australia.

Thank you!

Gwen Nguyen

gnguyen@bccampus.ca

