



Towards AI Literacy: 101+

Creative and Critical Practices, Perspectives and Purposes



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Introduction

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Artificial Intelligence (AI) has gathered significant attention since November 2022, when ChatGPT, a GAI tool, was released to the broader public, and many other tools and platforms followed. That led to the rapid expansion and explosion of interest and engagement with AI, and in particular Generative Artificial Intelligence (GenAI), including in educational settings.

Since then, discussions and debates around the potential use of AI in education have become widespread. Amongst these are the creators, innovators and experimenters who forge ahead without seeking approval, while others await guidance and reassurance, engage in staff development initiatives, or simply wish to sideline AI, boxing it away in hopes that it will dissipate.

There has been a plethora of dissemination activities, events, and conferences but also speculative papers and experiments, and more and more we also see evaluative research emerging. We live in fascinating times and have

been since the dawn of digital technology, the Internet, social and mobile media, and AI. The technological advancements we have seen, especially in the last couple of years, are mind blowing.

In more recent months we have, started experiencing a shift in the conversation around AI. Is change in the air? Are we accepting that AI is here to stay? Do we realize now more that instead of wishing AI to go away, we need to learn how to use it properly? Responsible? Ethically? Critically and creatively? This seems to have surfaced questions around AI literacy, something that educators and students alike will need to develop to navigate with confidence and competence in this new and alien landscape.

As we contemplate the possible revolution that AI/GenAI can bring to the education field, this collection provides multiple inspirations on how we might navigate this ever-changing terrain as confident and competent explorers.

The collection is the second crowdsourced curation of ideas and practices around AI by education practitioners, open researchers and students from different parts of the world generated by the international #creativeHE community. The collection is edited by an international team - Sandra Abegglen, Chrissi Nerantzi, Antonio Martínez-Arboleda, Marianna Karatsiori, Javiera Atenas, and Chris Rowell - generously supported by Playful Hybrid Higher Education and #creativeHE.

The appetite for sharing has further grown since the release of the first collection, so we have additional ideas on how to use AI in education as well as resources for education practitioners, inspirations on what students do with GenAI, and reflections and positions on AI literacy more generally. However, as the title suggests, this collection is not a repeat or more of what we published in the first collection. The focus is now on experimental practice, perspectives and purposes. While we still see this as an opportunity to celebrate everyday creativity and the newness of learning, teaching and assessing with GenAI, it is also about criticality and thoughts around AI literacy: what could teaching and learning with AI really mean for educators and students now - and in the future?

Included in the collection are:

- Reflections and perspectives towards GenAI literacy
- Practice examples by and for education professionals
- GenAI outputs by students for their learning

These contributions present a chance to engage with voices and concerns about the use of AI in education, and embrace ideas to develop our individual and collective understanding of what we mean by AI literacy. As such, the collection contributes to the wider discussions around AI while also fostering collaboration and partnership between educators and students in co-designing learning, teaching, and assessment that help us all grow as responsible citizens of this world, explore what the practical implications and opportunities are while also addressing any ethical concerns, and gain insights into what we mean by becoming AI literate. There is a need to do all this with transparency and openness, and that is why the open education community plays a key role in these important conversations - and in this collection.

Creative and critical experimentation is at the heart of education. The two are inseparable! One does not exist without the other. Thus, being open to diverse ideas, perspectives and practices will drive our appetite to open-up to new possibilities, to novel discoveries that can lead to new insights to make a positive contribution to our students, our graduates, all of those working in education but also society as a whole.

Sandra Abegglen, Chrissi Nerantzi, Antonio Martínez-Arboleda, Marianna Karatsiori, Javiera Atenas, and Chris Rowell

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Thanks go also to #creativeHE of which we, the editors, are all part of and that has acted as supporter of the creative AI collections from the very beginning. The #creativeHE community hosts all calls and dissemination activities for the AI collections on their website:

<https://creativehecommunity.wordpress.com/>

CONTENTS

Part 1

10 – 119

GenAI Literacy Reflections

Reflections and perspectives
towards GenAI literacy

Part 2

122 – 239

GenAI Learning Resources

Practice examples by and for
education professionals

Part 3

234 – 273

GenAI Student Outputs

GenAI outputs by students for
their learning

The Syllabus Machine

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Description of your learning resource or course:

The Syllabus Machine was developed, on the basis of a GenAI, to tailor the design syllabus process of academics in the University context.

Context in which the learning resource was created:

The context of the research is the Teaching and Learning Centre of the University of Trento. The resources were designed in order to scaffold university teachers in the writing and organisation of their syllabi.

AI tool(s) used:

ChatGPT

Explanation of the process followed:

The Syllabus Machine was designed through the use of specific annotated exemplars, created specifically in order to prompt the GenAI of reference. In fact, we developed good,

average and bad exemplars of syllabi, starting from the national evidence and we commented on them in order to guide the GenAI.

Key learnings and recommendations for others:

Academics can use the Syllabus Machine during the revision process of their syllabus or to scaffold a design process in the light of new classes and courses. The Syllabus Machine will correct, in a formative manner, the syllabus of reference or it will give prompt and stimulating ideas to enrich academics' products.

Links for more information:

<https://chat.openai.com/share/6b34eab1-78c2-468d-8e5d-94cdd99fbc39>



The Syllabus Machine

Relevant literature resources

Chen, L., Zaharia, M., & Zou, J. (2023). How is ChatGPT's behavior changing over time?. arXiv preprint arXiv:2307.09009. <https://arxiv.org/pdf/2307.09009.pdf>

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