Faculty Fellows Project Report: A Joint Project Supporting AI Literacy
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Background, challenge addressed, and goal

In December 2023, we proposed a joint project surrounding AI literacy as our Faculty Fellows project. This project aimed to help bridge the growing gap between rapid technological advancements in AI and the higher education community at CU-Boulder. In the next decade, Artificial Intelligence (AI) will change how we teach, learn, and do business, while impacting the professional and educational efforts of our faculty and students. Many at CU have recognized the necessity for robust *AI Literacy* among its academic community, evidenced by the outgrowth of committees and pop-up sessions on these topics.

We proposed two types of *AI Literacy* workshops: one for students, and one for faculty. Our goal was to support ethical and productive integration in classes, develop a baseline for conversations on AI use between students and faculty, aid in crafting syllabus policies and new pedagogies, and ultimately save time that can be devoted to teaching a course's actual learning goals.

Accomplishments

In total, Lee and Stephanie accomplished three workshops, as described below. For each of these, we advertised through appropriate channels; for the faculty workshop, held at ASSETT, this included reaching out to departments on campus, as well as using the CU Calendar and ASSETT's tools.

Student-facing workshops.
We offered two student workshops and led each one individually:

EBIO Lunch & Learn AI Workshop. In this 50-minute discussion-based session, Stephanie led attendees, including five graduate students and the Department Chair, in a discussion of AI. Participants discussed what they know about AI, how they are using it, how they think undergraduate students are using it, and the pros and cons of using AI associated with the classroom. We also wrote up and shared our own Syllabus statements based on ideas and concerns coming out of these discussions. As preparation for the Syllabus statements piece of the workshop, Stephanie surveyed six professors across a number of departments to find out how they approached AI in their classes.

Undergrad AI Literacy Session in "Environment, Media, and Society." In this 50-minute session, Lee led an engaging workshop focusing on AI literacy, designed as a student-side counterpart to our faculty workshop. This workshop aimed to equip our students with the knowledge and critical thinking skills necessary to navigate the rapidly evolving landscape of AI in their academic and future professional lives. We began with a brief introduction to the current state of AI technology and its potential impacts on higher education, including ethical use and practical applications. Through discussions and an activity, students shared their insights and experiences

with AI and explored its applications. By incorporating real-world examples and facilitating debates, the session raised student awareness about the significance of AI literacy and how they might better consider its impacts and ethical use in their studies. The workshop concluded with an open Q&A, where students expressed their thoughts and sought advice on integrating AI tools into their studies.

Faculty Workshop.
This 90-minute session for faculty was held on March 19, 2024, at ASSETT. We delved into AI literacy, engaging with the pedagogical opportunities around AI use, the implications of students using AI in courses, ethical considerations, and discussions on class policies. We invited Teresa Nugent, of the Department of English, to co-facilitate this event with us. During the event, we first led nine participants through a norming session and discussion around AI. Next, we asked participants to choose one of three small-group sessions: syllabus statements, cross-disciplinary use of AI, and crafting assignment prompts that specifically call for the use of AI. Once participants had worked through their chosen topics, we "jigsawed" them into new groups to share out what each small-group session had covered. A final wrap-up covered additional resources and upcoming events. Please see the attached PPT from the session; below is a word cloud response from participants around interests and reasons for coming to the session.
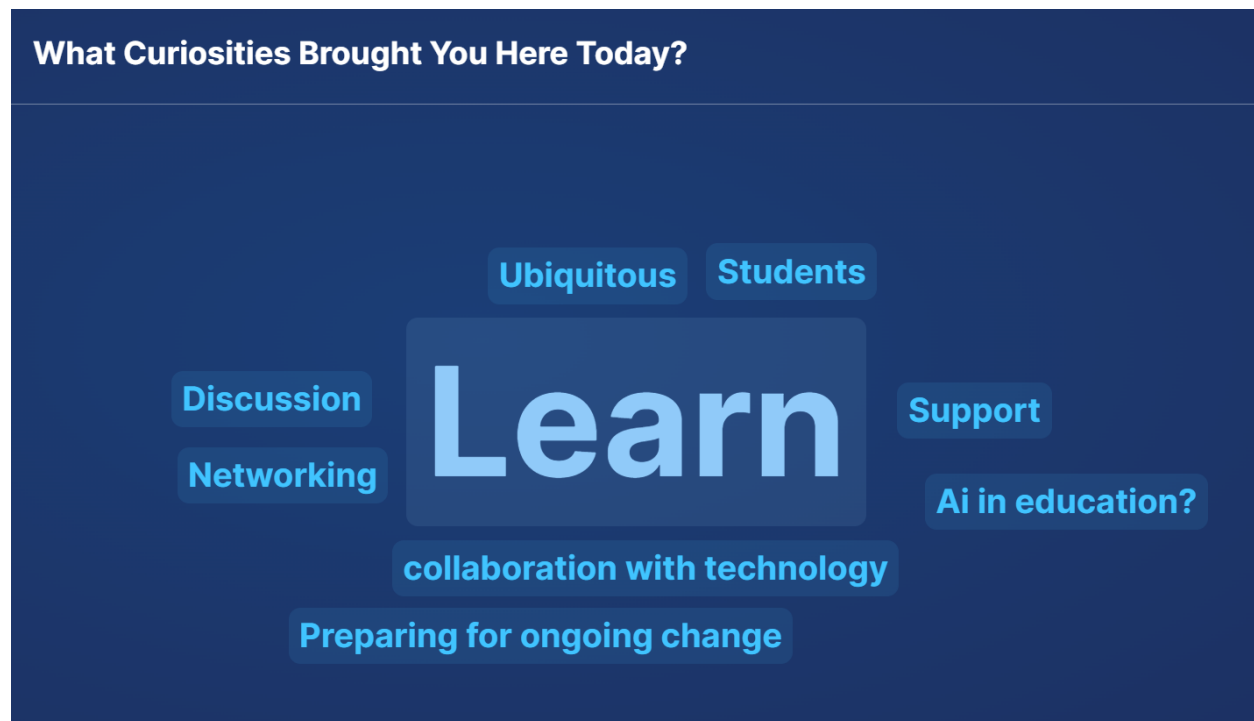
Summary

Lee and Stephanie are grateful for the Faculty Fellows Program's support of our joint project, and for helping us advertise and host the faculty workshop through ASSETT. We believe we have helped add to an important conversation about AI literacy on the CU campus—one that will no doubt continue via different avenues and venues moving forward. We look forward to opportunities to explore these possibilities with the CTL and ASSETT teams.