Framework for Washburn University Faculty Development in Artificial Intelligence (AI) Literacy

Basic:

AI literacy means having the basic experience and knowledge needed to make informed decisions about how and whether to use AI in teaching based on such factors as student well-being, privacy, ethics, and access. It allows instructors to understand how AI may be incorporated in ways that promote learning, as well as how and when to restrict AI use when it negatively impacts learning, fairness, or privacy. The instructor will obtain literacy after completing the following learning outcomes.

Professional Development Learning Outcomes:

- Understand what AI is and how it works.
- Understand how Washburn rules, policies, and regulations apply to the use of GenAI.
- Identify and apply current literature on concerns about AI, including bias intrinsic in particular tools, cognitive offloading, privacy issues, intellectual property rights, limitations of AI detectors, and environmental impacts.
- Identify and apply current literature on AI as a learning tool and how it can benefit and assist in student learning.
- Practice or observe using multiple AI tools in order to consider and gain familiarity with possible use or restriction of such tools in the classroom.
- Evaluate current course learning outcomes to identify distinct areas where learners could interact with AI in ways that center human judgement, well-being, and access.
- Write syllabus and assignment statements that clarify permissible AI use and/or restrictions. Situate these statements in current scholarship as well as course learning outcomes.

Proficient:

AI proficiency means having intermediate experience and knowledge of AI that facilitates successful integration or restriction of AI in teaching. It allows faculty to provide students with multiple constructive AI learning experiences. Instructional choices are informed by both general best practices in higher education and disciplinary considerations. The instructor will obtain proficiency after completing the following learning outcomes.

AI-proficient instructors are able to:

- Identify and apply best practices of AI classroom use in one's own teaching especially from the Scholarship of Teaching and Learning (SoTL).
- Identify and apply scholarship regarding the use of AI as it pertains specifically to one's disciplinary contexts.
- Understand principles of effective AI interaction, including prompt design, context provision, and iterative refinement.
- Experiment with and assess a variety of AI tools with different modalities or functionalities.

- Create or adapt activities and lessons that teach students both the benefits, limitations, and risks of AI and how to critically engage with AI tools in a way that connects to and extends their current understanding of AI.
- Practice and critically assess assignments that use AI before assigning them to students to ensure alignment with learning objectives and student access, well-being, and privacy.
- Identify ways that AI is being used (constructively and safely) in professional settings and align instruction with those use cases, so students are prepared to work with AI in such contexts after graduation.

Fluent:

AI fluency means having advanced experience and knowledge of AI and a willingness to continually research, experiment with, and apply AI in teaching. Instructional decisions for using or restricting AI are informed by disciplinary instructional practices, course level and complexity, student learning outcomes, student skill level, models of AI in professional and specialized settings, and mode of instruction. The instructor will obtain fluency with continuous practice, innovation, and inquiry, and through the following learning outcomes.

AI-fluent instructors are able to:

- Practice and critique new AI tools and new iterations of existing tools on a regular and ongoing basis.
- Review scholarly literature regarding AI and SoTL on a regular and ongoing basis.
- Identify, create, and assess innovative ways to bring AI into one's teaching.
- Identify, create, and assess ways to center human judgment, creativity, and connection alongside the use of AI.
- Lead students in critical assessment of how AI is being used in professional settings they may enter following graduation.
- Mentor and support other faculty and staff regarding the use of AI in teaching and learning.

Selected Resources

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