AI policy and practices
for
Literacy Practitioners and Learners

AlphaPlus at Calgary Learns

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https://bit.ly/3YFDnFe

About AlphaPlus

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AlphaPlus is a support agency for Literacy and Basic Skills organizations across Ontario.

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Our focus is supporting the use of digital technology to enhance literacy learning and strengthen program coordination.

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We provide
- technology coaching services and tech support
- face-to-face and online training
- research and resource gathering

About Tracey and Guylaine

Guylaine began her career as a librarian supporting literacy practitioners in the Deaf and Francophone communities. She specializes in information and cloud content management, curating learning resources, and technology problem-solving. Her areas of interest and professional development include information literacy and artificial intelligence, online privacy and safety, as well as digital equality.

Tracey Mollins has worked in adult education at community programs, school boards, colleges, unions and networks. Her work is informed by her experience as an instructor and program worker as well as her project experience developing e-learning strategies, blended or distance curricula and models for online instructional design.

Introductions

Hi there…

Session objectives

A conversation about:

- The different ways of using AI - for teachers and learners
- The changes that AI brings to the classroom
- An approach to creating guidelines that fit your context

We will share some of the questions we have been grappling with and invite participants to add theirs to the conversation.

Your Ai letter

	Put your letter in the chat.
Letter	**Meaning**
N	New: I am brand new to Ai Tools.
E	Exploring: I have looked into Ai and explored the tools a little bit.
C	Creating: I have used Ai tools to create materials for learners.
I	Integrating: I regularly use Ai for teaching and learning and encourage learners to use it.
X	No thanx: I have looked into Ai and decided not to use it in my practice at this time.

Why should I have a policy?

Our idea that literacy workers might be interested in Ai policies and guidelines came from a question that a literacy instructor asked in an Ai for Educators workshop.

I showed a learner how to use Ai to get help on a simple task. Now that learner is using Ai for everything. I feel that this is hindering them in developing some skills that they will need. How can I get them to stop?
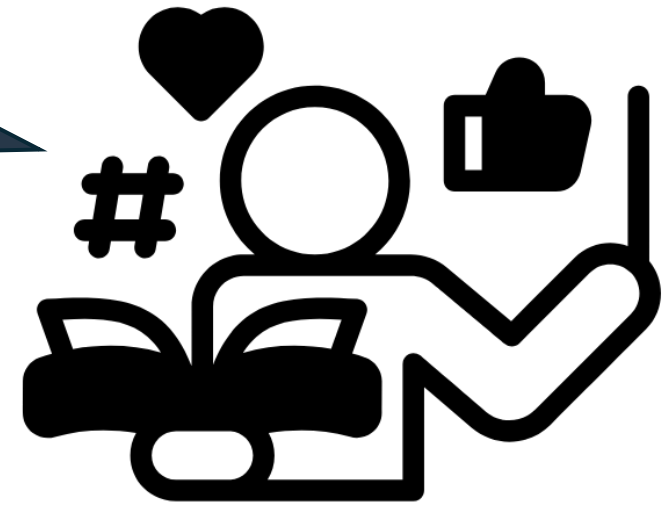
Classroom guidelines versus organizational policy

The facilitator suggested

Work with the learner to create guidelines that work for you and that specific learner or group of learners in the specific contexts where they are learning.

We thought this made sense. Ai is so new that there are no great templates for the use of Ai in adult literacy classrooms. Literacy instructors work with learners to create guidelines for the ways they will work together and are used to facilitating this process.

What should we be thinking about?

We wondered:

How can we support adult literacy instructors who want to create guidelines for the use of Ai? We are just learning about the capacities and limitations of Ai tools and these are changing quickly. What should we be thinking about?
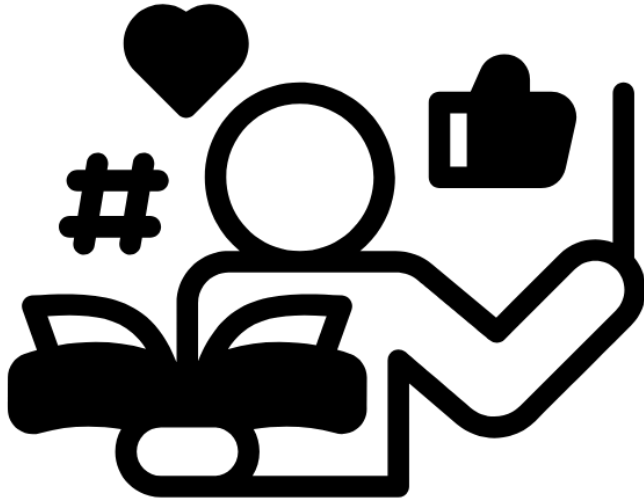
How are you using generative Ai at work now?
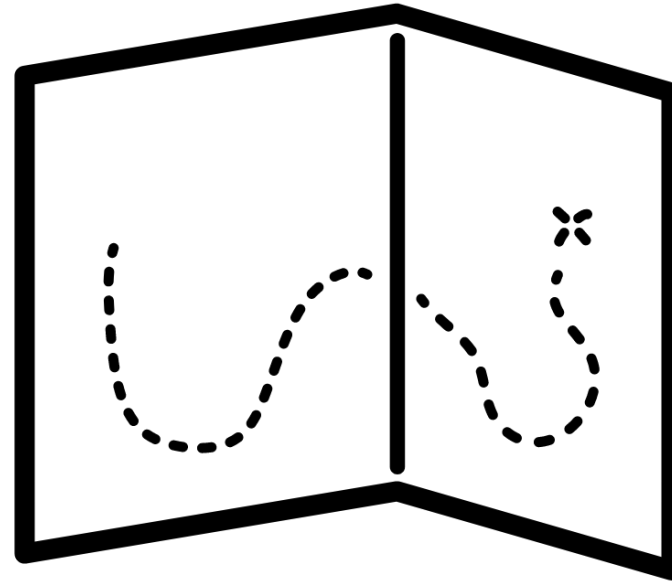
For example, if you are using Ai

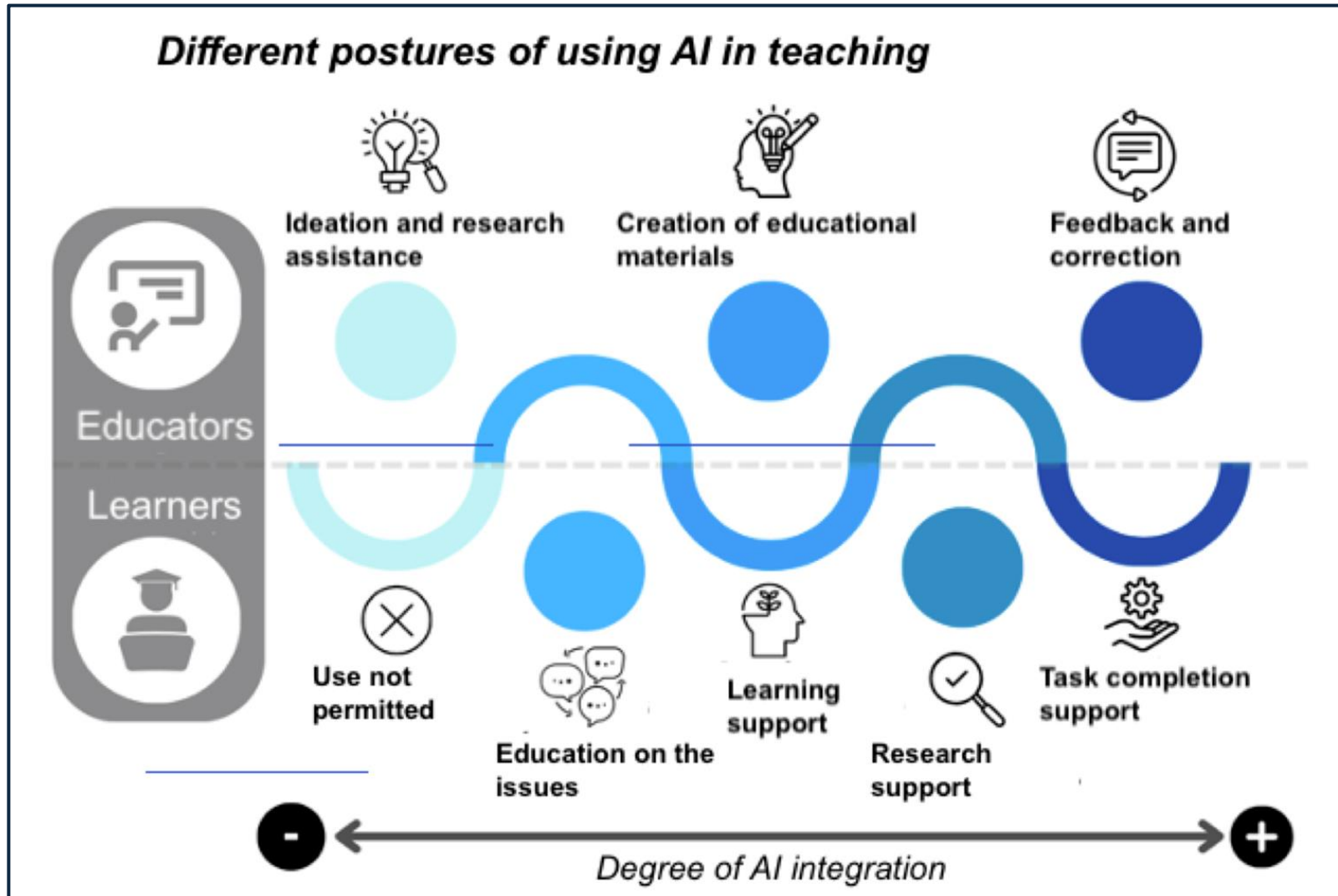What tools do you like best for creating?

What tools do learners like best?

Or, if you are not using Ai

What are some of the reasons you decided against it?

Guide for a reflective approach to AI in education integration framework

Different postures of using AI in teaching

Educators / Learners

Ideation and research assistance
Creation of educational materials
Feedback and correction

Use not permitted
Education on the issues
Learning support
Research support
Task completion support

Degree of AI integration

It is not about trying to reach a certain point. It is about choosing where to be.

AI versus IA?
Intelligence augmentation rather than intelligence replacement.

Source: Guide pour une approche réflexive de l'IA en éducation : postures, possibilités et ressources pour l'usage par les enseignants et les apprenants

Mutual accountability

We gathered some ideas from our interactions with literacy workers and research about what others are doing.

Should guidelines be based on the concept of mutual accountability? Should they include responsibilities for instructors and learners?

Concerns and questions: safe spaces to learn

If so, what are some of the things teachers might be thinking about?

How can instructors continue to ensure that learners are learning in spaces that are as free from bias and discrimination as possible when Ai is somewhat famous for replicating biases and discrimination?

Sometimes people use the calculator analogy. Ai is not a calculator. When learners use calculators, everyone will get the same result from the same input. A calculator has never shown anyone a biased response or used a discriminatory epithet.

Concerns and questions: critical thinking

Can Ai strengthen learner critical thinking skills while learners are developing reading and research skills?

Librarians helped us adapt methods such as CRAP (Currency, Reliability, Authority, Purpose/Point of View) to the internet. How can we apply these principles to evaluating Ai readings when there is often no indication of where the information is coming from?

Concerns and questions: learner voice and creativity

Can Ai strengthen learner writing while learners are developing their own voice and building confidence in expressing their ideas? How can instructors create a balance?

Ai can complete a lot of writing tasks for us. It is appealing and can make people feel more confident in expressing themselves. How can we balance that with supporting people as they develop confidence in expressing themselves in their own words? How can we help learners find joy in the imperfections of creative communication in the age of Ai?

Concerns and questions: skills shifts

> As people use Ai more for writing tasks and to do research, do they need more time and effort to develop editing and fact-checking abilities? Will they be using these skills in different ways?

If we are to use material created by Ai – text, images, video, etc. – we need to be able to edit that material in different layers. Is the information correct? Is it clear and coherent? Is it expressing bias or discrimination?

Concerns and questions: future of work

What jobs are going to start requiring an understanding of Ai tools? How will knowing how to use Ai to complete tasks give job applicants an advantage?

How do we keep up with the ways Ai is being used in school, workplaces and daily life so we can support learners in these areas and make sure our curriculum reflects real world applications of these technologies? What resources are available and trustworthy?

Concerns and questions: citizenship and rights

> What are the responsibilities of instructors to inform learners about the social and environmental impacts of using Ai?

For example, Ai has increased the carbon emissions of big tech companies and is being used for facial recognition in a variety of settings. Governments and activists are grappling with these questions and others. How can we keep up-to-date and what information should we share with learners?

Concerns and questions: enhancing and expanding learning

> What are the ways learners can use Ai ethically and responsibly to enhance and expand learning?

We are looking at this question and asking literacy practitioners what they are thinking, seeing and experiencing.
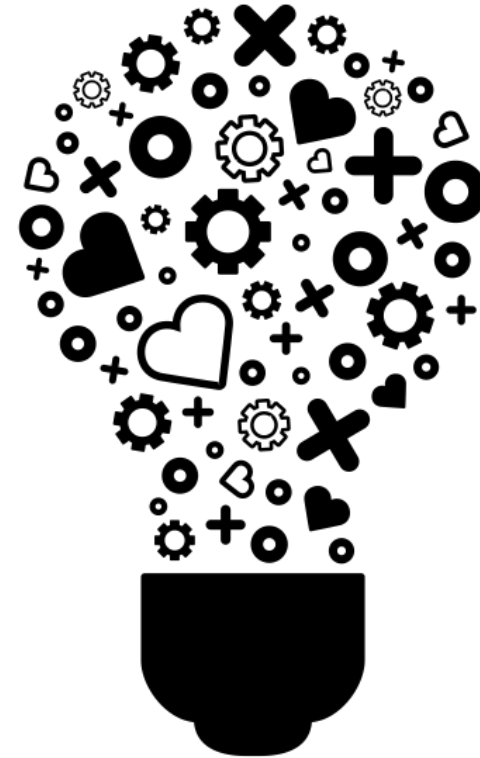
It's a lot

No one has all the answers.

But we do have adult learning principles

and years of experience working with learners.

How do we start these discussions in our classrooms?

Here's one idea…

Start your guidelines

What are your red light, yellow light and green light uses of Ai?

What would your first suggested guideline for teachers be?

What would your first suggested guideline for learners be?

Our discussion

https://docs.google.com/presentation/d/1ceY3Z76gSKS2ohWhgIawhIN-PxjQr92eollO-obXOOI/edit?usp=sharing

Template

- Download
- Force Copy

Resources to learn more

Creating guidelines with learners
- ➤ AI Integration Framework (see also OpenAI for Nonprofits… Now What?)
- ➤ 8 AI Do's for the Classroom
- ➤ A Stoplight Model for Guiding Student AI Usage

Critical thinking
- ➤ Global declaration on information integrity online
- ➤ Evaluating a source : the SIFT method
- ➤ Evaluating Resources and Misinformation : the CRAAP Test
- ➤ ASU researchers discuss the implications of deepfakes

Understanding biases
- ➤ Coded bias: a documentary
- ➤ These Women Tried to Warn Us About AI

Social and environmental concerns
- ➤ Making an image with generative AI uses as much energy as charging your phone
- ➤ AI, Social Justice + You: How AI Impacts Human Rights from Boardrooms to Borders
- ➤ Costs of generative AI
- ➤ 'Impossible' to create AI tools like ChatGPT without copyrighted material, OpenAI says