Developing Critical AI Literacies at Charles Sturt University: A conversation about process and product

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Acknowledgement

We respectfully acknowledge the traditional owners and custodians of the lands on which we live and work together. Charles Sturt University and its staff pay respect to Elders within First Nations communities and acknowledge the continuity of cultures, languages, leadership and knowledge systems. We acknowledge First Nations peoples' continuous connection to Country, recognising the unique, diverse identities and cultures of peoples in our communities, regions and nation. As such, we value the collaboration to strongly position First Nations peoples in our university, through languages, leadership, cultures, knowledges, research and ceremonies.

Outline

- Our advisors and critical
- Surfacing the complexities
- Attitudes towards AI and locating ourselves in this journey
- Yindyamarra as a guide
- Design considerations
- The Foundational Critical AI Literacies program
- What you can expect in the program
- Our invitation to you
- Discussion and questions

Program Reference Group
- Associate Professor Mark A. Bassett - Co-Director, Academic Quality, Standards and Integrity & Academic Lead (Artificial Intelligence)
- Mike Bryant - Academic Director Education Strategy, Division of Learning and Teaching
- Alice Coomans - Director, Student Skills, Division of Student Services
- Rebecca Fabry - Manager, Academic Services, Faculty of Science and Health Library Team
- Dr Katherine Herbert - Sub-Dean, Learning and Teaching, Faculty of Business, Justice and Behavioural Sciences
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Advisors and Critical Friends
- Aunty Leanna Carr-Smith - Wiradyuri Elder and Traditional Owner; Scholarly Teaching Fellow
- Dr. Daniel Cohen - Associate Head (Research) / Senior Lecturer in Philosophy. School of Social Work and Arts, Faculty of Arts and Education
- Rebecca Fabry - Manager, Academic Services, Faculty of Science and Health Library Team
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- Helen Gorman - Digital Learning Officer
- Alan Guo - Digital Learning Officer
- Matthew Olsen - Team Leader, Digital Learning Services
- Adam Webster, Digital Learning Officer

Surfacing the complexities

AI is more than a tool (1)

Balancing acceleration and deceleration

Defining what it means to be literate

Different starting points for everyone (2,3)

There are NO simple answers. Rather we need to:

- Engage with the uncertainty and discomfort & learn to be taught by what unsettles us
- Engage with curiosity, responsibility, empathy, adaptability
- Reflect on ways of knowing, doing and being

Attitudes and AI

Enthusiastic Advocate

I believe AI is a transformative force for good and I'm excited about its potential to improve lives, industries and society

Cautious Optimist

I see great promise in AI but believe it must be carefully regulated and ethically developed to avoid unintended consequences.

Pragmatic Utilitarian

I view AI as a tool: useful in many contexts, but not inherently good or bad. Its impact depends on how we choose to use it.

Concerned Observer

I'm uneasy about the pace and direction of AI development, especially regarding privacy, employment, and social equity.

Critical Skeptic

I question the long-term benefits of AI and worry that its risks may outweigh its rewards.

Contentious Observer

I actively oppose the widespread adoption of AI due to ethical, philosophical, or societal concerns.

Uncertain / Undecided

I'm still forming my opinion and would like to learn more before taking a stance.

Attitudes and Confidence Levels

Acknowledging that everyone (potentially) is at a different point in their AI journey, let's take a moment to see where you see yourself..

- Menti join link - https://www.menti.com/al2nj9gi27e3

- Menti results - https://www.mentimeter.com/app/presentation/aldwnfiz7rt34fn5mg3xoybfer9i7dn9/edit?source=share-modal

Yindyamarra as our guide

Five cultural principles:
- Be Polite
- Do Slowly
- Be Gentle
- Show Honour
- Respect

- Use AI with care and consent

- Listen deeply before acting

- Prioritise people over speed

Our Design Considerations

Co-designed and evolving

Scaffolded, tiered learning

Transferrable & enduring skills

Meeting people where they are

Informed by evidence (OECD AI Literacy)

Responding to need

Foundational Critical AI Literacies program

Delivery: Asynchronously through Brightspace site
Supplemented by synchronous opportunities

Time Commitment: approx 5 hours

Structure: 5 self paced modules

Completion Requirements: pre and post survey and submission of action plan

Launch date: Early August

Program Learning Outcomes

- What is AI?
- Ethics and Values
- Bias and Cultural Considerations
- Environment and Sustainability
- Working with AI

Program Learning Outcomes:
- Explain how generative artificial intelligence tools are built and operate and compare this to human intelligence.
- Interact with AI tools safely and effectively, demonstrating basic prompt communication and output evaluation skills
- Identify and analyse ethical issues in AI use including bias, misinformation, accessibility, environmental impact, and cultural safety
- Evaluate AI outputs for accuracy, bias, and appropriateness
- Justify the use of how and when AI tools should be used based on human-centred values and institutional direction
- Reflect metacognitively on their AI learning journey and develop personal frameworks for ongoing critical AI literacy development.
- Apply curiosity, responsibility, empathy, adaptability and innovation in their AI application and use

What can you expect?

- Evidence-Informed and Contextually Relevant Content
- Values-Driven and Culturally Respectful Practice
- Reflective opportunities
- Applied Learning Activities
- Pedagogical Architecture and Learning Design

Our invitation to you

References
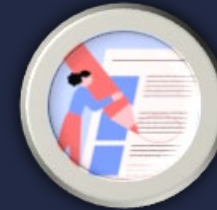
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Discussion and Questions

Find out more:
https://www.csu.edu.au/division/learning-teaching/teaching/teaching-academy/capabilities-development/critical-artificial-intelligence-ai-literacies

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