Developing AI Literacy

Preparing Staff & Learners

Adam Leeson

Real or Fake?

AI at NSCG

- What is AI literacy?

- Why is it important for Staff and Learners?

- How can we empower the workforce of the future?

The Gap

- 69% find it challenging to hire those with digital the skills.

- 1 in 10 workers have in demand AI skills

- 76% of businesses are affected by lack of digital skills

- 40% of IBM workforce need reskilling (1.4 billion)

Key Business Skills

- Problem-Solving
- Communication
- Soft Skills
- Critical Thinking
- People Skills

IDC, 2024

Key AI Skills

- Prompting

- Analytical Judgement

- AI Delegation

- Bias Detection and Handing

Microsoft, 2024

How do we educate learners?

AI Literacy

What does AI Literacy look like?

Staff AI Literacy

- Integration into workflows

- Collaboration

- Continuous learning

- Ethical decision making

- Safeguarding

- AI practical skills

Unesco, 2022

Policy

Staff Training

- Practical Workshops
- Sharing Good Practice
- Dedicated Website
- Feedback

ust data sets, to enable problem-solving and decision-making
and deep learning.

ng the use of algorithms and machine learning techniques to generate
video, that closely resembles human-created content. It is training on
roduce new outputs based on patterns and information they have

signed to assist and augment human creativity and productivity, it is
and critical judgement are still crucial in evaluating and refining the

What can Teachers use it for?

There are numerous ways generative AI can enhance efficiency and innovation within teaching and learning. However, it's important to remember that AI complements and does not replace, the expertise and unique human connections that teachers bring to the classroom.
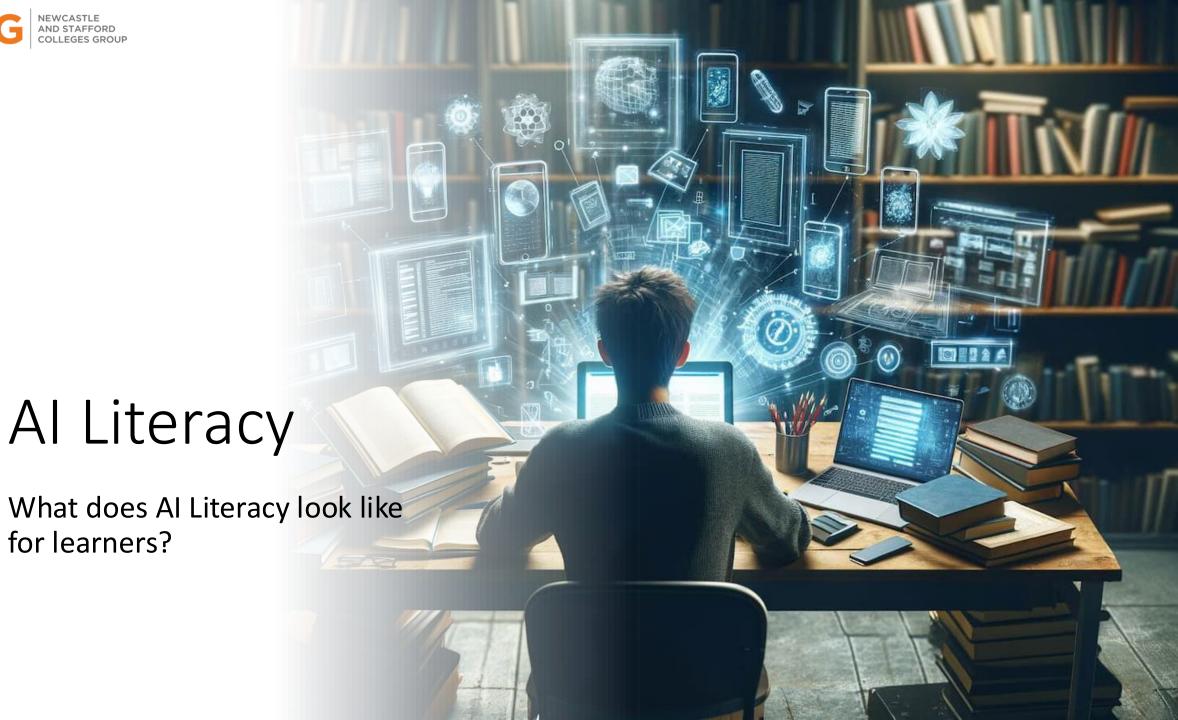
Here are some practical ways in which teachers can use AI:

- **Resource Creation:** Create larger quantities of high-quality resources, such as worksheets, handouts, and study materials and adapt materials for diverse learning needs, including High needs and ESOL/EAL.

- **Lesson Planning and Creativity:** Generate creative lesson ideas, project themes, and activity suggestions. You can also get inspiration for cross-curricular links and real-world applications.

- **Writing Support:** Review and refine your **own** writing (not learners), receiving suggestions for clearer communication and tone adjustments.

- **Simplifying Complex Topics:** Summarise dense or technical content into student-friendly explanations. Create analogies or visual prompts to aid understanding

AI Literacy

What does AI Literacy look like for learners?

AI Literacy for Learners

Constructive use of AI

Critical Thinking and Problem Solving

Limitations and Benefits

Creative and Innovative Solutions

Ethics and dangers

Types of AI

User Agreements

Which of the following do not allow U18's to use?

- Gemini

- Midjourney

- Grammarly

- Microsoft

- Quillbot

- OpenAI (GPT)

English Lesson Example

Creative writing task

- Engagement
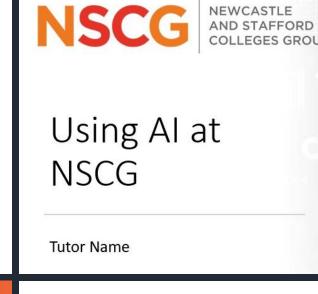- Critical thinking
- Prompt engineering
- Sticky learning

English Example - Prompts

1. create an image of a lone thatch hut lit from within with an amber glow lighting the connecting bridge that stretches through the trees above the cobalt lake

2. create an image of a long pathway which leads to a small straw-roofed house overlooking the jungle with a still unmoved lake separating it from the jungle

3. create an image of the old thatched roof that sat on the dark lake in the blue moonlight. The orange glow illuminates the red wooden door and casts shadows on the walls of the cabin making the brudge glisten due to the damp caused by the rain earlier in the day

Learner Induction

Using AI at NSCG

Tutor Name

NSCG Classroom Agreement on

Using Generative AI Tools

To ensure everyone uses generative AI tools safely and responsibly, we should agree to create a positi[ve] learning environment by following these rules.

I, _____, agree to:

1. **Use generative AI tools responsibly.** I understand that generative AI tools can be very useful, bu[t] they also come with risks and limitations. I agree to use such tools in a responsible and ethical manner, and know there are consequences to my usage. I also acknowledge that the majority of tools have their own policies and age restrictions, requiring parent/guardian permission and will seek this before use.

2. **Understand AI's limitations.** I recognise generative AI tools have limitations and risks, and may [not] always produce accurate results.

3. **Be safe and secure.** I will safeguard my online safety and privacy by avoiding sharing personal information with AI tools, not clicking or downloading from suspicious links, and keeping my devices updated and secure.

4. **Always fact-check my information.** I will critically evaluate and verify AI-generated outputs with trusted sources before accepting it as true.

5. **Prioritise personal wellbeing.** I recognise that generative AI tools and LLMs (Large Language Models) are not human, and I pledge not to form dependent relationships or friendships with th[e] machines. I will safeguard my wellbeing by being mindful of my usage, and ensuring a healthy balance with physical interactions with friends and family.

- What is AI?
- Benefits and limitations
- Ethics
- Skills
- Class agreement

Skill Development

Creativity

Evaluation

Critical Thinking

Innovative Solutions

Next Steps

- Wider Learning Tutorials and Employability

- Development of Skills

- Learners using AI in a safe environment (once terms and consent are updated)

Real or Fake?

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