# Humans are still needed:
Developing Newcastle University's approach to AI Literacy

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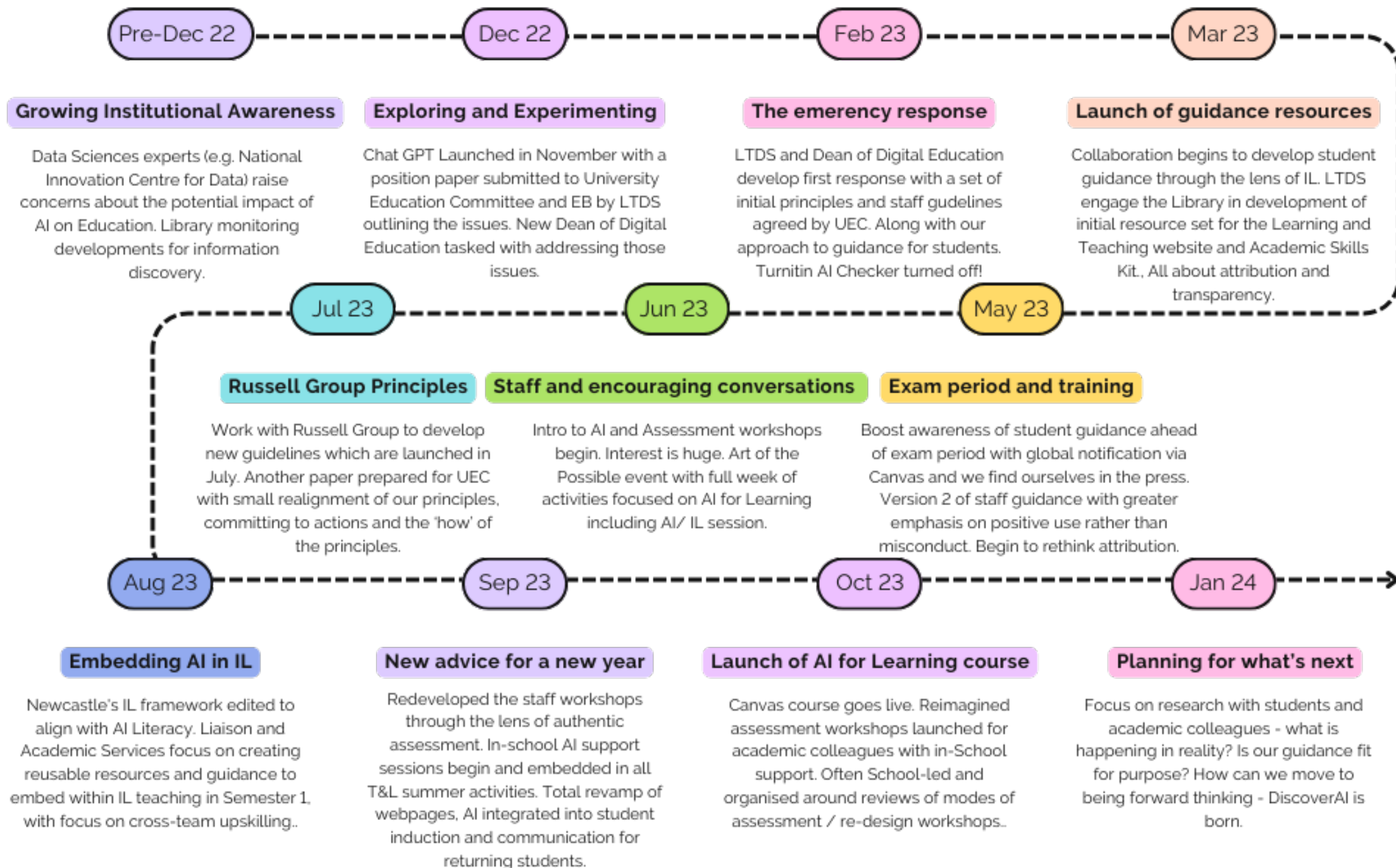
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# Our AI Journey

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## Pre-Dec 22

**Growing Institutional Awareness**

Data Sciences experts (e.g. National Innovation Centre for Data) raise concerns about the potential impact of AI on Education. Library monitoring developments for information discovery.

## Dec 22

**Exploring and Experimenting**

Chat GPT Launched in November with a position paper submitted to University Education Committee and EB by LTDS outlining the issues. New Dean of Digital Education tasked with addressing those issues.

## Feb 23

**The emerency response**

LTDS and Dean of Digital Education develop first response with a set of initial principles and staff gudelines agreed by UEC. Along with our approach to guidance for students. Turnitin AI Checker turned off!

## Mar 23

**Launch of guidance resources**

Collaboration begins to develop student guidance through the lens of IL. LTDS engage the Library in development of initial resource set for the Learning and Teaching website and Academic Skills Kit., All about attribution and transparency.

## Jul 23

**Russell Group Principles**

Work with Russell Group to develop new guidelines which are launched in July. Another paper prepared for UEC with small realignment of our principles, committing to actions and the 'how' of the principles.

## Jun 23

**Staff and encouraging conversations**

Intro to AI and Assessment workshops begin. Interest is huge. Art of the Possible event with full week of activities focused on AI for Learning including AI/ IL session.

## May 23

**Exam period and training**

Boost awareness of student guidance ahead of exam period with global notification via Canvas and we find ourselves in the press. Version 2 of staff guidance with greater emphasis on positive use rather than misconduct. Begin to rethink attribution.

## Aug 23

**Embedding AI in IL**

Newcastle's IL framework edited to align with AI Literacy. Liaison and Academic Services focus on creating reusable resources and guidance to embed within IL teaching in Semester 1, with focus on cross-team upskilling..

## Sep 23

**New advice for a new year**

Redeveloped the staff workshops through the lens of authentic assessment. In-school AI support sessions begin and embedded in all T&L summer activities. Total revamp of webpages, AI integrated into student induction and communication for returning students.

## Oct 23

**Launch of AI for Learning course**

Canvas course goes live. Reimagined assessment workshops launched for academic colleagues with in-School support. Often School-led and organised around reviews of modes of assessment / re-design workshops..

## Jan 24

**Planning for what's next**

Focus on research with students and academic colleagues - what is happening in reality? Is our guidance fit for purpose? How can we move to being forward thinking - DiscoverAI is born.

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**Where Newcastle has been in 2023-24**

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# Newcastle's Position

We are committed to the **critical, ethical and responsible** use of generative AI tools and preparing our students and colleagues to work effectively in an increasingly AI-enabled world.

AI in Education
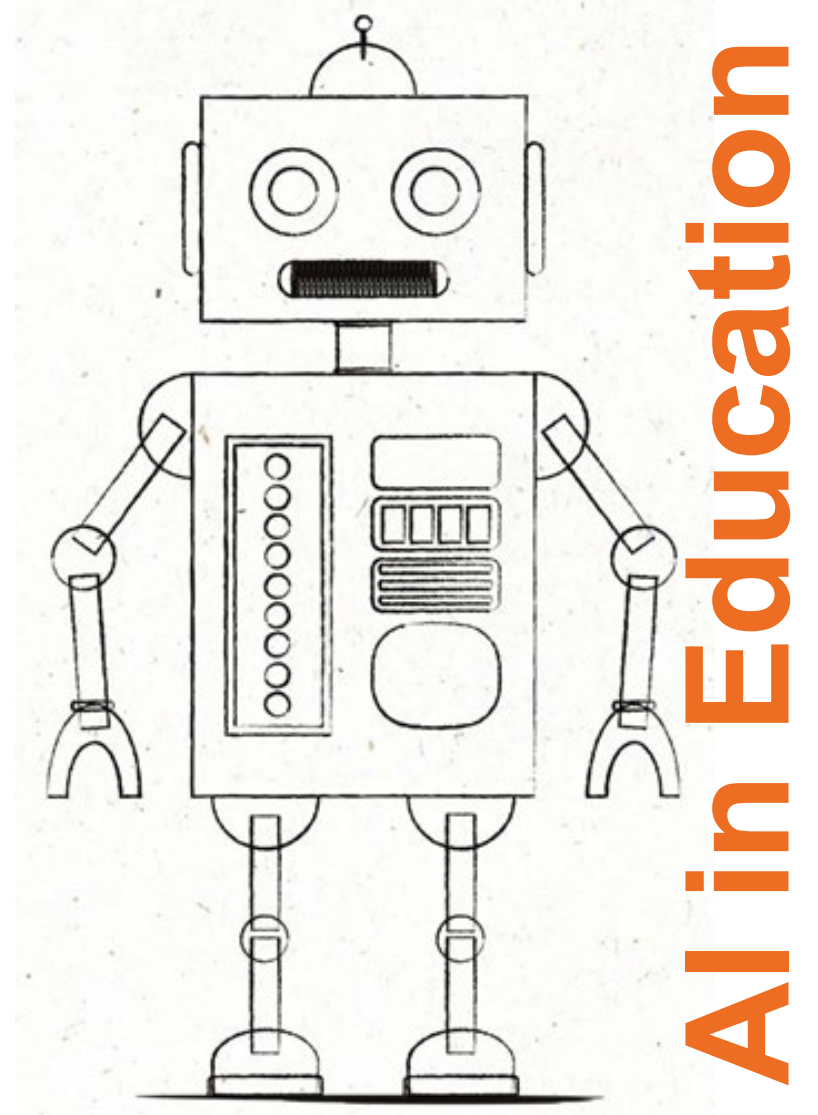
# Newcastle's Principle-Led Approach

Students and colleagues will be supported in developing their AI literacy, enabling them to **critically**, **effectively**, **responsibly**, and **ethically** communicate with and use AI tools

Teaching, assessment, and student experience strategies will be adapted to incorporate ethical use of AI tools

Academic integrity and rigor in assessment will be upheld

A culture of innovation, collaboration, and sharing best practice in the application of AI tools will be fostered

Maintain a dynamic position and adapt as AI technologies evolve

# Defining AI Literacy alongside Information Literacy

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# Our IL Framework: Working in Partnership

Launched in 2018-19 academic year.

An open dialogue around both our offer and the skills students could be expected to gain at each stage of their degree programme.

Two key documents within the framework:

- An outline of our offer and **how we can collaborate** with academics and students.

- A **Student Development and Progression document**, based on Information Literacy curriculums from SCOUNL (2015) and ANCIL (2011), that provides an outline of the information literacy skills and competencies students can be expected to have at each stage of their undergraduate degree.

# Information Literacy

Information literacy is the ability to **think critically and make balanced judgements** about any information we find and use.

It empowers us as citizens to reach and express informed views and to engage fully with society.

CILIP (2018) https://infolit.org.uk/ILdefinitionCILIP2018.pdf

# AI Literacy

A set of competencies that enables individuals to **critically evaluate AI technologies**; communicate and collaborate effectively with AI; and use AI as a tool online, at home, and in the workplace.

AI Unplugged (Georgia Tech University) Available at:
https://aiunplugged.lmc.gatech.edu/ai-literacy/

# Revised Student Development and Progression

| | Evaluating Information |
|---|---|
| **Stage 1 - Introductory** | • Describe what critical evaluation is and why it is important to evaluate the information you use in your work, identifying issues around authority, currency, misinformation, fake news, and bias.<br><br>• Explain the limitations of Google, Wikipedia and Generative AI tools for the purposes of an academic literature search.<br><br>• Make informed and critical decisions about the information sources and digital tools used in your work. |
| **Stage 2 - Intermediate** | • Assess the currency, relevance, accuracy, authority and purpose of potential sources of information, including Generative AI, making appropriate selections for your needs.<br><br>• Apply lateral reading techniques to fact check information across a range of sources.<br><br>• Compare and contrast evidence, revealing gaps in knowledge. |

Our guidance and learning materials for students

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# Academic Skills Kit Guidance

Academic Skills Kit dedicated pages on AI Literacy

- Articulates our position
- Academic Integrity
- Appropriate and inappropriate use in practice
- Responsible, ethical and transparent use



**AI for students**

Learn how to use AI responsibly in your work

tinyurl.com/AIAndYourLearning

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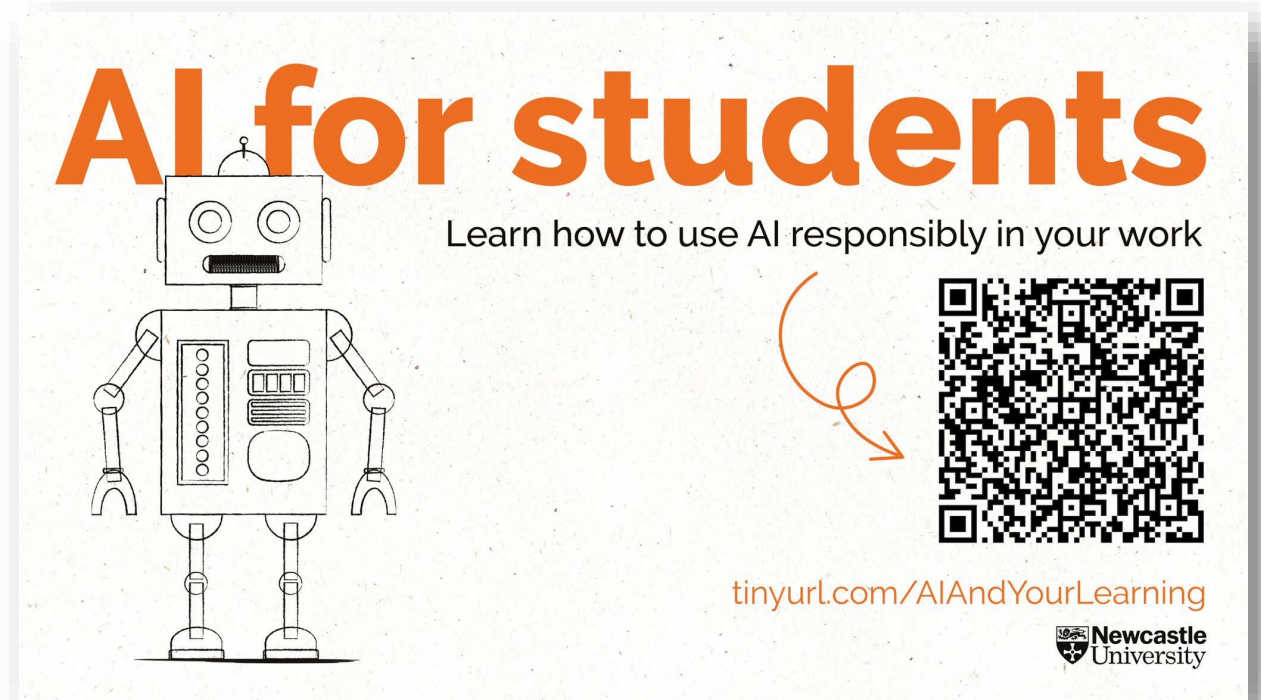
# AI for Students

Generative AI tools such as ChatGPT, Google Bard or DALL-E can be used to support your learning in a variety of ways, including:

- Summarising information
- Generating ideas and overcoming writer's block
- Structuring written work or presentations
- Explaining and debugging computer code
- Transcribing the spoken word and describing the content of images

**If you use AI tools in your studies, it is important that you use them responsibly, ethically and transparently.**

**Always** evaluate fully the output from AI tools for accuracy and bias

read each assignment brief carefully for any direction on using AI

use AI tools critically, acknowledging how they have supported the development of assessed work

acknowledge with references where AI content has been used as a source in your work

**When it comes to assessment, you are expected to use good academic practice and not submit AI-generated work.**

**Never** believe everything the AI tools generate, even if it sounds convincing

submit unacknowledged AI generated or edited text in assessed work – you should use your own words

enter personal or sensitive information into AI tools – it is unknown how that data will be stored and it could be accessed and used by others

Content created or significantly edited by AI (e.g. text, code, images) is not considered to be your own work.

tinyurl.com/AIAndYourLearning

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# AI for Students
## Academic Integrity Checklist

Submitting work for assessment? Use this Academic Integrity Checklist to make sure you're applying good academic practice. Guidance based on your answers can be found below the checklist.

| | | Yes | No |
|---|---|---|---|
| 1 | Do you feel the assignment you are submitting is your own work and reflects your own learning, voice and writing style? | ☐ | ☐ |
| 2 | Did AI technology or another person (including an essay writing service) complete your assignment for you? | ☐ | ○ |
| 3 | Did you follow all recommendations or restrictions on the use of AI mentioned in the assignment brief? | ☐ | ☐ |
| 4 | Other than helping to correct basic spelling and grammar errors, did AI or another person edit any part of your assignment? | ☐ | ☐ |
| 5 | Did AI technology or another person make changes to the flow, clarity or tone of your assignment? | ☐ | ○ |
| 6 | Did AI technology or another person change the meaning, expression or language used in your assignment? | ☐ | ○ |
| 7 | Did you find, read, critique and draw ideas from multiple information sources when creating your assignment? | ☐ | ☐ |
| 8 | If you used AI technology to help generate and research ideas or summarise information, did you critically evaluate and fact check the outputs? | ☐ | ☐ |
| 9 | If you have used text, images or other materials generated by AI or another person in your work, have you fully acknowledged and cited it? | ☐ | ☐ |
| 10 | If citing AI or the work of others, have you correctly referenced it in line with your School's guidance and preferred referencing style? | ☐ | ☐ |

If all of your answers are marked ○ this indicates your assignment has been completed using **good academic practice**. Well done!

If any of your answers are marked ☐ your work may be considered **poor academic practice**, which in some cases can lead to academic misconduct. Take time to consider how you are using AI technology and the work of others in your assignments, and be sure that the work you submit for assessment is your own.

You will find useful advice on writing, proofreading, referencing, and the use of AI on the Academic Skills Kit website.

**For further guidance go to:**
**tinyurl.com/AIAndYourLearning**

# Our Information Literacy Teaching

Embedded AI Literacy throughout our student facing Information Literacy practice:

- 'Peppered' through embedded teaching and Canvas materials
- Focused on where AI naturally 'fits' within our existing approach
  - as an information type
  - referencing
  - evaluation and critical thinking

Critical use of AI tools and information ⚹

**Why it's important to think critically when using AI**

Using AI tools such as ChatGPT ↪, Bing ↪, Bard ↪, and Research Buddy ↪ is easy and fast when finding information for your studies, however, it's imperative that you think critically wh outputs from these tools. Much like Google ↪ and Google Scholar ↪, tools such as ChatGPT are **not academic sources**, so you need to use them with caution. At university level, there use high quality academic sources, and that you will draw on differing perspectives to form your own opinions. So, ask yourself, is information created by generative AI good enough for yo What are the markers of your work expecting you to use as sources of information? Is the information you are using reliable?

> You should be cautious about using responses generated by AI as a source of information in your studies and take time to think about whether it is an appropriate source to use for the task you have been given.

To learn more about why it's important to evaluate the information generated from AI, read our guide on the Academic Skills Kit. ↪

**How to evaluate AI generated information**

As with all sources of information you use in your work, you will need to critically evaluate any content generated using AI. Evaluating the information generated by AI can be a bit trickier so a slightly different approach is needed to the Six Questions ↪ approach you might normally use. We recommend that you familiarise yourself with our AI evaluating checklist ↪, and k thinking about using AI generated content.

To learn more, check out our evaluating AI checklists below:

**Using AI as an information type**          **AI Critical evaluation checklist**
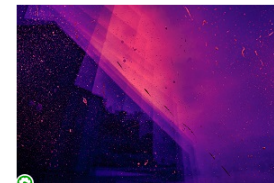
# The Importance of Partnership

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Libraries have interests and skills related to AI, but **being the sole voice promoting caution can lead to burnout and marginalization**.

Libraries exist as part of schools, communities, and other institutions.

Partnerships provide **opportunities to amplify our voices** and make wide scale, sustainable changes while promoting traditional library values of access, privacy, and academic freedom. (Bridges *et al* 2024)

Newcastle University

Effective Practice · Professional Development · Support & Student Skills · Digital Technologies

# Artificial Intelligence (AI)

Newcastle University > Learning and Teaching @ Newcastle > Effective Practice > Artificial Intelligence (AI)

Artificial Intelligence (AI) refers to computer systems that can perform tasks that usually require human intelligence, such as writing text, generating images, producing music, recognising speech, translating language, and making informed decisions. AI is based on the idea of creating machines that can "think" and "learn" like humans do, using algorithms to process and make sense of large amounts of data. AI is an area of active research and development, and has the potential to revolutionise the way we teach, learn, assess and access education.

## AI in education

Students and colleagues are already making use of "generative" AI tools such as ChatGPT, Google Bard and DALL-E-2 to write text and create images, and AI-powered digital assistants are being used to simplify a wide variety of everyday academic tasks. It is our role as educators to explore and investigate the opportunities these AI tools provide to our students' educational experience, as well as to consider any potential negative impacts.

How generative AI tools work ⌄

Limitations of text generation tools ⌄

> " AI really is going to revolutionise how we write and access information... If we understand more about the technology, and more about its limitations as well as capabilities, we'll be in a good position to make the most of it. "
>
> Michael Webb, JISC's Director of Technology and Analytics

## Principles for the use of AI

New and rapidly evolving AI tools will undoubtably influence and change how our students approach their studies and research projects. To stay relevant, we need to change with them, and reconsider the way we deliver teaching and assessment at Newcastle University. More importantly, we need to recognise the significant benefits of these tools – and how we can all use them to best effect – rather than seeking to restrict their use.

Newcastle University's position is therefore not to prohibit the use of AI tools, but rather to offer colleagues and students support and guidance on how to use these tools responsibly, critically and ethically. Here we present out 5 Principles for the use of AI, which align with Russell Group principles and reflect a greater emphasis on our long-term approach to living with evolving AI tools.

1. Students and colleagues will be supported in developing their AI literacy ⌄

2. Teaching and assessment strategies will be adapted to incorporate AI ⌄

3. Academic integrity and rigour in assessment will be upheld ⌄

4. Innovation, collaboration and sharing best practice will be fostered ⌄

5. We will adapt as AI technologies evolve ⌄

## What do you need to do?

Newcastle University colleagues are encouraged to consider and implement the five Principles for the use of AI, as listed above. To help you do this, and to raise awareness of AI tools more widely, LTDS are running a range of online webinars on the effective use of AI in teaching and assessment. To complement staff guidance available via this page, colleagues in the Library have also developed a range of AI information literacy resources, detailing how to critically evaluate, acknowledge and reference AI-generated content.
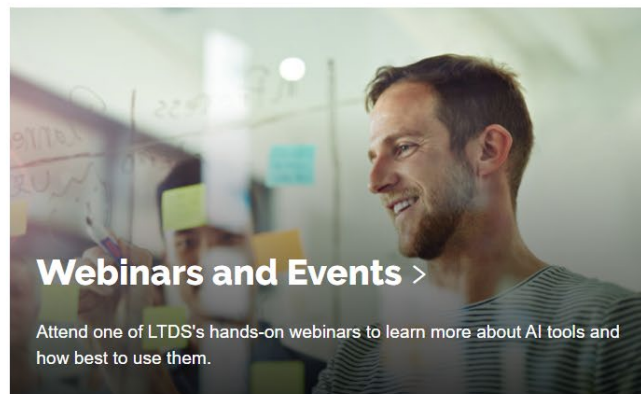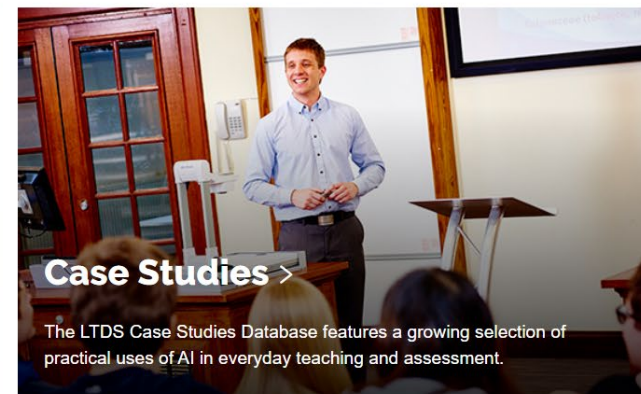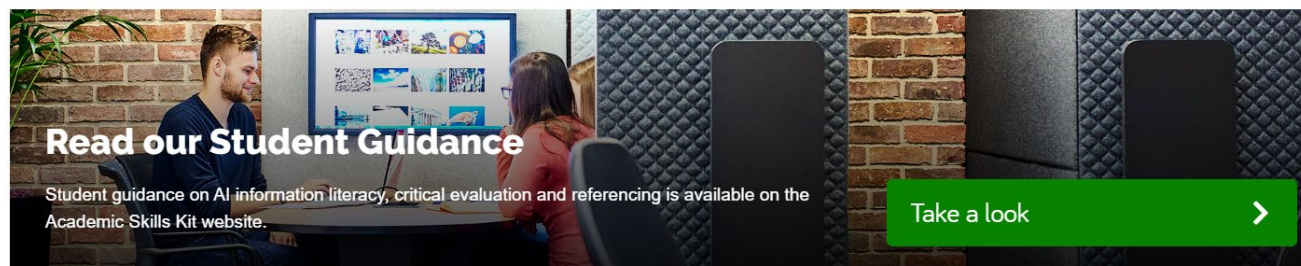
### Webinars and Events ›

Attend one of LTDS's hands-on webinars to learn more about AI tools and how best to use them.

### Case Studies ›

The LTDS Case Studies Database features a growing selection of practical uses of AI in everyday teaching and assessment.

### Read our Student Guidance

Student guidance on AI information literacy, critical evaluation and referencing is available on the Academic Skills Kit website.

Take a look ›

# Colleague AI Literacy Guidance

Learning and Teaching @ Newcastle website
- Guidance on our institutional response to AI
- 5 principles for the use of AI in teaching and assessment
- Description of popular AI tools including features and limitations
- Advice on what to do next including guidance for assessment

Webinars, workshops and events
- An introductory demonstration of AI tools and platforms
- AI and Assessment workshop focussing on authentic assessment
- In-school consultations/workshops on "AI-proofing" assessment
- Art of the Possible and Experience weeks…

**AI for Learning Canvas Course**
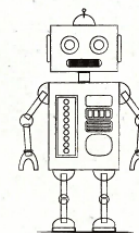
Nothing for now

# AI for Learning

## Welcome to AI for Learning

This short course is designed to help students at Newcastle University develop their Artificial Intelligence literacy and get the best out of popular AI tools. It provides practical advice, examples and resources to allow you to use generative AI productively and responsibly as part of your learning journey at Newcastle University.
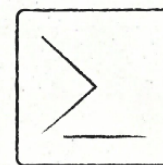
## How to use this course

The learning content in this course is divided into three sections. You are advised to work through each in turn before attempting the final Test your Knowledge quiz. The total learning time for this course is 60 minutes.
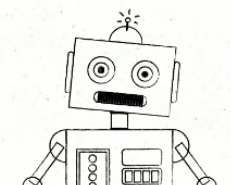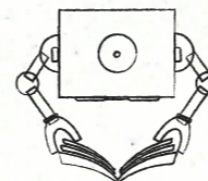
Understanding AI

Using AI for Learning

Getting Started with Prompts

AI for Learning: Test your Knowledge

Take the Quiz

You are currently logged in to student view

Resetting the test student will clear all history for this student and allow you to view the course as a brand new student.

# Feedback so far

"I didn't know much about AI until starting this course. The most useful thing was to understand that AI can make things up."

"The guidance on prompts was excellent. I hadn't really thought about instructing the AI service to "act as" something before. The checklists and reading lists were also excellent"

"I thought it was excellent and brought a lot of clarity to a complex subject.

"The end quiz was engaging as it involved actively using resources"

"It's a good mix of some of the positive applications of AI in academia, which sometimes gets outweighed by the negatives of staying the correct side of academic integrity. The prompt guidance is really useful."

"This is a great introduction to AI for students; really helpful for thinking about how to use different tools to enhance the learning experience."

# Where we are heading into 2024-25

# Feedback gathering and evaluation

- Student World Café Focus Groups

- Engage students in conversation

- Academics' experience of the year and University Learning and Teaching conference

- Student Digital Forum

# What students told us

| More tailoring and explicit advice for subjects of study provided by academic teams. | "Module specific guidance needs to be clearly outlined at the start of a semester." <br> "I think all the courses should provide students clarity on how to use AI fairly with respect to their course, because usage can vary from course to course." <br> "Because the AI advice is on the Academic Skills Kit and optional it is not serious" |
|---|---|
| Strip back some of the explanatory content – less is more | "Too many webpages with AI guidance - wordy and long." <br> "More quick guides- The handouts were very good and outlines things a lot more clearly." |
| More practical tools and resources | "Tutorial videos, interactive workshops, online forums, case studies, and a resource library." <br> "Online pre-recorded sessions and in-person classes demonstrating how to use AI would help students much better." |
| Focus on what you can do | "Provide industry examples of how people would use AI responsibly to assist them in the work environment" <br> "Mandate AI for learning course during the induction week for all students." |
| Our guidance on good academic practice isn't good enough. | AI plagiarism is subjective, <br> "Would like more guidelines and clarity." <br> "If the university does not check for AI when marking can you still be charged with plagiarism for using it?" |

# Have we failed?

"How I use AI is, I do my homework, I compile ideas, put it into AI for a better formatting and better language. I put that thing into GPT Zero to check how much AI is in there, put it in Quillbot AI to paraphrase, put that in GPT Zero again, read and then submit.

I feel its justified as, it's my prompt that produces the final product and makes the output unique."

"People on my course are too scared to use AI because of plagiarism."

"The university's position on AI seems to be quite open/positive, but this is not mirrored in the attitude of lecturers. Is there communication between the lecturers and the university as to what is acceptable?"

# What I'm up to this summer

- Collaborating with LTDS colleagues using sprint methodology to focus on colleague AI Literacy
  - Developing a new AI for Educators Canvas course
  - Creating resources to help academics talk to their students about AI.
  - Creating a toolkit of resources to support colleagues in evaluating and redesigning their curriculum and assessments in the face of AI.
  - Exploring opportunities to develop discipline specific guidance.

- Redeveloping Academic Skills Kit with increased emphasis on AI Literacy

- Exploring teaching and co-design teaching opportunities.

- Playing with integrating automation into Library processes e.g. learning and development workflows

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# Thanks for listening

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