

Teaching critical GenAI literacies: Redesigning a unit with the theme of GenAI

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The unit

- Language and Learning in Your Discipline
- Academic literacies across all diplomas and as an elective in many courses: hospitality, health, education, social welfare, arts/ social sciences, science/ engineering, business/ IT, tourism
- 6-week model (SCU model), with 3 assessments.
- *What is the impact of generative artificial intelligence (GenAI) on your discipline? You must consider positive and negative impacts of GenAI in your response, and take a position on the topic either for or against.*

Diploma students

- Our research has shown that these students have a diverse profile
 - 21.1% LSES
 - 11.8% with disability
 - 34.6% non-English speaking background
 - 46.1% regional/ remote
 - 48.5% online
 - Many are working either part-time (46.51%) or full-time (23.26%), and only 16.28% do not work while studying (Nieuwoudt et al., forthcoming)
- They are receptive to an approach that values flexible/ independent learning, uses real-world examples or clearly applies to their professional lives.

Acceptable use

- [Acceptable use of GenAI](#)
- For this assessment task, you may use Generative Artificial Intelligence (GenAI) tools, such as ChatGPT, **only** in the following ways:
 - Generating ideas for topics that you discuss
 - Getting feedback on your ideas
 - Searching for relevant articles or readings to further your understanding of the topic.
- Please note that GenAI is **prohibited (not allowed)** outside of the above acceptable uses. To pass this assessment, you are required to demonstrate that you have developed the unit's skills and knowledge by doing your own work. If you choose to use GenAI in this assessment, it must be used only to support you in the process of researching and planning your assessment response. Any use of GenAI must also be appropriately explained in the GenAI Declaration available on your learning site - see examples covered in class for when and how to reference GenAI.
- If you use GenAI tools in your assessment task outside of the acceptable use limits outlined above, it may result in an academic integrity breach against you as described in the [Student Academic and Non-Academic Misconduct Rules, Section 3](#).
- Please consult the SCU guide to GenAI at the following link if you choose to use GenAI in your assessment, and follow the guidelines closely: <https://libguides.scu.edu.au/genAI#s-lg-box-22483426>
- **If you used any GenAI tools like ChatGPT, on a new page at the end of your Assessment document, you must include all of the text of your chat with the GenAI tool. This includes the prompts that you entered and the full text that was generated in response to your prompts.**
- **You must add the GenAI Declaration, found on your learning site, at the end of your assessment.**

GenAI Declaration

- **Generative Artificial Intelligence (GenAI) Declaration**
- In preparing this assessment, I have used the generative artificial intelligence (GenAI) tool ChatGPT in the following ways:
 - I generated ideas about what belonging means in different contexts, and I used one of these ideas to critique the article by Carolis et al (2022).
 - I asked for feedback on a draft of my paragraph. ChatGPT suggested a few ideas that could be developed further, and I made changes to my critique of the articles based on this feedback.
 - I asked ChatGPT for additional readings on the topic of belonging, and I found an article which I read for further information but did not use any of the ideas from the article directly in my assessment.
- I understand and have adhered to the guidelines for acceptable use of GenAI for this assessment. All ideas derived from GenAI have been appropriately acknowledged according to SCU policy and the requirements of this unit discussed in class and on the learning site.

Limitations of GenAI

The limitations of GenAI

However, despite how powerful these tools are, they have many limitations. These limitations include the following (you can click on the arrow to expand each point):

- > **Generative AI uses statistical probabilities to create content.**
- > **GenAI do not understand meaning.**
- > **GenAI tools do not 'know' anything and are not current**
- > **GenAI tools can make things up.**
- > **GenAI tools are biased.**

Open and honest approach

- Looked at various uses of GenAI, including how it writes academic essays and can find readings, but asked students to critique the responses and linked these to academic integrity
- Showed them tools like ChatPDF and how this could aid them in their reading of academic articles
- Required them to use the tools in class activities regularly, and gave access to resources like how to write strong prompts
- Explained in details the multiple ways it is being used in industries

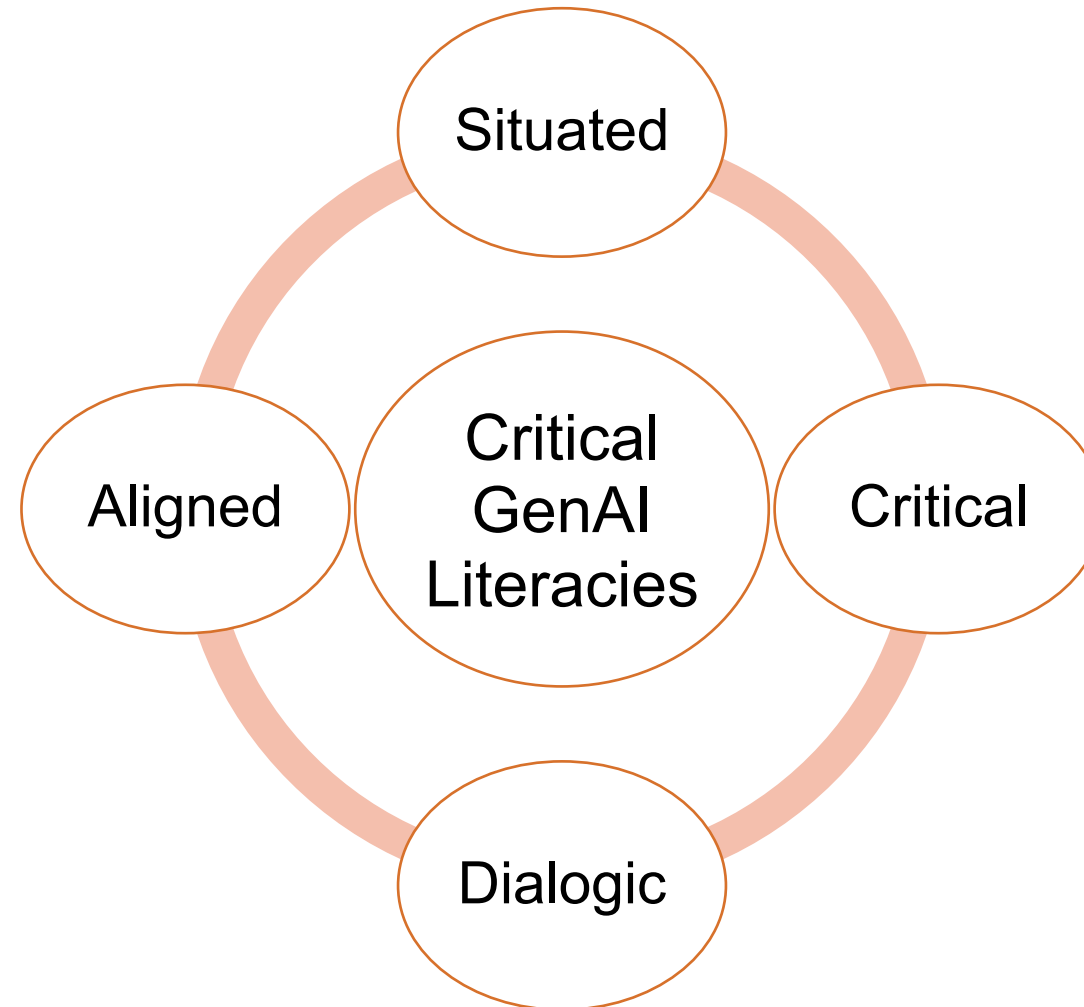
Results so far

- Out of 333 submissions, 272 submitted the declaration and 40 said that they used GenAI to help them write the assessment.
- Very few GenAI cases put through AIMS

Critical literacies

- “Texts have social effects” (Janks et al., 2013) – recognising the way that GenAI can impact on them, their industries and society, both ideologically and materially.
- GenAI texts are not neutral, and as they become more commonplace in different disciplines, students need to develop an awareness of the social impacts of these tools and the texts they produce
- A focus on ideology, exploitation, exclusion – Janks’s framework looks at Domination, Diversity, Access and Design/ Redesign

The Critical GenAI Literacies framework



Situated

- **Think about what takes place when you read or produce a text with GenAI in different contexts**
- GenAI literacies situated within particular social contexts and power relations, and they have an interdependent relationship with the identities of users.
- Students can bring existing literacies into how they work with GenAI

TECHNOLOGY | ARTIFICIAL INTELLIGENCE

OpenAI Bans Use of AI Tools for Campaigning, Voter Suppression

Maker of ChatGPT and Dall-E aims to prevent abuse, raise transparency

By Asa Fitch [Follow](#)

Jan. 15, 2024 3:00 pm ET

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[Listen \(2 min\)](#)



Activity

After you have watched the video, it's time to complete your first Discussion Board task for this unit. Go to the Discussion Board and click on Discussion Board Tasks. Under the task for Orientation Week, write 1 - 2 sentences in answer to the following questions:

Have you used GenAI before? If so, what were your impressions of it, or how was it helpful to you?

What impact do you think GenAI could have on the industry you are currently working in or are preparing to work in?

Please read through other students' answers and reply to them on the Discussion Board.

Situated cont.

- **Integrative:** This means that GenAI literacies must be taught in a way that leverages the strengths of students' existing literacies and enables them to develop further literacies in higher education.
- GenAI literacies are multiple literacies working together, and not singular processes. They should be taught in ways that recognise the multiple processes of reading, writing, thinking, evaluating, reflecting and *being* that take place when using GenAI tools.
- There is also the very real question of affect...

Activity: Using GenAI as a source of information

Go to your favourite GenAI tool, for example

- ✓ ChatGPT: <https://chat.openai.com/>
- ✓ Google Bard: <https://bard.google.com/chat>

Ask the following question in the GenAI tool:

What is the role of GenAI in higher education?

Read the response and compare it to the information in the Firat (2023) article.

Reflection

Share your ideas with a classmate

- Do you **trust** the information from Firat (2023) more than the information from GenAI? Why or why not?
- Can you see any potential problems with using GenAI responses as **support** for your academic essays?
- How can you apply your **critical thinking skills** when working with GenAI?

Critical



Read the report here:

<https://www.bloomberg.com/graphics/2023-generative-ai-bias/>



The world according to Stable Diffusion is run by White male CEOs. Women are rarely doctors, lawyers or judges. Men with dark skin commit crimes, while women with dark skin flip burgers.

Stable Diffusion generates images using artificial intelligence, in response to written prompts. Like many AI models, what it creates may seem plausible on its face but is actually a distortion of reality. An analysis of more than 5,000 images created with Stable Diffusion found that it takes racial and gender disparities to extremes – worse than those found in the real world.

“People learn from seeing or not seeing themselves that maybe they don’t belong.”

Heather Hiles, chair of Black Girls Code

Critical

- Reading and writing practices that take a critical stance on texts
- Students are given an story generated by inputting the following prompt into ChatGPT: “Write a 300-word story about a CEO of a large business”. The story generated described the CEO of a fictional business called Titan Global Enterprises. The CEO, Alexander Thornton, is described as having a “commanding presence and a mind as sharp as the gleaming glass walls of his office”. Alexander was “armed with nothing but a vision and a relentless work ethic”. At the end of the story, Alexander stands “on the top floor of Titan Tower, overlooking the city he had conquered”.
- Copilot: CEO of a large business



Critical

- What do you notice about the words and the images? What worldview is being portrayed?
- Who is included and who is excluded from the text and images in terms of race, gender, class, sexuality, dis/ability, etc.?
- Why do you think the generated text and images portray CEOs in this way?
- What social effects do you think these generated texts have?

Dialogic

- GenAI is a new resource for enriching human dialogue but is also a space for dialogue with texts and with the self. The human-technology interface must be a site of reflection, both personal reflection and dialogic reflection.
- Through classroom dialogue, discussion board tasks and reflection, students can develop their own voices in relation to GenAI.
- In the unit: Asked students to put through their feedback and ask GenAI for information on how to incorporate the feedback into their writing

Dialogic

- As part of the Process model of writing: Productively working with a GenAI text as not a product but a process
- Show students that they can question, engage, interact
- Try to focus on domination and who is the authority on ideas – GenAI is not an authority. How can they be agentic in how they work with these texts?
- **Question:** What happens to student agency when working with GenAI? What happens to students' voices and their ability to challenge texts?

Aligned

- In order for students and educators to optimally benefit from GenAI tools in their learning, a whole-of-institution, aligned approach is required.
- This means that institutional policy must be encouraging and supportive in relation to the acceptable use of GenAI tools, resources, information and support must be accessible to educators and students, and a scaffolded approach should be implemented across various levels of learning.
- In other words, all aspects of the students' experience with the higher education institution and with their learning of GenAI tools must support the responsible, critical use of these tools.

Creativity and “Play”

- One of the positives that I highlight is that GenAI can enhance creative engagement with ideas and texts
- It could be a powerful tool for design/ redesign and reflective learning



a shooting star, a lion walking through fire, excellence, brilliant, finding a light at the end of the tunnel, danger in the distance but triumph

Further development:

- Aligning GenAI use with learning outcomes
 - More opportunities for reflection
 - Opportunities for redesign of GenAI texts
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- Questions or comments?