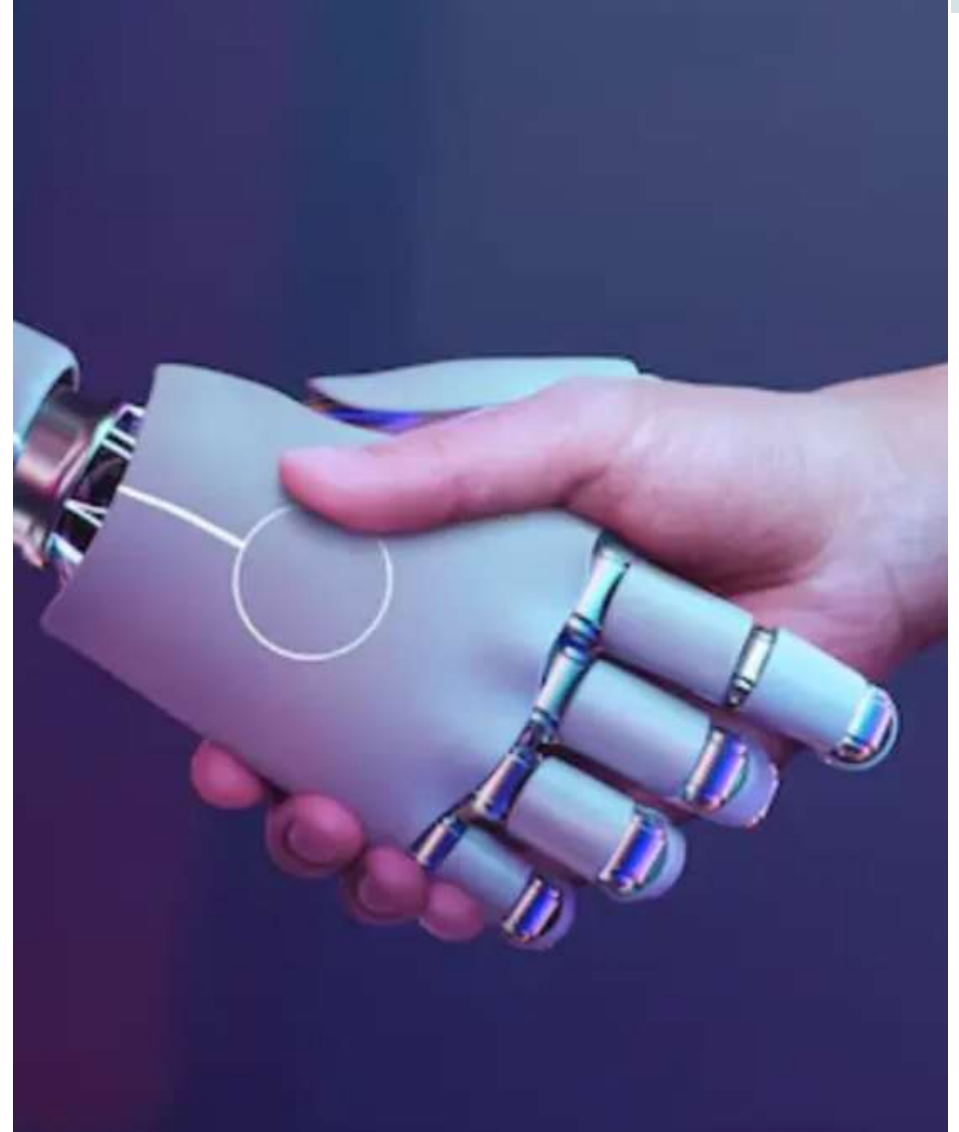


# Workshop

## Promoting students' AI literacy

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**2026 European Teaching and Learning Forum**



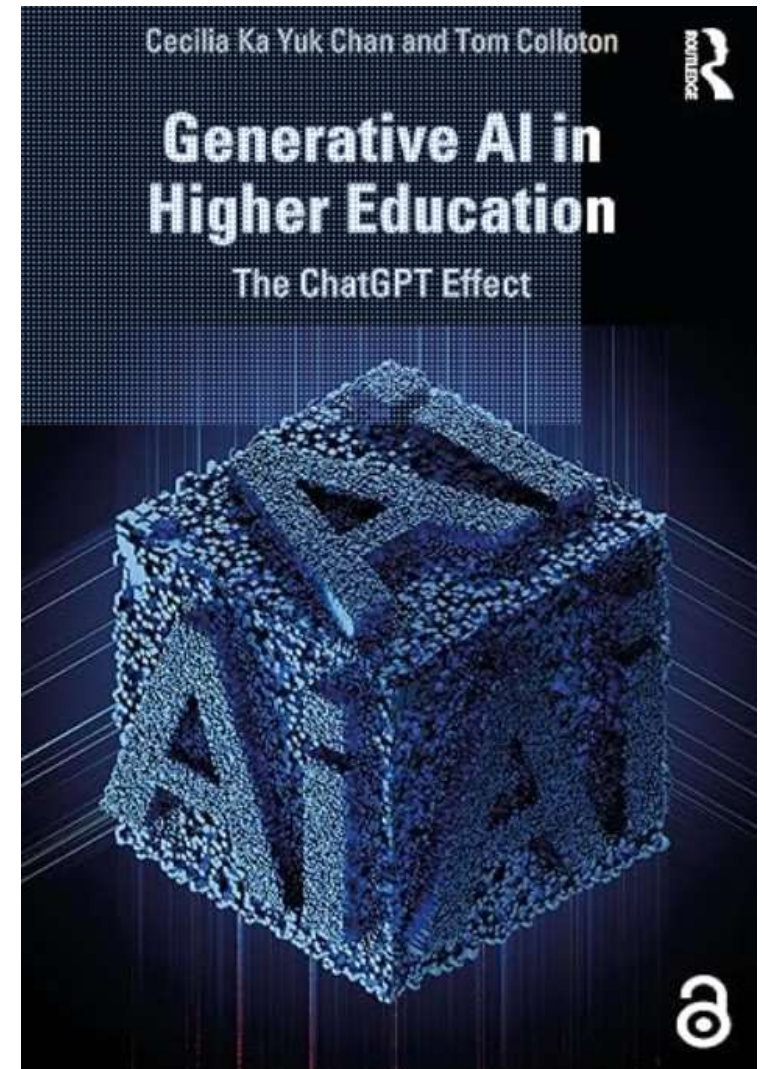
# Workshop questions

- What competences can help higher education students become AI literate?
- How can faculty effectively support the development of these competences?

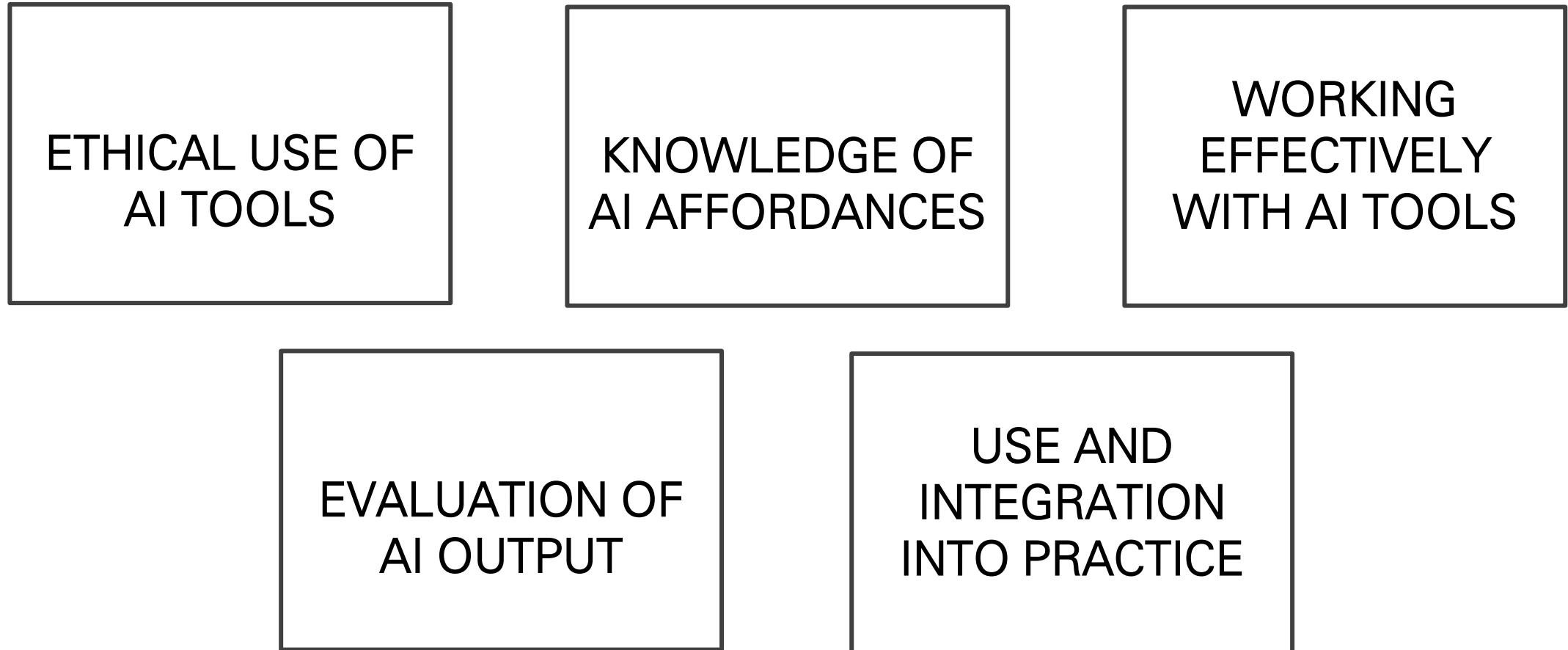
# Agenda

- AI Literacy definition
- A proposed AI Literacy Framework for HE + Activity
- Two resources + Activity
- AI roles to support learning and study + Activity
- Final ideas: AI literacy at programme and institutional level

AI literacy for the **typical individual** is the ability to comprehend, assess, interact with, and **make informed decisions regarding artificial intelligence technologies** [...] being **aware of its ethical, social and privacy implications**" (Chan and Colloton, 2024).



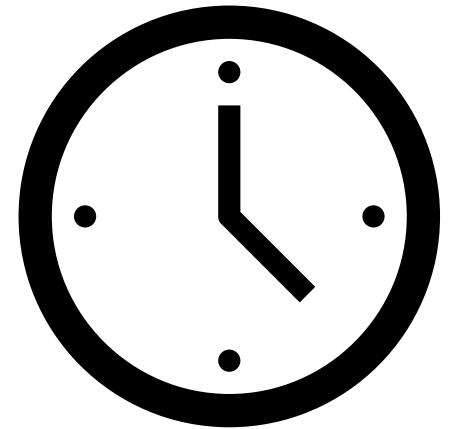
# A proposed AI Literacy Framework for Higher Education



# Activity 1

Browse through the [AI Literacy Framework table](#) and **select one or two AI literacy components** that you see as most relevant or valuable for your course, programme or context.

**In pairs, compare and briefly explain your selections.** For example, discipline, learning outcomes, assessment types, level of study (e.g., first-year vs. Master students).



**6 minutes**

# The students' perspective

USE	CONCERNS	NEEDS
<ul style="list-style-type: none"><li>• Increasingly widespread</li><li>• Summarizing articles, explanation of complex concepts, writing help, etc.</li></ul>	<ul style="list-style-type: none"><li>• Being accused of cheating</li><li>• Getting false results</li><li>• Overreliance on the tools (leading to doubt of own abilities)</li></ul>	<ul style="list-style-type: none"><li>• More support to develop AI literacy</li><li>• Clearer guidance and communication from institutions and educators</li></ul>

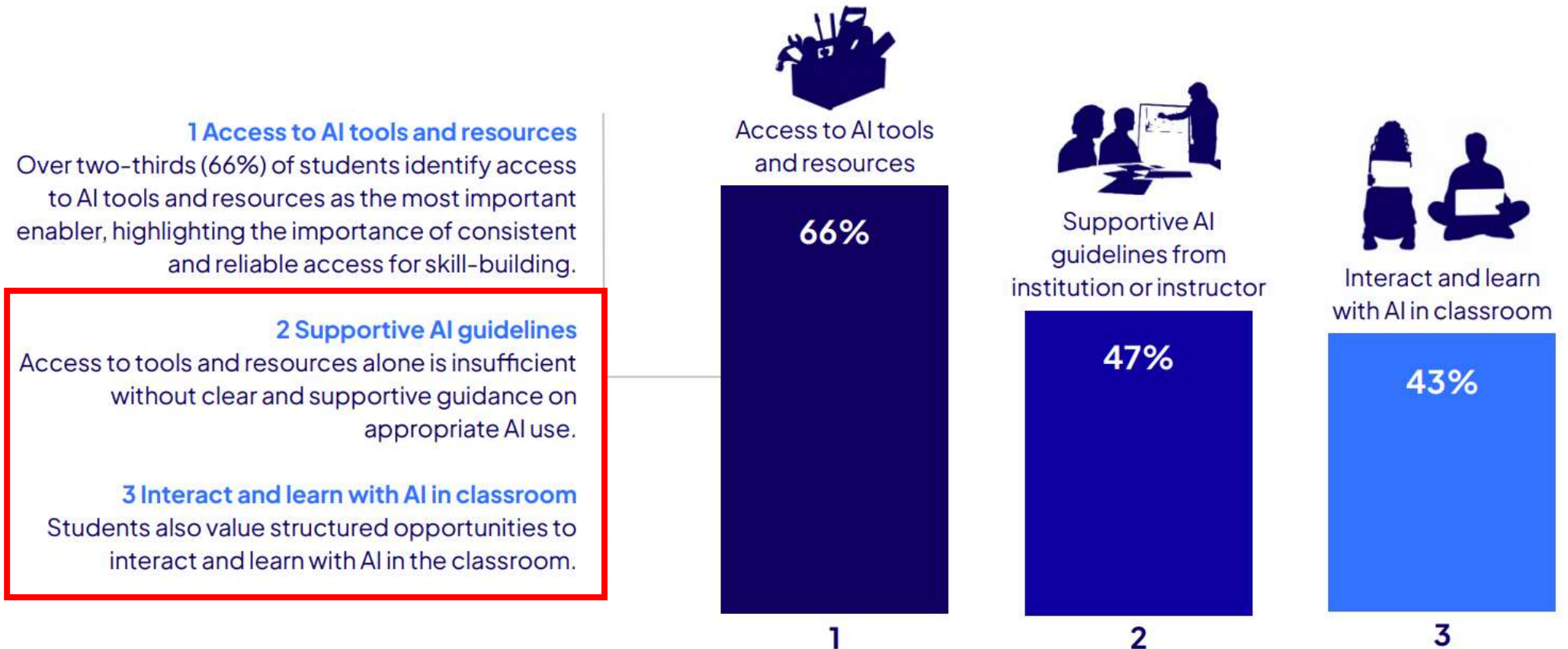
AI in Higher Education: Students and AI Project, 2024-2025; Attewell, S., 2025; Digital Education Council's AI in Higher Education LATAM Survey 2026 Report; Freeman, J., 2025; Pedersen, A., Hansbøl, M., & Fajkovic, M., 2025

# Top Enablers for Developing Student AI Skills



## Top 3 Enablers for Developing Student AI Skills

Question: I believe that the following will enable me to develop my AI skills (choose up to 3 from 5 options).



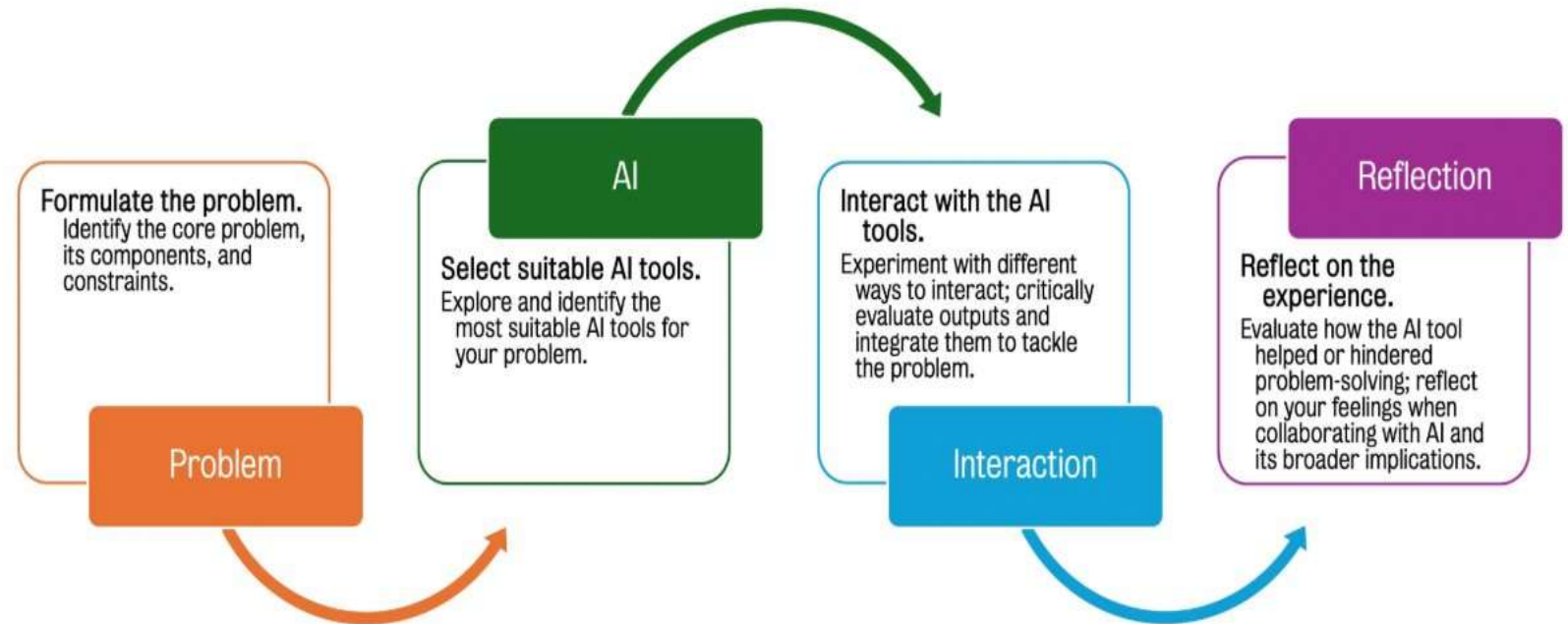
# Resource 1: AI Assessment Scale (AIAS)

To open dialogue with students: transparent approach to what AI uses are allowed or discouraged for different assessments and activities in a course, programme, etc.

<b>1</b>	<b>NO AI</b>	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. <b>You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.</b>
<b>2</b>	<b>AI PLANNING</b>	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. <b>You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.</b>
<b>3</b>	<b>AI COLLABORATION</b>	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. <b>You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.</b>
<b>4</b>	<b>FULL AI</b>	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. <b>You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.</b>
<b>5</b>	<b>AI EXPLORATION</b>	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. <b>You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.</b>

# Resource 2: PAIR Framework

To promote effective and responsible use of AI tools, keeping a human-centric approach.



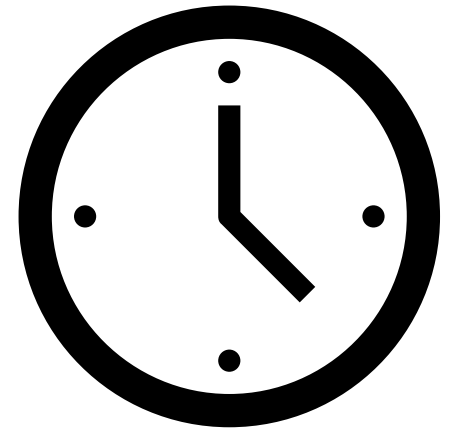
Acar, O. A., updated 2025

# Activity 2

In pairs or small groups, choose **one** of the two [resources](#).

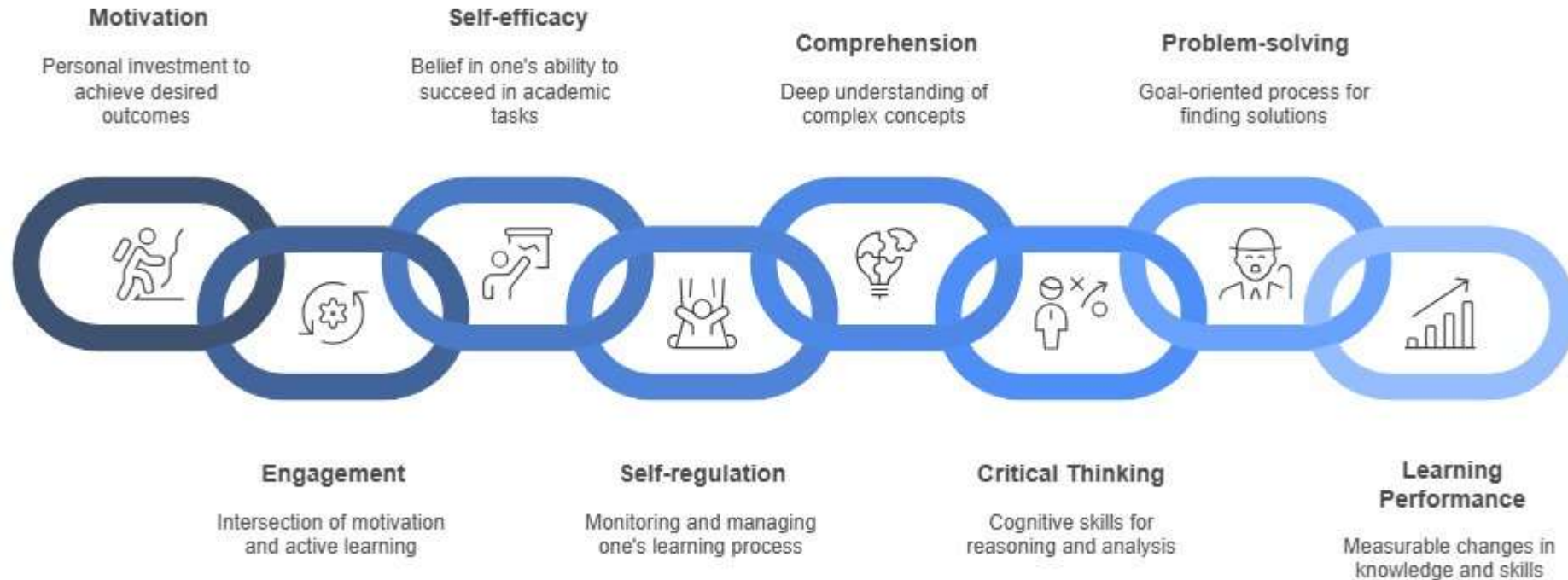
**Option 1: AIAS.** Where on the scale do the activities or assessments in your course or programme currently sit? Would you use the scale explicitly with students?

**Option 2: PAIR Framework.** Could a PAIR-style activity fit in one of your courses or context? Would you use the whole framework or only some elements (e.g., Interact)?



**7 minutes**

# GenAI chatbots' influence on learning



Badger, M., López, N., & Nissen, C. F. R. (2026). The impact of GenAI chatbots on student learning in higher education: A literature review. *International Journal of Technology in Education (IJTE)*, 9(1), 43-69

# GenAI chatbots' influence on learning



GenAI chatbots are most powerful for supporting student learning when they take the role of tutors or assistants guiding students through dialogue to establish their own findings or solutions.

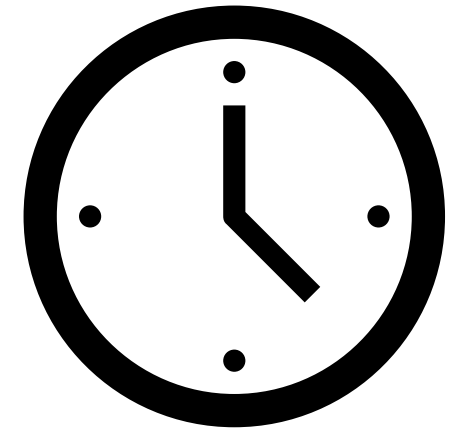
This contrasts with using chatbots to generate complete solutions, thereby bypassing problem-solving, critical thinking, and creativity, which are all important steps and skills for achieving deep.

Badger, M., López, N., & Nissen, C. F. R. (2026). The impact of GenAI chatbots on student learning in higher education: A literature review. International Journal of Technology in Education (IJTE), 9(1), 43-69

# Activity 3

In **pairs**, browse through the [AI use cards](#) on your tables. Discuss which of these uses might be particularly relevant for your students and where they might fit into your course or context.

 <p><b>AI USE: Practicing through Questions</b></p> <p><b>Purpose</b> Help students practise recalling key concepts, with im feedback.</p>	 <p><b>AI USE: Analogy Generator</b></p> <p><b>Purpose</b> Support understanding of complex or abstract concepts.</p>
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**7 minutes**

# Final ideas

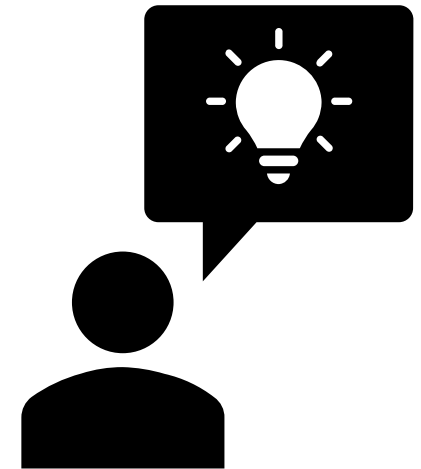
In **small groups**, think about **specific actions** that could be taken/are being taken to promote students' AI literacy in your institution? See examples below:

## Programme Level

Align GenAI practices with graduate attributes such as criticality, creativity, and digital fluency.

## Institutional Level

Provide clear policies on GenAI use in learning and teaching, with checklists for permissible uses.



**7 minutes**

Electronic copies of  
workshop materials



[https://drive.google.com/drive/folders/17Ec4eMnAs6E57E LYuhoJKdcgykEPDqsM?usp=drive\\_link](https://drive.google.com/drive/folders/17Ec4eMnAs6E57E LYuhoJKdcgykEPDqsM?usp=drive_link)

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- Attewell, S. (2025), [Students' perceptions of AI 2025](#), Jisc.
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- [Digital Education Council's AI in Higher Education LATAM Survey 2026 Report](#)
- Freeman, J. (2025), [Student Generative AI Survey](#), Higher Education Policy Institute.
- Hillier, M. (2023a), [A proposed AI literacy framework for higher education](#), Teche, Macquarie University.

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- Mills, K. et al. (2024), "[AI Literacy: A Framework to Understand, Evaluate, and Use Emerging Technology](#)", Digital Promise.

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- Pedersen, A., Hansbøl, M., & Fajkovic, M. (2025), [Studerendes erfaringer med brug af og perspektiver på Generativ AI: ved Det Humanistiske og Teologiske Fakultet](#), Københavns Universitet, foråret 2024.
- Perkins, M., Roe, J., and Furze, L. (2024), [The AI Assessment Scale](#).
- Pretorius, L. and Cahusac de Caux, B. (2024), "[The AI Literacy Framework for Higher Education: A Grounded Theory Exploration of the Foundational, Social, Conceptual, Ethical and Affective Domains of AI Literacy](#)".
- University of Liverpool, Centre for Innovation in Education (2025), *An Educators' Guide to Multimodal Learning and Generative AI*.

# Further resources

## Other AI literacy frameworks for higher education

- [Digital Education Council \(DEC\) AI Literacy Framework](#) (2025)
- [Barnard College AI Literacy Framework](#) (2024)
- [The Open University's Critical AI Literacy Framework](#) (2025)
- [The Progressive AI Literacy Framework](#) (2025)
- Becker, K.P. et al. (2024), "[Framework for the Future: Building AI Literacy in Higher Education](#)", White Paper, Moxie Learn

# Further resources

## AI course for students

[AI in Education course](#). Course created by students and for students at the University of Sydney.

## Book for students

Meechan, D. (2024), *Generative AI for Students. The Essential Guide to Using Artificial Intelligence for Study at University*, Sage Publications Ltd.

# Further resources

## Guide for students

[Student guide to artificial intelligence 2025](#) (ACC&U American Association of Colleges and Universities and Elon University)

## Article about prompt engineering

Coffin, M. (2025), [Bridging the generative AI literacy gap: a guide to introducing prompt engineering in university courses](#), *Issues in Informing Science and Information Technology*, Vol. 22.