

Introduction and Background

The Thriving with AI Faculty Learning Community (FLC) was a year-long cohort of faculty members dedicated towards developing understanding of principles, applications, and implications of artificial intelligence (AI) in educational contexts. The group gathered monthly (for 9 total sessions) during the 2024-2025 academic year. During group meetings we discussed topics related to teaching with AI including developing students AI literacy, addressing bias in AI systems, creative and innovative use cases for AI, accessibility considerations, ethics, and policies and practices for educational AI use. To culminate their own learning experience, they each completed a project-based learning deliverable that demonstrates and advances their understanding and application of AI in teaching and learning.

Program Learning Outcomes

Faculty will make progress towards...

- Increasing AI Literacy by comprehending principles, applications, and implications of AI in education
- Considering how AI impacts education through teaching and learning contexts
- Understanding personal and professional responsibility in analyzing and applying AI in education
- Developing knowledge, skills, and strategies for implementing AI into teaching and learning

Interact with me!

How do you rate your confidence in your ability to do each dimension of AI literacy for higher education faculty?

Directions:

Please use the marker to add a tally or dot to the column you identify most closely with for each dimension identified:

	0 (no confidence)	1 (low confidence)	2 (moderate confidence)	3 (high confidence)	4 (complete confidence)
Understanding the technical design and functional processes of AI systems					
Discerning AI's role in educational contexts					
Incorporating AI application in educational settings					

Note: the scale used for this interactive activity is not the same scale that was used to measure faculty's literacy for the pre and post surveys

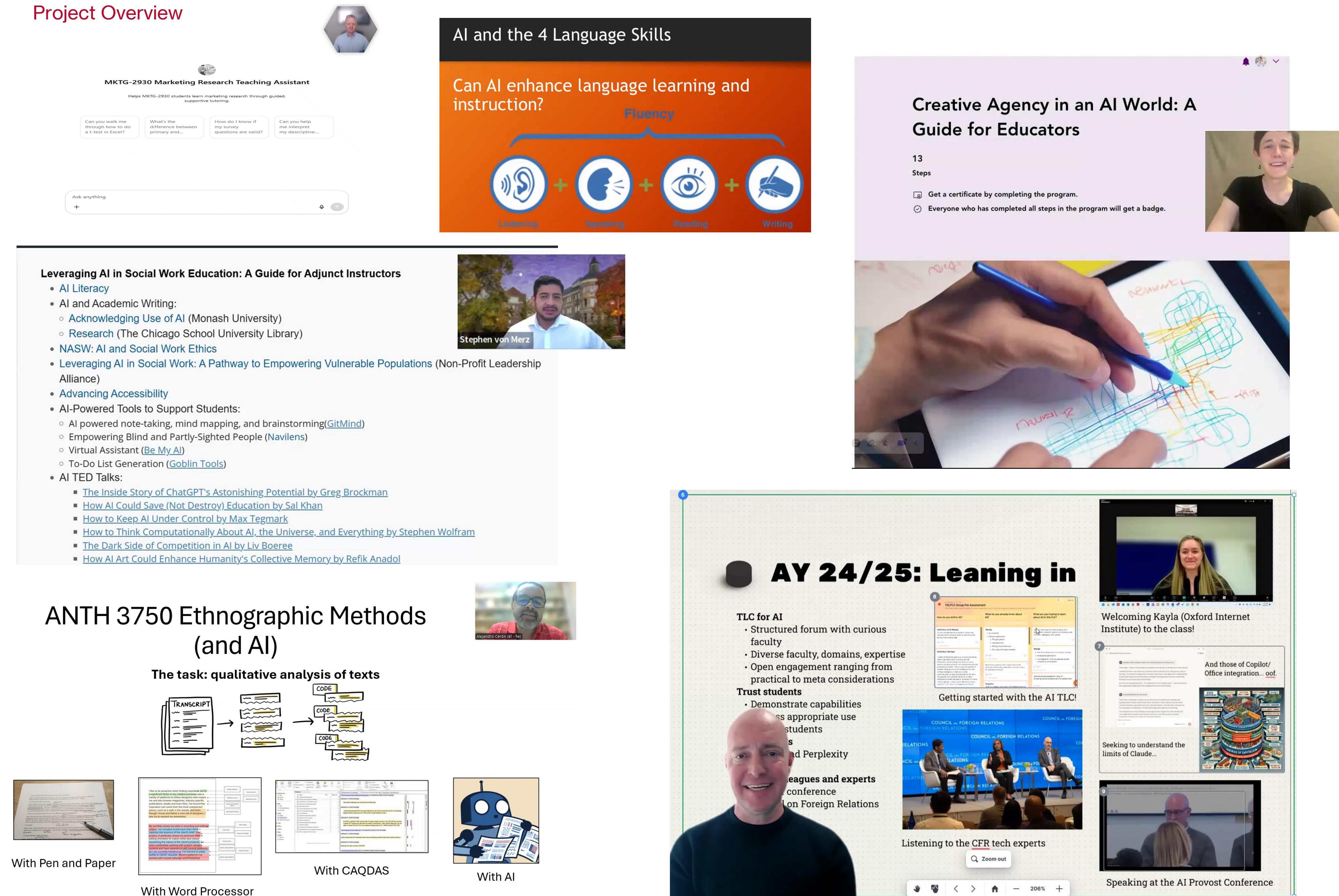
Reflection Questions:

- What might you need to further develop your confidence, skills, and abilities within each dimension of AI literacy for faculty?
- What professional development have you already engaged in to develop your confidence, skills, and abilities within each dimension of AI literacy for faculty?

Faculty Participants' Final Deliverables

At the end of the academic year, we held an AI Faculty Showcase where participants of the FLC shared presentations and hosted stations for dialogue, demonstration, and reflection about their learning experience and their individual projects representing their learning. Each project centered an AI-enhanced teaching and learning experience. Images from a few of the FLC participants presentations are highlighted below:

Project Overview

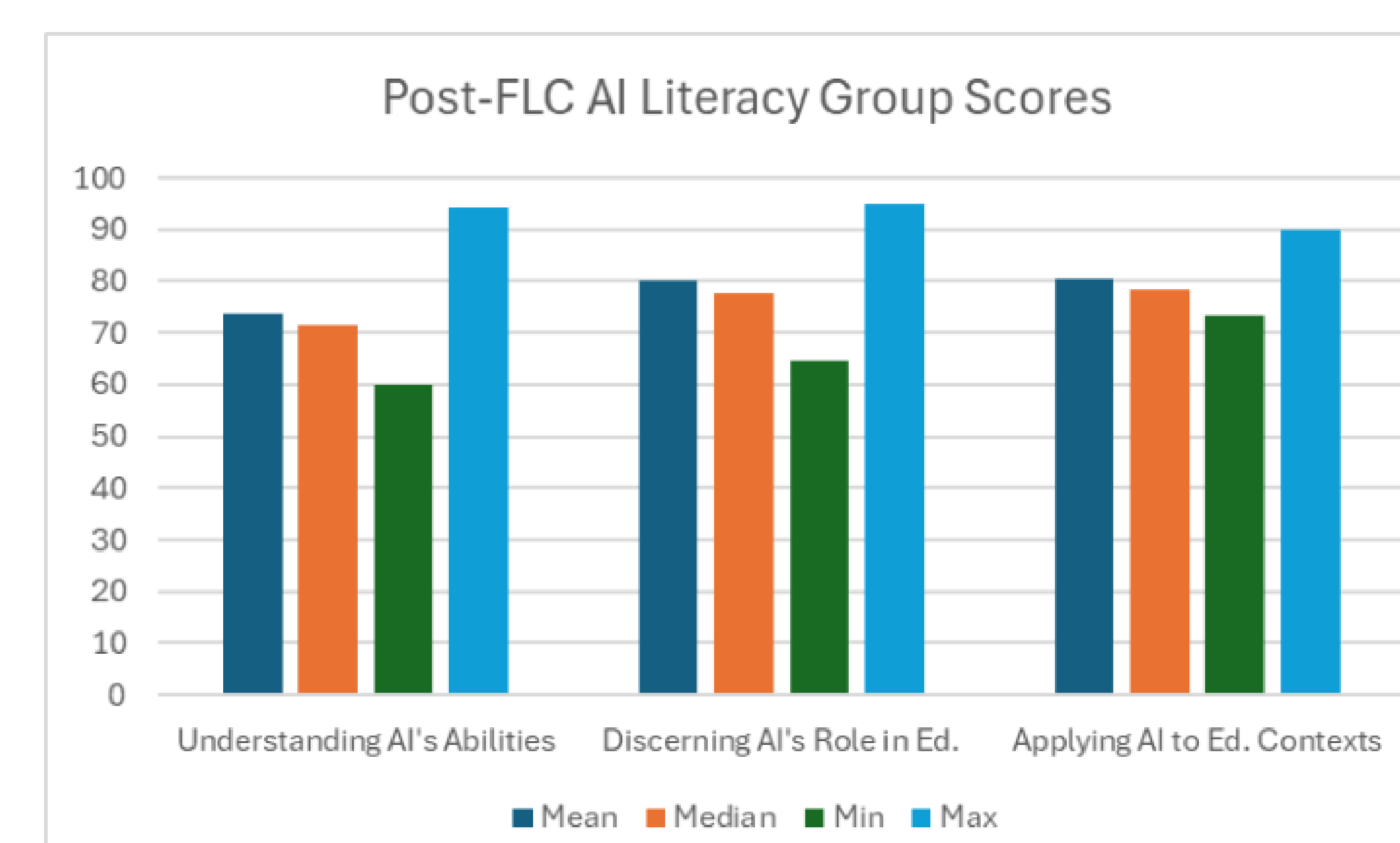
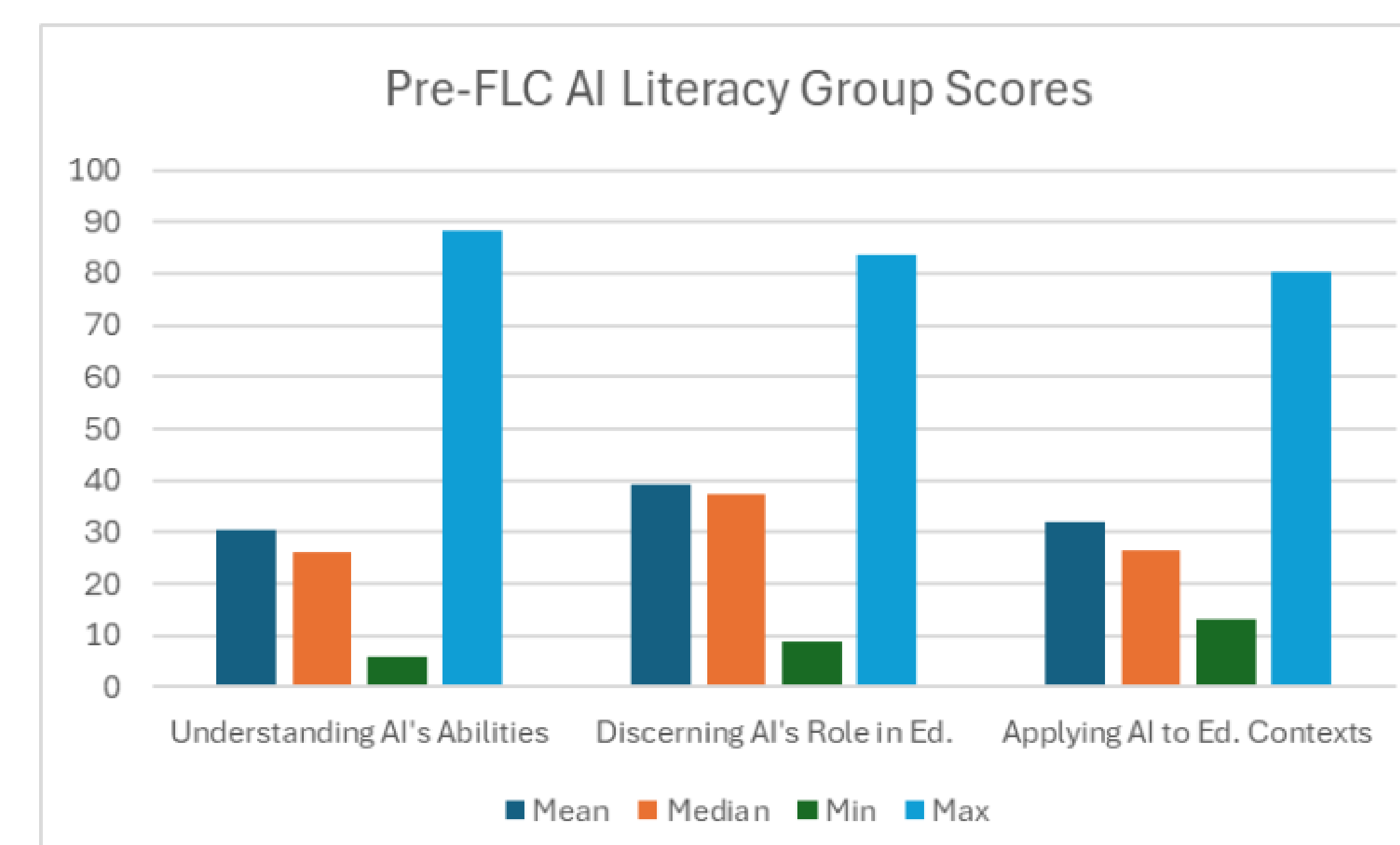


AI Literacy Pre and Post Survey Results

Assessment of the participants' learning centered AI Literacy across three dimensions:

- Understanding the technical design and functional processes of AI systems
- Discerning AI's role in educational contexts
- Incorporating AI application in educational settings

At the start (pre) and end (post) of the academic year, participants completed an AI Literacy survey aimed to measure their confidence in understanding, considering, and applying AI in educational settings. The following graphs outline the mean, median, minimum, and maximum scores for the group across both the pre and post self-reported survey responses.



Scan the QR code with your camera to visit our Digation page where faculty participants highlight their projects through individual presentations:



Testimonials from Faculty Participants

"I gained concrete knowledge about concrete AI applications and tools, which allows me to have a more educated thought process about the opportunities and challenges AI brings to higher education."

"My mind has been opened up to so many new possibilities!"

"I now have a better understanding of appropriateness and potential use cases [of AI] in the classroom."

"I realized that AI is an important part of students' world, so working with and teaching AI is important for their learning in the classroom, too. I also learned about exciting ways in which my learning and teaching can be enhanced by AI."

"Learning about how AI exists and is being used in other departments and disciplines was the most valuable take away for me, because it gave me perspective for engaging with a rapidly evolving field."

References

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- Laupichler, M. C., Aster, A., & Raupach, T. (2023). Delphi study for the development and preliminary validation of an item set for the assessment of non-experts' AI literacy. *Computers and Education: Artificial Intelligence*, 4, 100126. <https://doi.org/10.1016/j.caeai.2023.100126>
- Long, D., & Magerko, B. (2020). What is AI literacy? Competencies and design considerations. In *Proceedings of the Conference on Human Factors in Computing Systems*. <https://doi.org/10.1145/3313831.3376727>
- Ng, D. T. K., Leung, J. K. L., Chu, S. K. W., & Qiao, M. S. (2021). Conceptualizing AI literacy: An exploratory review. *Computers and Education: Artificial Intelligence*, 2. <https://doi.org/10.1016/j.caeai.2021.100041>