

LOEX 2025 | Sandy Hervieux &
Amanda Wheatley

WHO'S AFRAID OF LITTLE OLD AI?

Using an AI Literacy Framework to Create
an Instruction Session



Slides and more

Scan the QR code for workshop materials



The Story of Us



Amanda Wheatley

Liaison Librarian



Sandy Hervieux

Head Librarian

01

I Knew You Were Trouble



What is AI literacy?



Long & Magerko, 2020

AI literacy is defined “as 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 Literacy Framework

AI Literacy Framework

01

Know the basic principles of AI

02

Understand the fundamental differences of AI types

03

Experiment with AI tools

AI Literacy Framework

04

Review the outputs and outcomes of AI tools

05

Evaluate the impact of AI on a societal scale

06

Engage with AI discourse

Know the basic principles of AI

Establish a base knowledge for artificial intelligence

This includes reviewing definitions and other key terminology.

Learning objectives

- Recall the definitions for artificial intelligence, machine learning, generative AI.
- Recognize the difference between narrow and general AI and how much human intervention is required in each.

Understand the fundamental differences of AI types

Understand how different AI technologies branch into further subtypes

Understand what tools might result from the application of those AI types.

Learning objectives

- Express how artificial intelligence includes many subcategories and how they relate to each other.
- Summarize which subtypes of AI are used in certain tools.

Experiment with AI tools

User must elect to participate with AI from a learner standpoint

User must engage with AI tools with the purpose of expanding their knowledge.

Learning objectives

- Experiment with the different AI tools that are available to them.
- Implement effective strategies to create prompts for generative AI tools.

Review the outputs and outcomes of AI tools

Analyze and critique the products of AI tools and determine the worth of these results

Learning objectives

- Appraise the quality of the output created by an AI tool and question if it is appropriate for your purposes.
- Distinguish content created by humans and artificial intelligence.

Evaluate the impact of AI on a societal scale

Participate in large-level discussions on the impact of AI to the broader society

Includes discussion of key ethical considerations.

Learning objectives

- Comment on the impact AI can have on the environment.
- Critique the bias that can be present in artificial intelligence and algorithms.

Engage with AI discourse

Stay involved with the conversation by engaging with AI literature, discussion groups, etc.

Learning objectives

- Plan ways to stay active in artificial intelligence conversations.
- Collaborate with other learners to keep up to date on AI developments.

02

Look What You Made Me Do

Interactive Workshop Time



AI Information Needs

<https://padlet.com/amandawheatley/what-information-needs-do-your-students-have-that-surround-t-ee87kzhmahkvoit1>





https://bit.ly/loex_ai_literacy

AI Instruction Plan Template

AI Instruction Plan Example

Information Need	AI Literacy Frame	Learning Objective	Activity/Assessment
How to create a prompt for a generative AI tool.	Experiment with AI tools.	Implement effective strategies to create prompts for generative AI tools.	In teams of two, try different prompts in ChatGPT to write an email to their professor. Students are encouraged to give the tool context about the content they are hoping to generate. They will then compare their results with other teams.
Evaluate the results given by an AI component in a law database.	Review and outputs and outcomes of AI.	Appraise the quality of the output created by an AI tool and question if it is appropriate for your purposes.	Students will use Lexis+AI to search for a legal concept. They will then use a legal encyclopedia to look for the same concept and related case law. They will compare the quality, validity, and timeliness of the results.



Debrief

What activities did you plan?

QUESTIONS?
THANK YOU!

sandy.hervieux@mcgill.ca
amanda.wheatley@mcgill.ca