

LTV faculty day 2026

AI Literacy in Education

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SCIENCE AND
EDUCATION
FOR
SUSTAINABLE
LIFE

AI for Educators

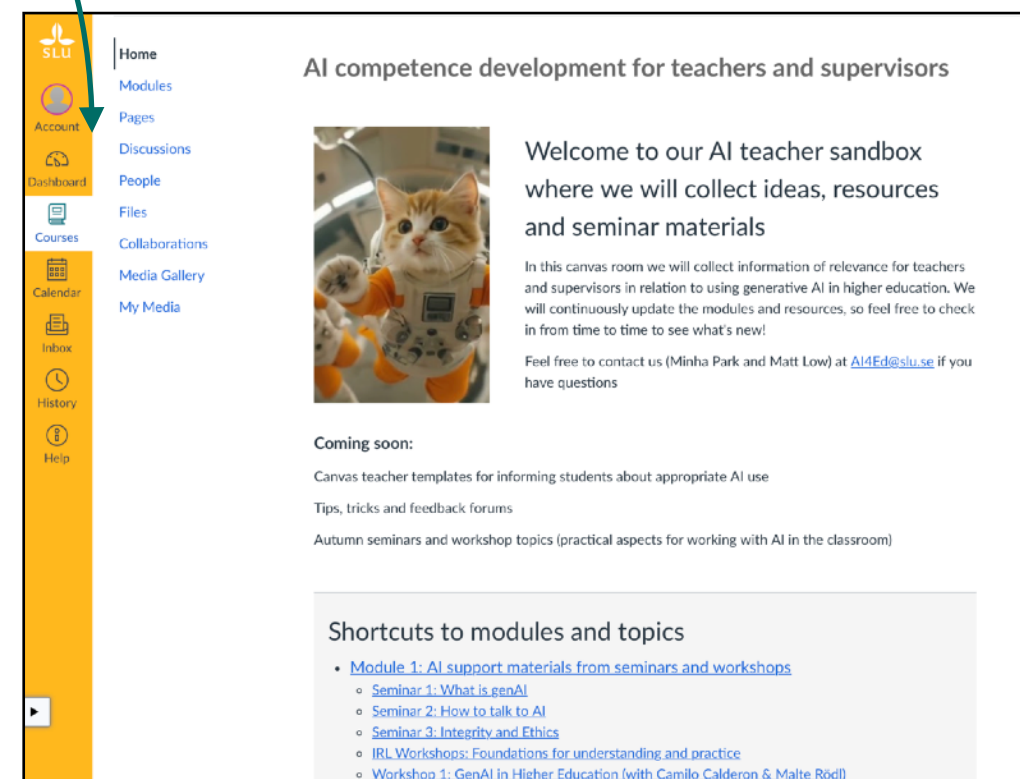
AI4Ed@slu

developing generative AI skills for teachers at SLU

- Target group: All SLU teachers and supervisors
- Launch: Starting spring 2025 by the Unit for Educational Development



1. getting started with genAI
2. how to communicate with genAI
3. integrity and ethics
4. guidelines and trust
5. rethinking student assessment
6. pedagogically effective AI tutors
7. AI and the student thesis



<https://canvas.slu.se/courses/15444>

AI in Education...the 20 minute take

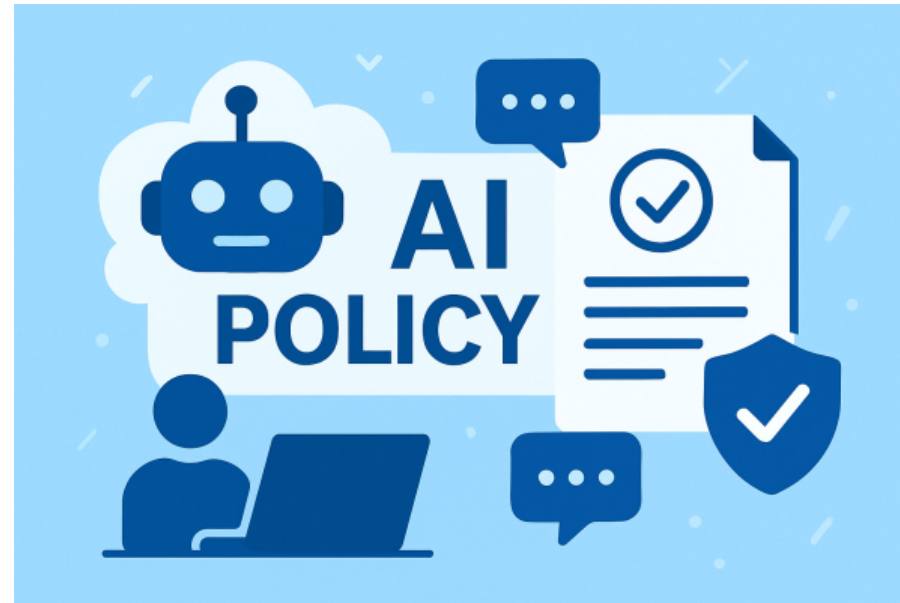
what do we and our students need to understand?

1. AI-tool literacy
2. AI-medium literacy
3. AI-pedagogy literacy

permitted

allowed

restricted



forbidden

declare

disclose

acknowledge

when...how...what...where
should our students use this new tool?

Rule setting can be important, but it is not enough



Red - no generative AI is permissible

Yellow - some generative AI is permitted

Green - generative AI is expected

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	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. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	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. 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.
4	FULL AI	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. 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.
5	AI EXPLORATION	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. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.

1. AI-tool literacy

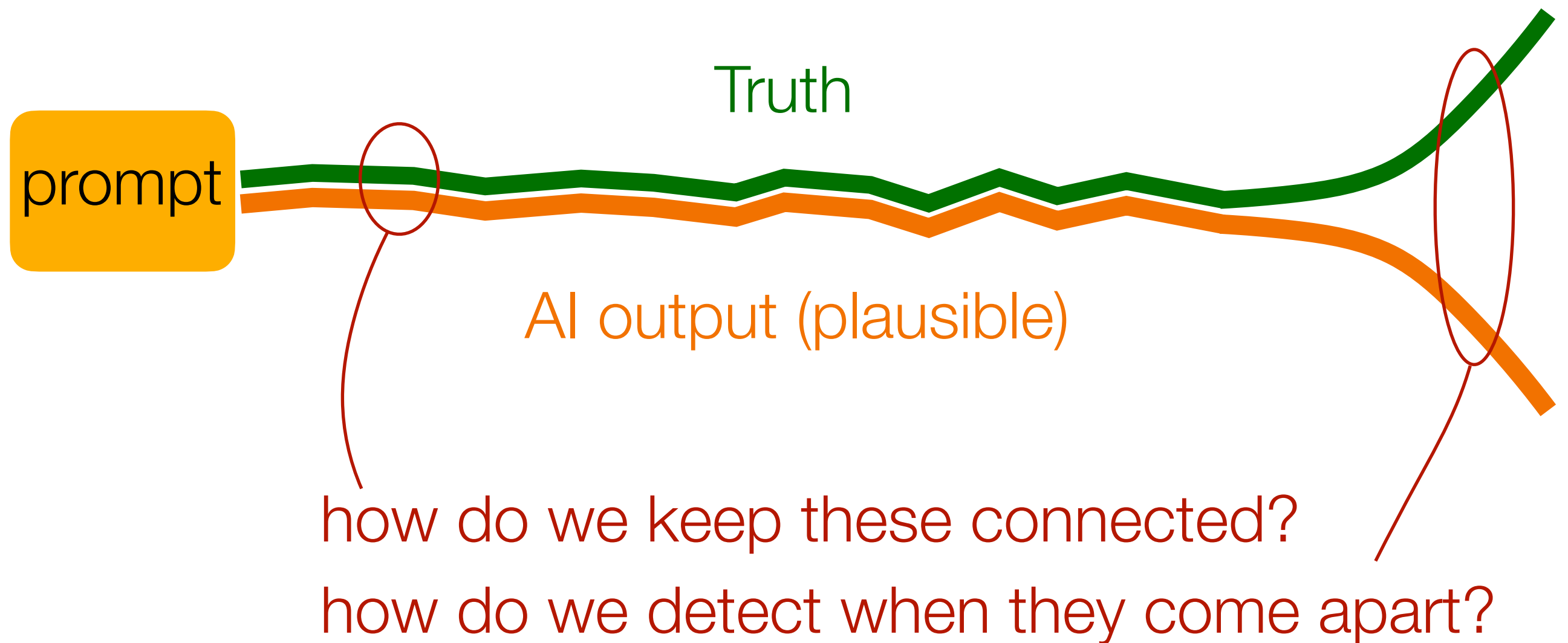
“but it’s just the calculator all over again”

a calculator is deterministic, accurate, and its use
extremely restricted

AI is stochastic, plausible, has a grain, an
accent, and it is everywhere

AI is not a truth telling machine

AI is a 'plausibility' generator



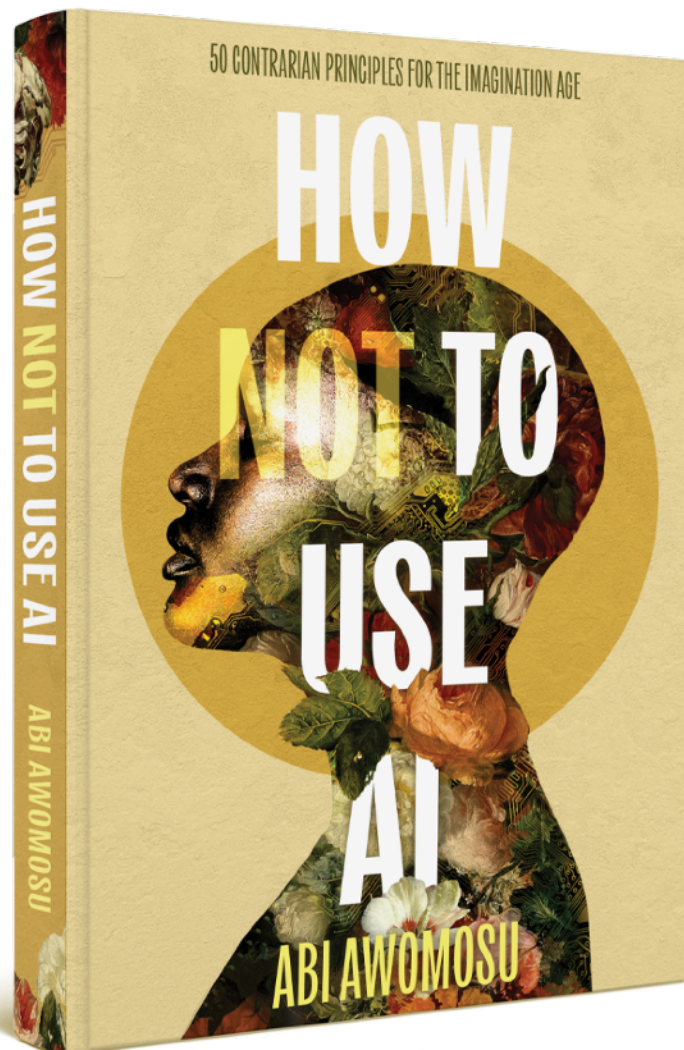
embrace AI!

or

resist AI!

this positions AI as a 'tool' we can use (or resist), and ignores its role in creating a 'medium' we inhabit

Abi Awomосу



I swim in an AI soup



it influences information I access

it influences how I think

it influences how I communicate

it influences how I judge others,
and how they judge me

how does it transform me?

I use AI for some things

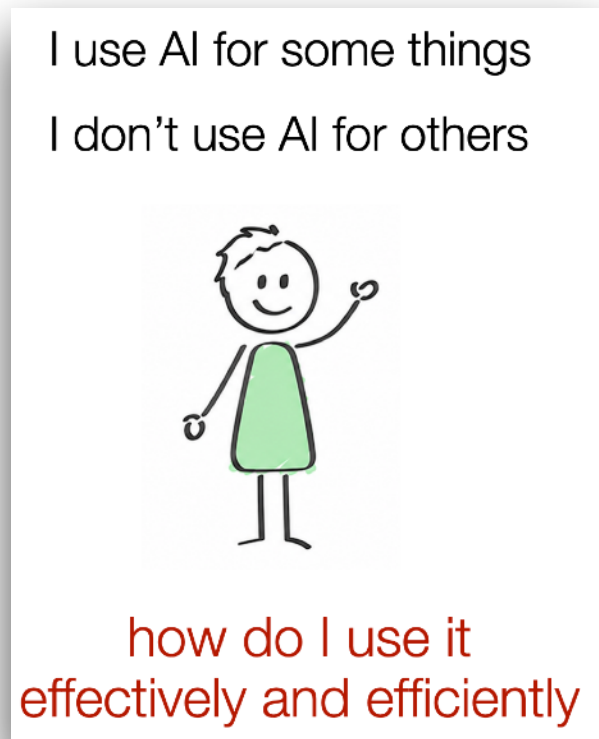
I don't use AI for others



how do I use it
effectively, efficiently &
ethically?

AI-tool literacy

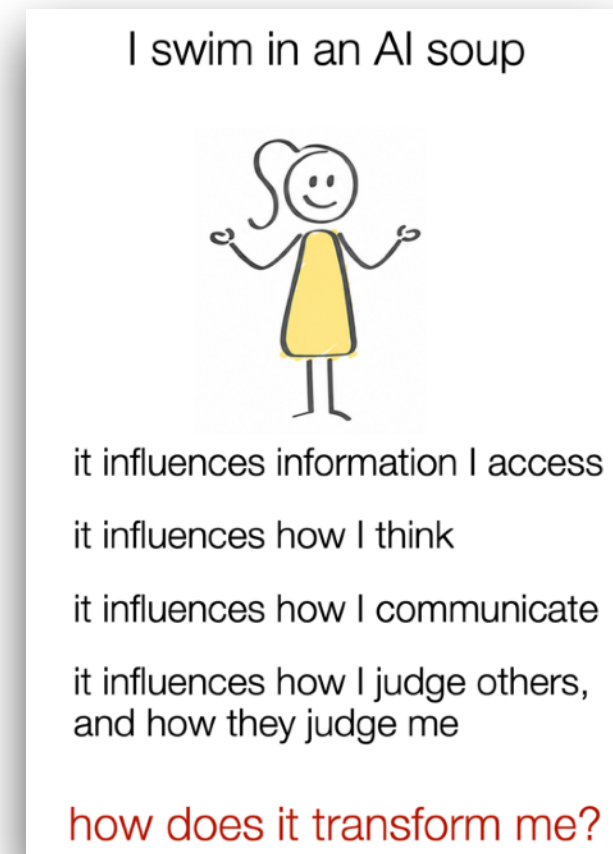
AI focus



how do I use it?
when do I declare it?
is it accurate?

AI-medium literacy

Human focus



what is it doing to me?
what is it doing to others?
what is my baseline?

what is its 'grain'?
who does it advantage?

The ‘**grain**’ tends to push outputs towards a certain way of being

why did the output end up this way?



FluentU

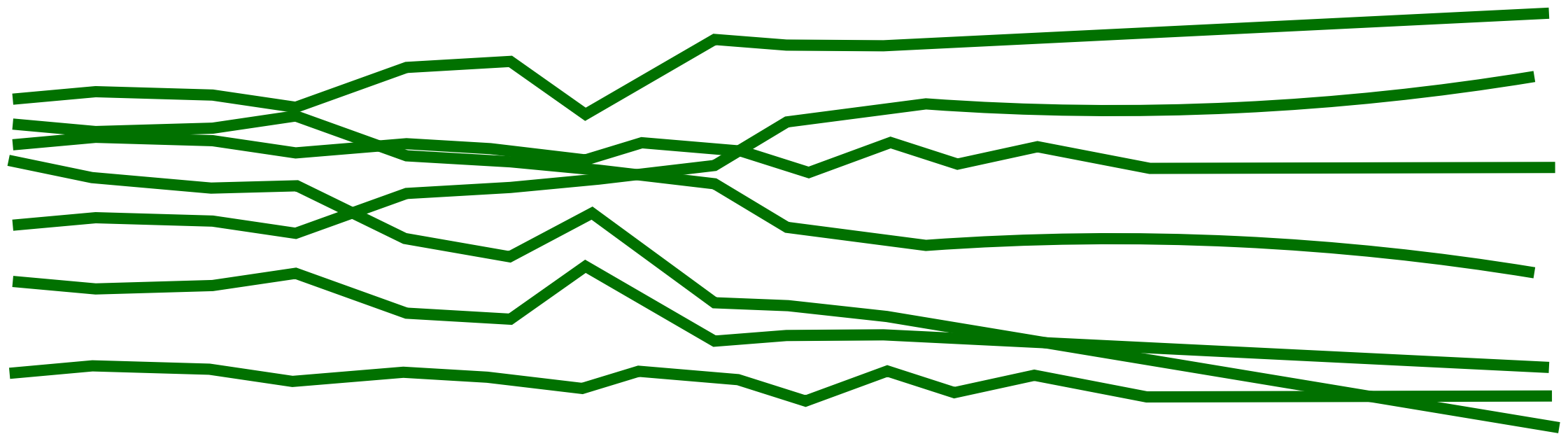
**How to Speak English
Without an Accent**

The ‘**accent**’ is how outputs are valued, based on geographical, historical & demographic factors

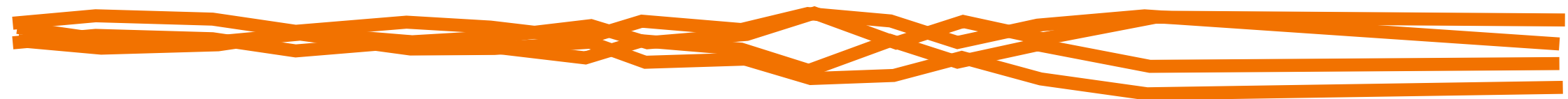
whose voice is this, and who does it favour?

Human output

question



prompt



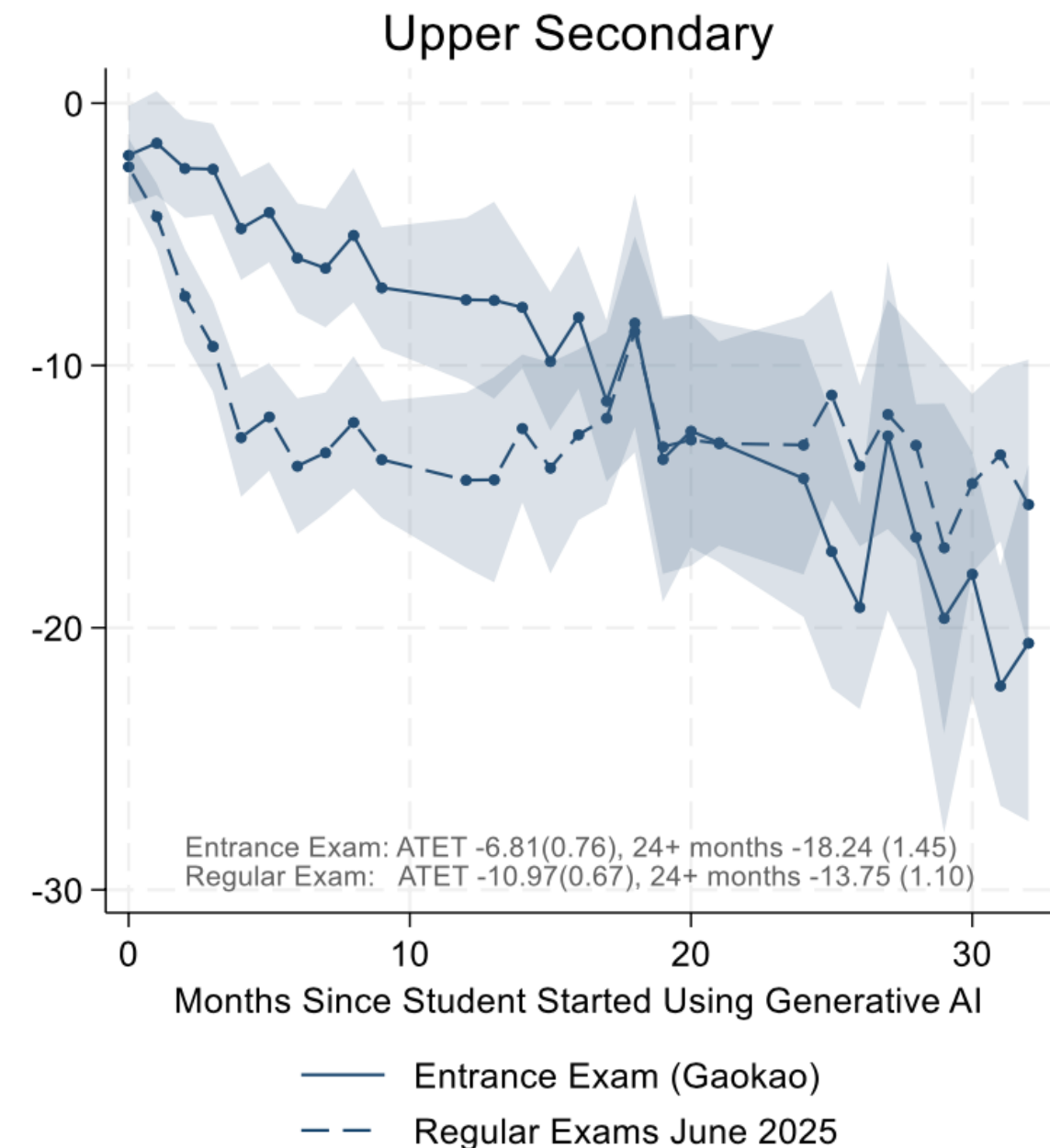
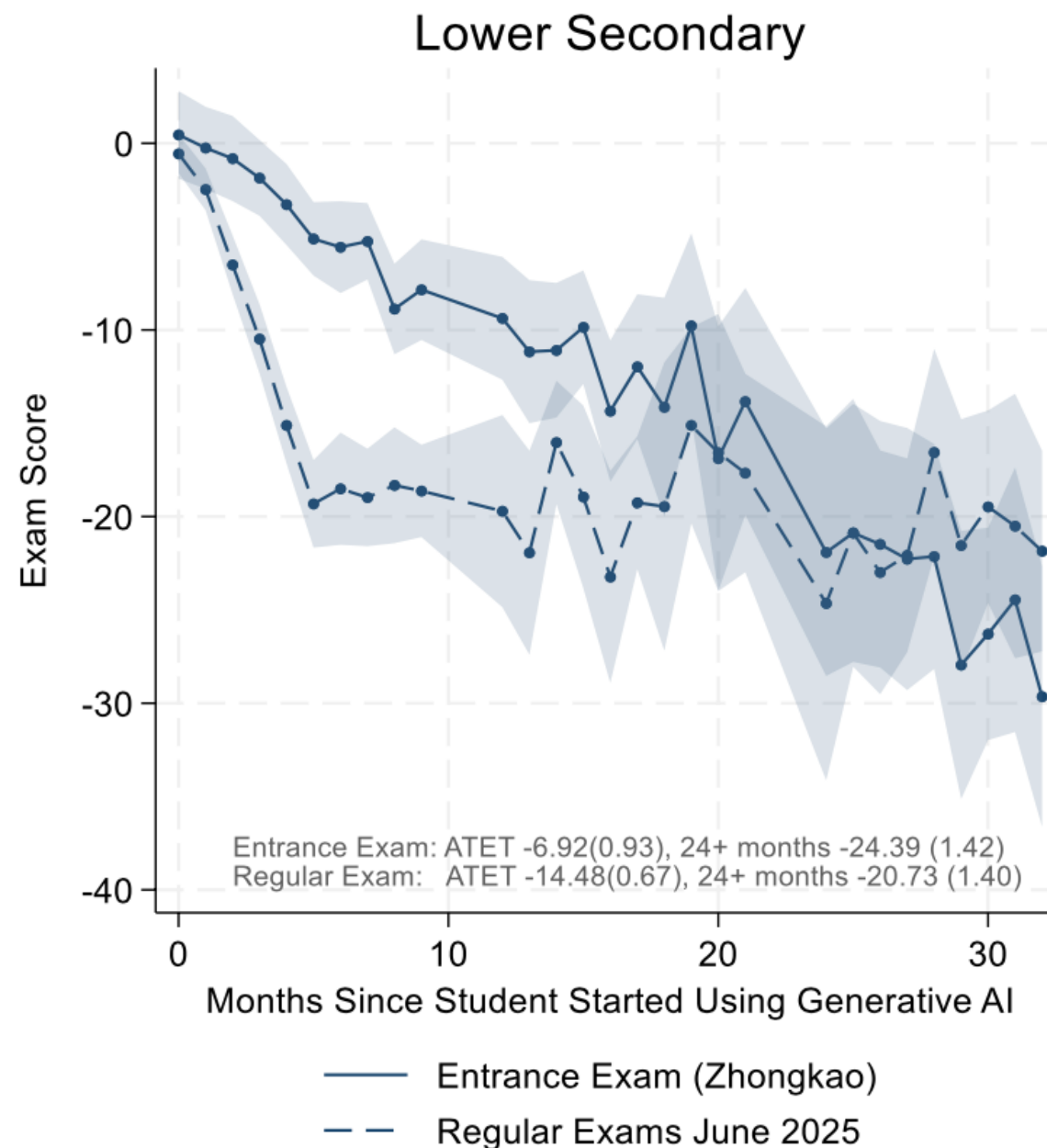
AI output (flattens towards a 'standard')

this is the standard 'grain' we work with or against

what about AI-related pedagogy?

Figure 3. Learning Deterioration Speed for Regular and Entrance exams

Effect Dynamics for June 2025 Exams



Focus on values, not tools

who do we want this student to become?

how do we help them get there?

is it enough that they understand and can stand behind what they 'produce', ***or do they have to also create it, and why?***





what about struggle?

what about ***slowing down***
and giving our brains time to
process and find connections?

how does bypassing this step impact our students?

Pedagogically effective tutors do not simply tell you the answer



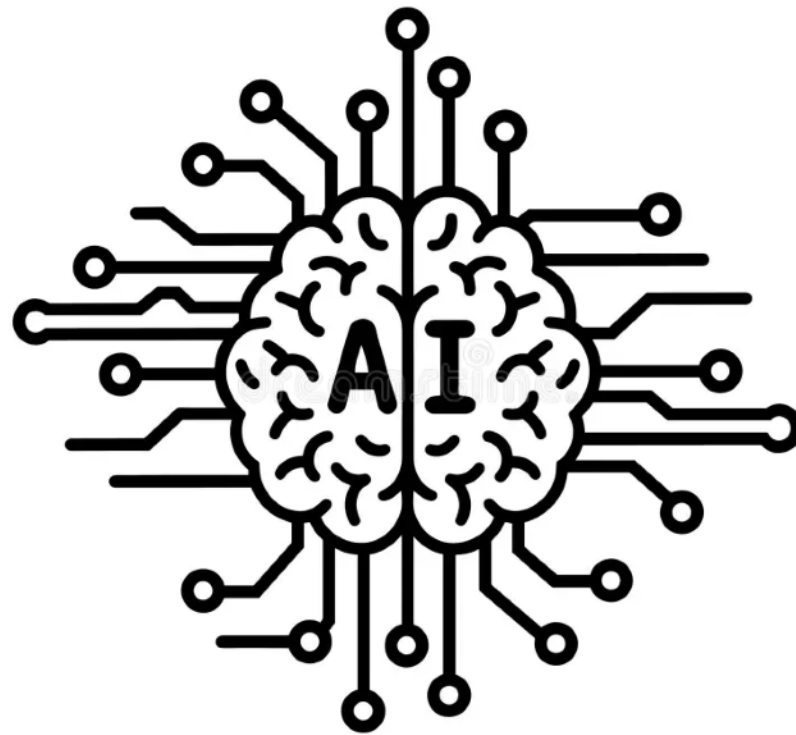
they guide you, support you, and teach you how to solve the problem

they impose constraints on what they tell you, and when

Students need to work in ways that encourages **constraint** and **struggle** in their use of AI so it **supports learning development**



no constraints → reduced learning



information guardrails
+
behavioural guardrails →

same / increased learning

we also need to design tasks and assessments that maintain their validity even when AI is available

‘Secure’

physical restrictions
on AI use

‘Open’

design to restrict AI
relevance

design to make AI
use transparent

‘Open’

design to restrict AI
relevance

design to make AI
use transparent

1. Assessment across multiple time points
2. Specific to a student, materials, process
3. Real-time accountability

How might this look in practice?

ILO: ... The student can select and use primary sources appropriately to support claims in scientific writing

References are not formatting, they are claims about what the student has read and engaged with

Students need to grasp:

Attribution: giving credit to where ideas and findings came from

Integrity: a citation implies "I have read this and it says what I claim it says"

Positioning: references show the reader that the student understands the landscape of the field and where their own work sits within it

AI permissions

Permitted: formatting references, finding candidate sources

Permitted with conditions: using AI to help understand a paper you have already read but found difficult

Not permitted: using AI summaries as a substitute for reading sources, generating citations to support claims you have not read

Citing a source means you have read it, understood it, and chosen it deliberately...that is the whole point, and it is what you will be asked to demonstrate

Structural assessment design

Before writing begins

Students submit a reading log of 8–10 sources with:

1. Full citation
2. Core argument or finding in 2–3 sentences in the student's own words
3. Why this source is relevant to their specific question
4. How it relates to at least one other source on the list
(this requires having read sources in relation to each other, not just individually)

Structural assessment design

During writing

At least one supervision or feedback conversation includes a direct question about a specific source:

"You cite X here: what does X actually argue, and why is this the right place to use it?"

Students are told in advance this kind of question will happen

Structural assessment design

In the final assignment

A short reflective section asks: which source turned out to be most important to your argument and why? Did any source surprise you or change your thinking?

In the oral

One question is reserved for a specific source chosen by the assessor from the student's reference list:

"Talk me through this source and why you thought it was important for your argument"

For assessment don't ask "*did the student use AI?*"

Ask "*do I have sufficient evidence that the student has developed the capability the ILO describes?*"

The goal is to make assessment robust,
not to police AI-use

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2. AI-medium literacy
3. AI-pedagogy literacy