

150

YEARS
OF HISTORY
1875 - 2025



100

YEARS
IN GREECE
1923 - 2023

AI Literacy in Higher Education: A Workshop Series on Responsible AI Use

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Students Using AI in Education



↑ writing quality



personalized learning aid



facilitate research tasks

academic integrity



↓ critical thinking



↓ creativity



benefits

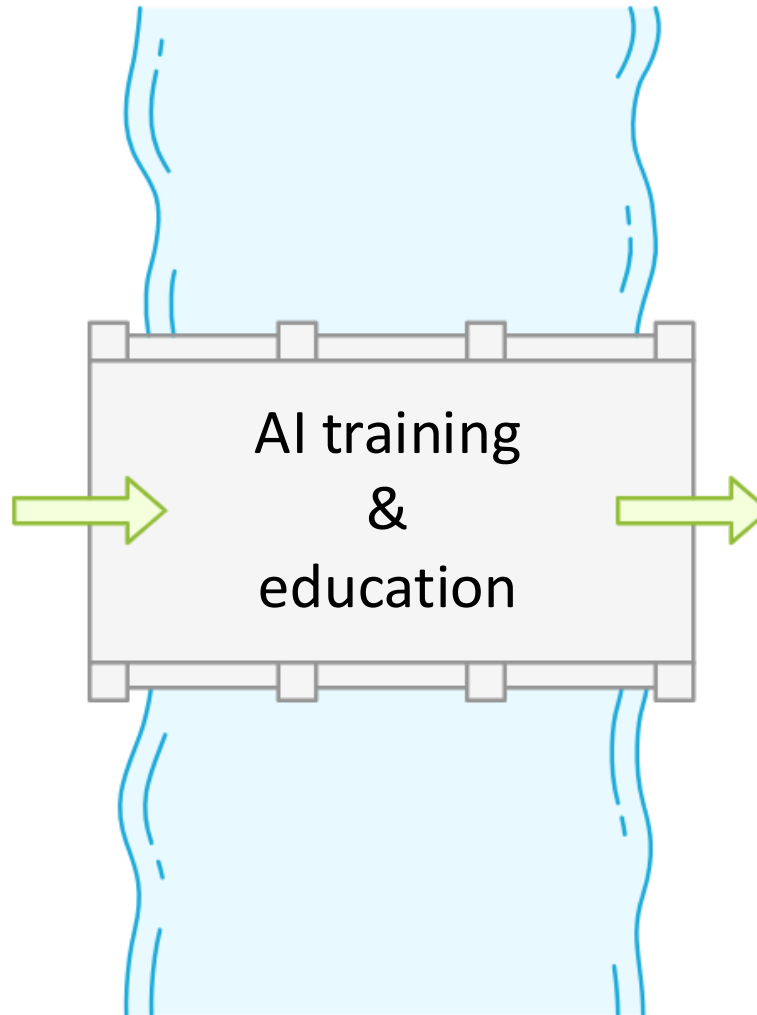
risks



Training needed in AI use in Education



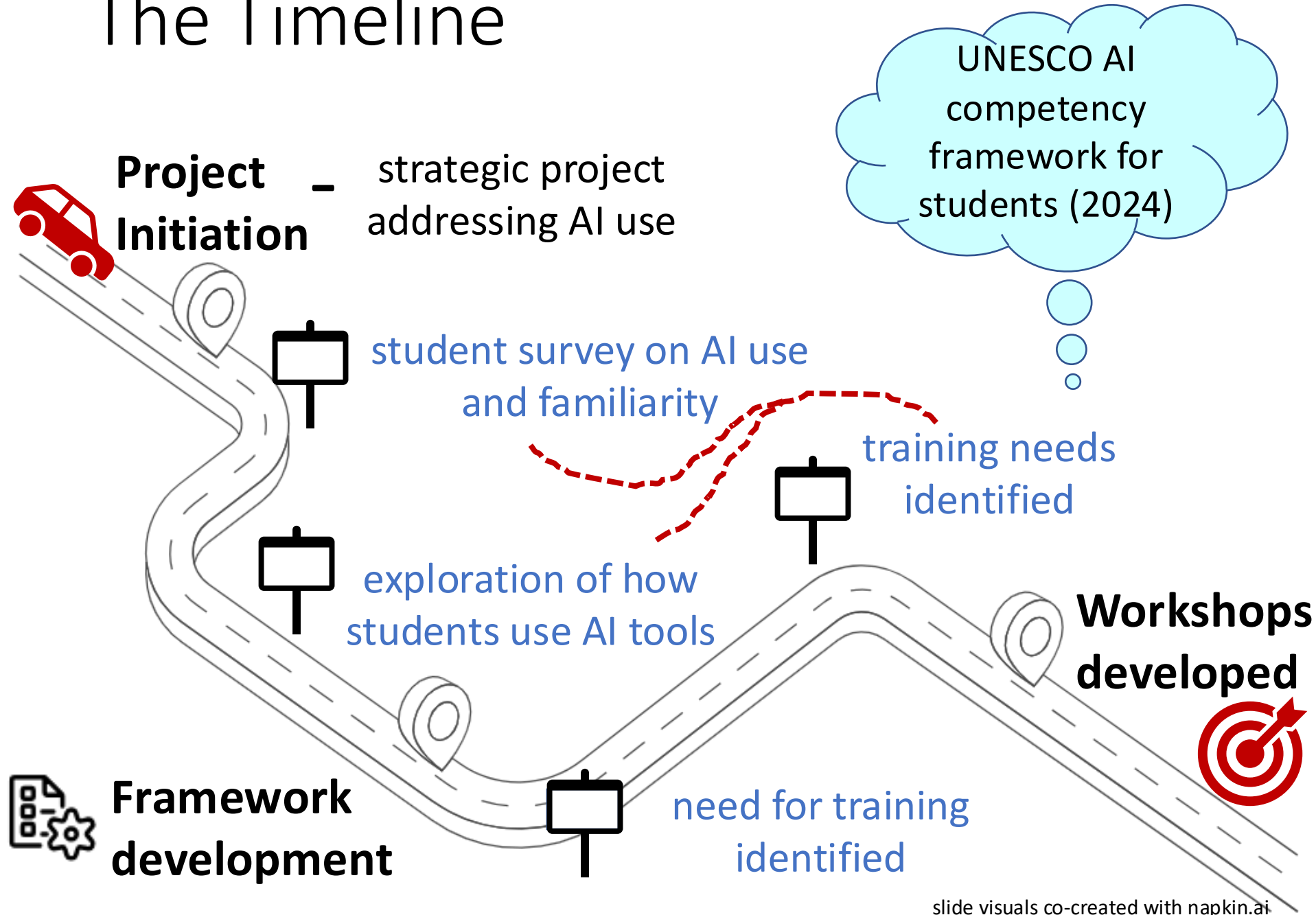
Unawareness
of AI use:
benefits & risks

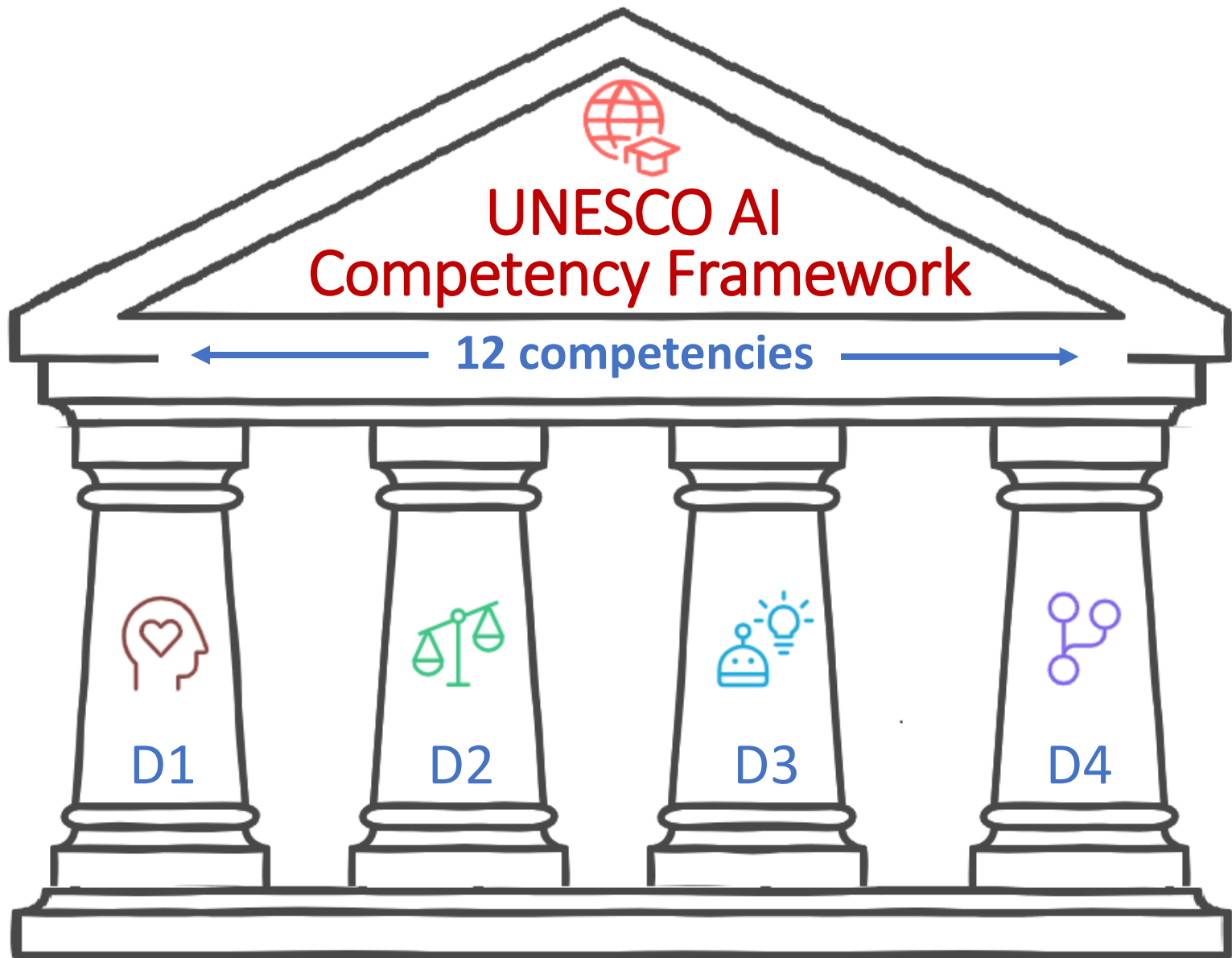


Responsible
& Effective
users of AI in
education

Able to
train others

The Timeline





human-
centred
mindset

ethics
of AI

AI techniques
& applications

AI system
design

Our AI Workshop Series

← 5 workshops →



D1

**human-
centred
mindset**



D2

**ethics
of AI**



D3

**AI techniques
& applications**

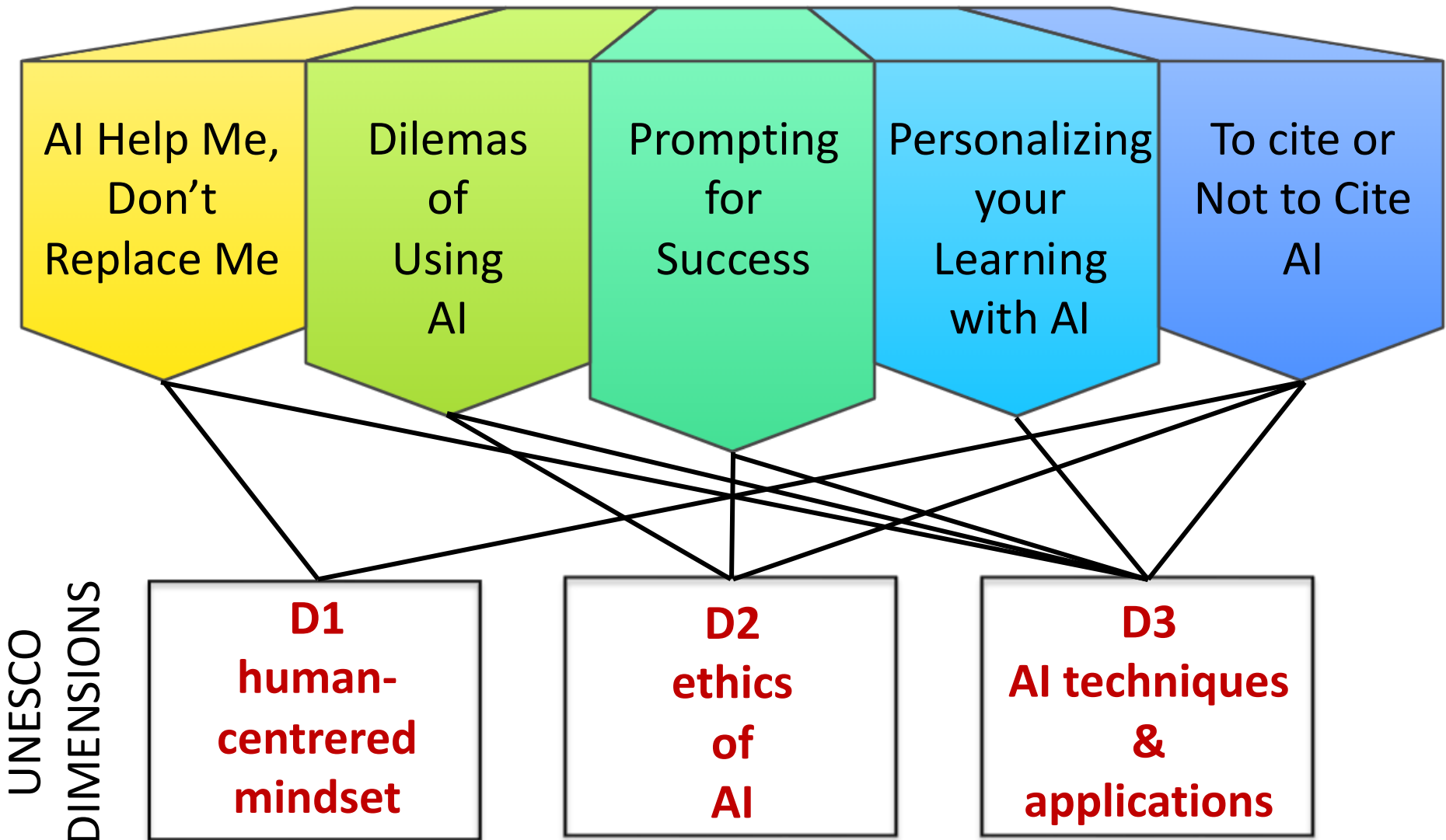


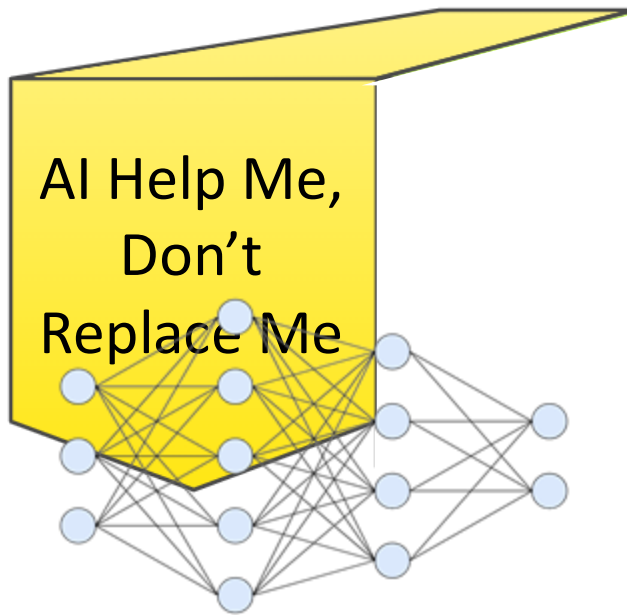
D4

**AI system
design**

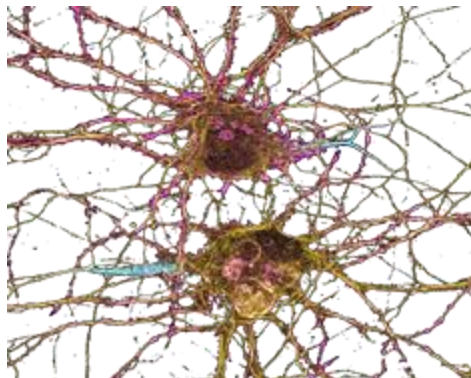
5 part Workshop Series (2 F2F, 1 online)

discussion-based & hands-on: 50 mins





Vs

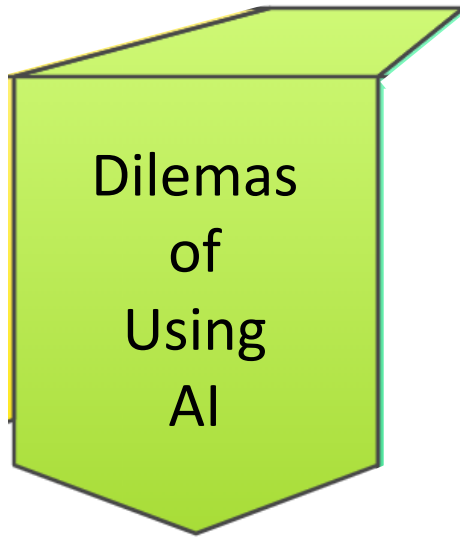


Learning Outcomes

- Recognize how AI works on a basic level
- Explain how human learning may be impacted through the use of AI

Learning Activities

- Word cloud creation: AI tools
- Videos (LLMs & neuroplasticity)
- Hands-on demonstration of neural networks in action
- Group Discussions (how AI may impact human learning, creativity, problem solving...)
- Theoretical instruction



Learning Outcomes

- Identify and explain ethical dilemmas involved in using AI in education
- Outline how LLMs have been trained and the ethical implications
- Discuss the implications of AI on academic integrity and creativity



Learning Activities

- Group Discussions
 - Questions about where data has come from and why it matters
 - Scenarios
 - Role-play
- Theoretical instruction
 - Ethical dilemmas
 - General Principles about AI use to maintain academic integrity



Learning Outcomes

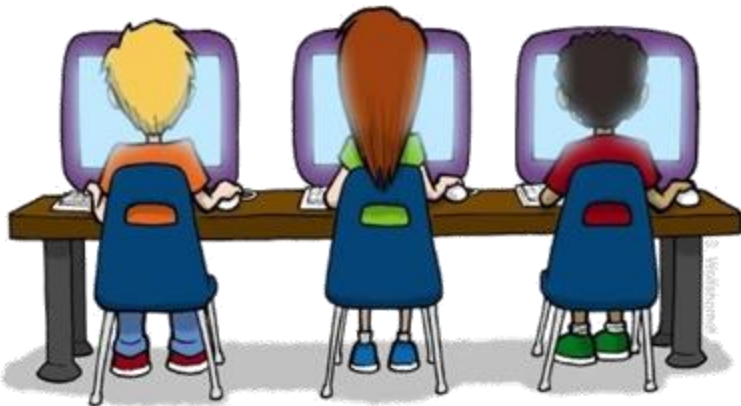
- Recognize how prompt structure influences the quality of AI-generated outputs
- Apply steps to create clear and effective prompts for AI tools

Learning Activities

- Live Prompting experiment
- Pair & whole class discussions
 - Comparing AI outputs
- Theoretical instruction
 - Natural Language Processing (NLP)
 - 4 elements for effective prompting (Role, Task, Requirements, Instructions)



Prompting
for
Success



Learning Outcomes

- Use AI tools & techniques to manage their time and academic workload
- Use AI tools to personalize their learning

Personalizing
your
learning with
AI

Learning Activities

- Demonstration of example goal tracking & study planners
- Hands-on practice using AI tools to achieve LOs
- Pair & whole class discussions
 - Comparing AI outputs
- Theoretical instruction
 - Active learning advantages



Image generated with Microsoft copilot

To cite or
Not to Cite
AI

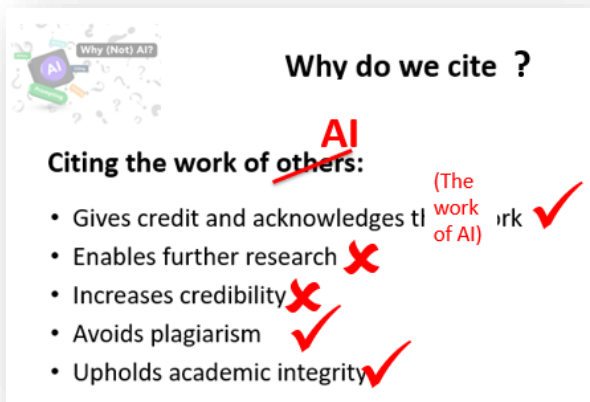


Learning Outcomes

- Discuss ethical & practical reasons to cite other people or AI-generated material
- Recognize best practices for documenting use of resources inc AI tools
- Understand and apply lateral reading skills to verify claims

Learning Activities

- Theoretical instruction
- Video (lateral reading demo)
- Hands-on practice of lateral reading
- Pair & whole class discussions
 - Why we cite & how AI generated output differ to traditional sources?



Each workshop had a padlet with resources

Padlet
Adele Thomas + 6 • 27d

Remake of Workshop 5: Exit Ticket

What's one key takeaway from today's session that you will apply in your future work? What questions do you still have?

20/11/24	22/11/24	25/11/24	5/2/25
<p>Something that I learned</p> <p>I understood the difference between citing and disclosing AI. AI products cannot be used as sources because they do not enhance credibility. However, the use of AI tools should be disclosed within the text or as a reference. For example, if I use an AI tool to retrieve and generate material for a research paper, I must mention this in the methodology section of my paper and provide OpenAI as a reference, but I cannot use it as a reliable source.</p>	<p>ai source how to fact check them</p> <ol style="list-style-type: none">1. Cross-check with reliable sources.2. Check primary sources.3. Use fact-checking tools.4. Analyze the claim's logic.	<p>check through its phrase (wording) might give ideas on ways to research and find the actual accurate data</p> <p>AI</p> <p>Today I learned that AI is not always true on information, because we compared AI answer and the lateral reading that we did from known sites and some parts were true, some were false, but overall it was a new lesson</p> <p>Lateral reading does not only apply on chat gpt answers but can be used in a lot of fields, whether it be</p>	<p>27 days ago</p> <p>AI</p> <p>The key takeaway from today's workshop would be double checking the information provided by the AI using lateral reading as it is not always accurate. There is no evidence that the information provided by AI is true it might contain propaganda. Hence, it is always good research about the claims stated by the AI to be certain that the information provided is true. Lastly, a huge thank you to the instructors :)</p> <p>Agile Beluga 27 days ago</p> <p>Key takeaway: the fact - checking process/ lateral reading + ways of citing an AI generated block of text.</p>

Workshop 1: Resources
Visual Storytelling on How AI Works

Workshop 4: Remake
Activity 1: Planning
Weekly Study Planning
canva.com/sydney.edu.au
Planning your study: AI in Education
Copy the prompt and replace with your own ideas.
This is my timetable for next week:
SO 1000 MWF 10:00-10:30
ITC 1112 MWF 13:30-14:20
WP 1212 TR 9:30-10:45
Build me a weekly schedule for personal study for each unit weekly total of 6.5 hours. I want to study on Wednesdays at 18:00. UN1000 are more content heavy study time per unit accordingly. Include free time blocks in the timetable. Be detailed, and assign

Why (Not) AI?
#3: Prompting for Success
Scopus
al Rankings
and
Thomas
pp 3: "Prompting for Success" by clicking on the
University of

And an “exit ticket” – The key takeaway

Lessons Learnt & Future Directions

- More incentives needed to increase attendance
 - Credit-bearing
 - Compulsory
- Online workshops had the highest attendance
 - However, less participation in workshop activities
- Content easily adaptable to be relevant to a wide range of participants



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Thank you

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