

AI Literacy and Teaching

What is AI Literacy?

- **Functional literacy:** How does AI work?
- **Ethical literacy:** What ethical implications do we need to consider when using AI?
- **Rhetorical literacy:** When is AI an effective tool for our goals?
- **Pedagogical literacy:** What impact does AI have on teaching and learning?

Adapted from Stanford Teaching Commons (n.d).

AI Sandwich

The AI Sandwich offers a simple mental model one can present to students to emphasize the importance of human thought in a learning environment saturated with AI tools.

- **Human-First:** Think, plan, and create from your own mind.
- **AI-Middle:** Invite AI in as a partner to clarify, extend, analyze, or simulate.
- **Human-Last:** Return to your own judgment to refine, personalize, and decide what to keep.

From Freeman (2026).

Ideas for Implementation

Assignments

Design assignments or activities that allow students to explore AI literacy while also demonstrating course learning outcomes. Example: Students utilize subject knowledge to write a prompt to generate a subject-specific document and then evaluate and edit the generated document for bias and inaccuracies according to student's own subject knowledge, professional best practices, and scholarly research.

Policies

Be clear about course policies related to AI use. If prohibiting forms of AI use, be explicit about what use is and is not allowed. Note that AI detection tools can be unreliable and come with their own potential bias (Bowen & Watson, 2024).

Assessment

Consider *ungrading*, evaluating process over product. Have students submit reflections on their process for completing an assignment and conduct self-evaluations on the thinking and work needed to create the final product. Self-evaluation has equal or greater weight to the instructor's assessment of the final product in grading (Stommel, 2021). AI emphasizes the product over the process. AI challenges this by asking students to demonstrate and reflect upon their thinking and learning.

Further Reading & References

- AWAC Working Group on AI in WAC. (2025). AWAC Statement on AI and Writing Across the Curriculum (Version 2.0). *Association for Writing Across the Curriculum*.
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[Available through the Library](#).
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- Freeman, L. (2026, January 21). *The AI sandwich: Human-first, human-last in an AI-rich educational environment*. Online Learning Consortium.
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- Jacob, M., & Cross, W. (2025, October 15). Policy priorities for generative AI and open education: A report from the DOERS community. *DOERS Collaboration*.
<https://www.doers3.org/gen-ai-and-oer.html>
- Perkins, M. Furze, L. Roe, J, and MacVaugh, J. (2025). *AI Assessment Scale (AIAS)*.
<https://aiassessmentscale.com/>
- Stanford Teaching Commons (n.d.). *Artificial intelligence teaching guide: Understanding AI literacy*. Stanford University. <https://teachingcommons.stanford.edu/teaching-guides/artificial-intelligence-teaching-guide>
- Stommel, J. (2021, June 11). *Ungrading: an introduction*.
<https://www.jessestommel.com/ungrading-an-introduction/>
- Warner, J. (2026). *More than words : how to think about writing in the age of AI* (First edition.). Basic Books. [Available through the Library](#).

Additional resources are found on the Library Services [Artificial Intelligence Resources for Students](#) and [Artificial Intelligence Resources for Instructors](#) guides.