AI Literacy Workshop: Overview and Critical Examination
Outline by Erin Burns, Jenni Jacobs, Josh Salmans and Brian Quinn
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1. Begin session with introduction to series and moderators
2. Slide show for 10-15 minutes setting up what generative ai is, providing definitions.
   a. also describe technochauvinism, technoableism, and technoracism, and biases within datasets
   b. be prepared to answer questions about these terms. Sources used for this section included the following:
      i. **ACRL Framework**
      ii. **AI literacy definition, Data Camp**
      iii. **AI Definition, https://www.wired.com/story/guide-artificial-intelligence/**
      iv. **What is generative AI and how does it work, The Royal Institution** (YouTube Video)
      v. **There's an AI For that (website)**
         1. **Books**
            a. **Artificial Unintelligence, Meredith Broussard**
            b. **Race after Technology, Ruha Benjamin**
            c. **Against Technoableism, Ashley Shaw**
            d. **Algorithms of Oppression, Safiya Noble**

3. Padlet Discussion Questions (30-40 minutes). Give participants 10 minutes to answer the questions. Be prepared to facilitate this discussion, and work with participants on developing their digital and ai literacy skills.
   a. What generative AI tools are you familiar with?
   b. What are your likes and dislikes for AI?
   c. What are it's strengths and weaknesses?
   d. How can generative AI be applied to your field? What are it's benefits or the challenges?
   e. How do you keep up with AI?

4. Be prepared to demo tools if people ask, or offer to allow people to demo a tool if time allows.
5. Add the resources mentioned from the participants to a guide or website and share with participants after the session.