AI Literacy for Study and Working Life – University Students' Experiences from the Pilot Course

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Presentation Abstract

This presentation introduces a pilot course "AI Literacy for study and working life" at the University of Jyväskylä (JYU), Centre for Multilingual Academic Communication (Movi). The voluntary course was held in Spring, 2024 and it was for all students in JYU. The course covered topics such as AI literacy and ethics, AI in research and writing process, and machine translation and AI in language learning process. In this study, we focus on AI ethics and the students' perceptions of how they think AI literacy skills could benefit them in their studies and in their future working life. The topic is studied through the following research questions:

1. What are students' opinions about AI and AI Ethics a) at the beginning of the course b) at the end of the course?

2. How do the students see AI literacy skills in their a) studies b) in their future working life?

The data was collected through the course's online platform, Howspace. There was also an ethnographical touch since the researchers have been planning and teaching the course alongside other teachers. The current data (N = 38) can be considered small, but it is the first part of a longitudinal study. The data consists of students' online discussions and mind maps, reports, reflective written task, and teachers' notes. During the content analysis, the data is first coded into smaller units, which are then combined into categories and finally, to larger thematic areas. The aim is to find not only similarities but also differences between students and their perceptions. The content analysis is carried out by two researchers in several phases using atlas.ti software.

The results are expected to give new insights on university students' perceptions of AI ethics and AI literacy since there are not so many empirical studies in the field (Laupichler, *et al*., 2022). The aim is to increase general understanding of how university teaching and teacher education should be developed to promote students' AI-related future skills for working life (e.g., Dignum, 2021). On a larger scale, the results bring added value to the research of this topic and stimulate discussion about the development of higher education AI-pedagogy and how to keep up to date in a rapidly changing working life.

Keywords: AI Ethics, AI Literacy, AI Pedagogy, Future Skills, Higher Education

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