

Project Title

Demystifying Generative AI: Facilitating artificial intelligence literacy through video microtutorials

Proposal summary

We aim to create a series of video microtutorials on topics related to generative AI tools and technology, both broadly and more specific to Rice's interests, to aid in raising the baseline AI literacy of students, faculty, and staff.

Project description

As the university and Fondren Library have set out to empower students and researchers with the latest generative AI technologies and tools under the university's Momentous strategic plan, there has been a clear need for improved communication and training on how to engage with these new tools effectively and responsibly. Building on Hannah and Ian's ongoing work teaching AI literacy short courses and in-class workshops, we aim to expand our support through digestible video microtutorials on generative AI tools and topics. Working in partnership with Rice Digital Learning and Dana Santoscoy, Assistant Director for AI and Education, we propose this video series as an important bridge step as the university works towards cohesive, robust policy and programming surrounding generative AI.

This approach has a number of benefits. First, a recorded video format allows for asynchronous learning, which supplements the synchronous learning sessions offered by Hannah and Ian as well as other groups across campus. By limiting the duration to under five minutes and scope of each video to a single topic, we further decrease the time barrier to engagement and adoption of students, faculty, and staff, and they are easily worked into existing educational resources like Canvas modules. Compared to a more traditional longform recorded training, these microtutorials are also modular and much easier to keep current in the rapidly moving genAI landscape, updating a single short video instead of re-scripting and re-shooting an entire training session. Our Fondren Fellow will work with us at every step of the process, learning from Hannah and Ian's firsthand experiences teaching about genAI which topics and areas frequently spark questions, translating those to effective short form video scripts drawing on Dana's expertise in instructional design and communication, and leveraging the DMC's resources to shoot and edit the videos.

Key tasks

- Identify frequently asked questions, Rice-specific tool and service questions, and fundamental ethical and responsible use questions
- Script and storyboard training around these questions and topics for short video format
- Shoot, edit, and publish the videos

Project outcomes

The outcome will be a set of ready-made brief tutorials that can be incorporated into learning objectives across disciplines that need generative AI literacy support. Our desired impact is an increase in generative AI literacy campuswide, forming a new baseline of understanding. Some microtutorials may serve as a jumping off point for further programming or development into full courses of their own.

Qualifications

- Some experience using generative AI and/or video editing is a plus, but not required.
- An interest in generative AI ethics, instructional design, and educational communication strongly preferred.

Learning outcomes

- Students will learn about the ongoing conversation on generative AI in academia and how traditional information literacy principles apply to it.
- They will receive hands-on experience with instructional design, video production, and educational communication.