

Mr. Albert Maile

University of Johannesburg

Literacy and Professional Development of ECP Educators: A Framework for Responsible Integration in Teaching and Learning

Assessment for Learning and Assessment Transformation / or in contemporary times: Authentic, inclusive, and formative assessment practices; assessment in large classes; responding to AI-related challenges.

Paper presentation

Abstract

The current transformation in teaching, learning, and assessment practices results from the integration of rapidly evolving artificial intelligence (AI) tools in higher education. While contemporary conversations have focused mostly on students' use of artificial intelligence (AI) and institutional policy responses, instructors' preparedness, particularly those teaching in extended curricular programs (ECPs), has gotten less attention. ECPs offer equal access and support to underprepared first-year students from disadvantaged educational backgrounds. It poses a challenge for ECP educators to integrate AI technologies to support student engagement. It makes it particularly imperative to manage emerging technologies in ECPs effectively. To aid ECP educators in better navigating students' growing use of AI, this study investigates their AI literacy and professional development needs. This study focuses on critical gaps in AI literacy and professional development for educators of high-priority student populations. It also suggests a context-appropriate professional development model for ECPs. This model can assist educators and students in making responsible and effective use of AI by providing them with the necessary knowledge, instructional tools, and ethical frameworks. By bridging the gap between professional development practices and AI use in the classroom, educators can get the support to ensure that AI improves teaching and learning without compromising meaningful learning or students' academic integrity.

Keywords: Extended Curriculum, Digital Equity, AI in Education, Student Success, Engineering Pedagogy.