

# Chapter 8

## A GenAI Model for Teaching, Learning, and Assessment in Educational Literacy

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### ABSTRACT

*The integration of AI, especially Generative AI (GenAI), is producing a significant change in the ever-changing higher education scene. This chapter investigates how GenAI is transforming teaching, learning, and academic literacy. Academic literacy facilitators must now negotiate a complex landscape that includes conventional materials, digital resources, and AI-enhanced texts. They train scholars in GenAI tools and pioneer creative teaching methodologies. This chapter provides GenAI ontology to help guide you through this revolutionary journey. It prepares facilitators and students to utilize GenAI successfully by promoting specialized teaching techniques and individualized literacy evaluations. In conclusion, this chapter*

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*discusses GenAI's potential to innovate, improve access, and boost intellectual prowess in higher education.*

## **INTRODUCTION**

Generative Artificial Intelligence (GenAI) is rapidly becoming a part of pedagogical discourses in higher education disciplines (Escotet, 2023). The scope of these discussions includes both beginner learners and seasoned academics from a variety of academic areas. Evidently, a recurring rhetorical theme pervading this discourse surrounding GenAI, particularly in the context of academic literacy practices, revolves around issues of plagiarism, the dissemination of unoriginal ideas, and the fear that AI tools may be used by academics to circumvent the critical thinking skills deemed indispensable for academic disciplines. To illustrate these concerns, Wits University's senior director of academic affairs recently proposed that when students write academic texts, they should reference specific sections within their work that have been bolstered by extensive language models like ChatGPT and Google's Bard (Lebuso, 2023). While citation is an inevitable requirement for both senior and younger researchers, the Director's proposal raises several difficulties. Senior academics, for example, are, like beginner students, regular users of ChatGPT and other Large Language Models (LLMs) in their research endeavors. (De Silva and El-Ayoubi, 2023) argue, for example, that ChatGPT (Chan, 2023) accelerates the transition from conceptualizing research to its actual execution and validation by generating succinct summaries of research methodology and interpreting qualitative and quantitative data. As a result, GenAI provides possibilities and difficulties for academic literacy facilitators and disciplinary educators. To expand on the GenAI-created possibilities and problems confronting academic literacy facilitators, it is important to emphasize that these higher education practitioners are now located at the crossroads of new argumentation and critical reading practices, courtesy of GenAI (Sample, 2020) and Large Language Models. For example, although the Internet dramatically impacted how academic literacy were theoretically built, investigated, and practiced in higher education, GenAI is catalyzing even greater alterations in these fields (Bates et al., 2020). As a result, the primary goal of this chapter is to provide ontology for academic literacy facilitators to use in delineating their teaching, learning, and assessment practices with GenAI pedagogic tools in a way that improves scholars' skills in argumentation, critical thinking, reading, and writing.

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