# AI Literacy for Learners at Queen's

| Skills | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Technical Knowledge:** How AI systems work, what they do, and where they apply. | Can define basic AI terms; recognizes common AI applications. | Can explain how AI systems learn; understands data's role in this. | Can compare AI approaches and identify appropriate use cases. | Assesses AI developments relevant to own studies and impact of them. |
| **Ethical Awareness:** Recognizing bias, dilemmas, and responsibilities in AI use. | Recognizes basic ethical and academic integrity expectations; identifies obvious biases in AI outputs. | Applies institutional rules on permitted AI use; recognizes ethical dilemmas and discloses AI use as required. | Evaluates AI systems against ethical standards (privacy, copyright, and fair dealing policies). | Makes and explains sound integrity decisions about AI use. |
| **Critical Thinking:** Questioning, evaluating, and verifying AI claims and outputs. | Questions AI claims; recognizes limitations and fabricated, inaccurate, and/or biased information. | Applies guidance on AI use; verifies AI output against course material and reliable sources; detects biases and errors. | Examines underlying assumptions; judges when AI supports vs. replaces own thinking, aware of risk of skill erosion. | Decides independently if, when, and how to use AI; recognizes when use would undermine learning and achievement. |
| **Practical Use:** Working with AI tools effectively and in context. | Identifies common AI tools; understands basic functions. | Uses AI for querying and consulting with guidance; compares outputs against own work; develops basic skill in prompting and iterating. | Locates own use on spectrum from querying to delegation. | Selects appropriate level of AI use independently for a given task and reflects on its effects. |
| **Societal Impact:** Understanding AI's wider effects across people and sectors. | Recognizes AI's impact and influence across sectors. | Analyzes specific examples; evaluates benefits vs. risks; begins considering what AI means for own field and career. | Examines trade-offs of AI in field of study. | Considers how AI will shape future work and uses it responsibly. |

# Your Learning Plan

## Foundations

Build baseline AI awareness and learn ground rules for using AI well at Queen's.

- **Academics 101**
- **Open Educational Resources and Guidelines for Students**

## Competence

Learn to question AI, recognize bias, and use it critically.

- **AI Resources from Student Academic Success Services**
- **Library Resources and Learning on AI**

## Excellence

(Advanced credentials and courses)

Invest in yourself and your futurethrough structured, credit-bearing programs.

- **ARIN 100** and **ARIN 101**
- AI Minor or Specialization
- MSc AI, or **MMAI**