

Title: "Reading the Word, the World, and the Code: Teaching AI Literacy in Undergraduate Psychology Courses"

Speaker: JR Torres, Washington & Lee University

Abstract

AI has raised many questions around human development, particularly around the notion of being "good." Does a morally "good" student use AI to complete coursework? Does a professionally "good" clinical researcher use AI to expedite studies that can save lives?

These questions point to the multiple meanings inherent in being "good" (i.e., effective versus ethical). Academic integrity, methods of assessment, and virtually every interaction now requires a critical awareness of AI and its usage. Drawing from his background as an educational psychologist specializing in literacy instruction and identity, the speaker examines the need for AI literacy, the ability to read, write, and think with and about AI. AI literacy, the speaker suggests, fits squarely with undergraduate psychology courses, positioning psychology at the epistemological forefront of the historical moment.

The speaker turns the question of being "good" towards the APA guidelines 3.0 for an undergraduate psychology major: accessing the psychology knowledge base, practicing scientific inquiry and critical thinking, sustaining ethical and social values in psychology, clearly communicating with both humans and machines, and developing as professionals in an uncertain world. The speaker concludes with strategies for helping psychology faculty and students make clear decisions about what they *can* do with AI and what they *should* do with AI.

Bio

JT Torres directs the Houston H. Harte Center for Teaching and Learning at Washington & Lee University. He earned a PhD in Educational Psychology from Washington State University and researches the relationship between literacy, identity, and learning. His co-authored book, [How to Use Writing for Teaching and Learning](#), is informed by his research into the ways students write themselves into a disciplinary identity. Torres approaches literacy as an inclusive process, relying on culturally sustaining practices that frame reading and writing as acts of agency and social engagement, a point frequently made in his co-edited book, [How to Incorporate Equity and Justice in Your Teaching](#). He also explored, in [Situated Narratives and Sacred Dance](#), the ways oral literacy practices sustained the social memory of Arará communities in Cuba. He has two forthcoming books: one focused on writing assessment, *Nonviolent Response: Strategies for Responding to Writing*, and the other focused on interdependent instruction, *Teaching, Learning, and Caring in Higher Education: How to Sustain Interdependent Classrooms*.

