

AI Literacy in Social Work Education.

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AI and the Future of Social Work Summit
Hosted by:



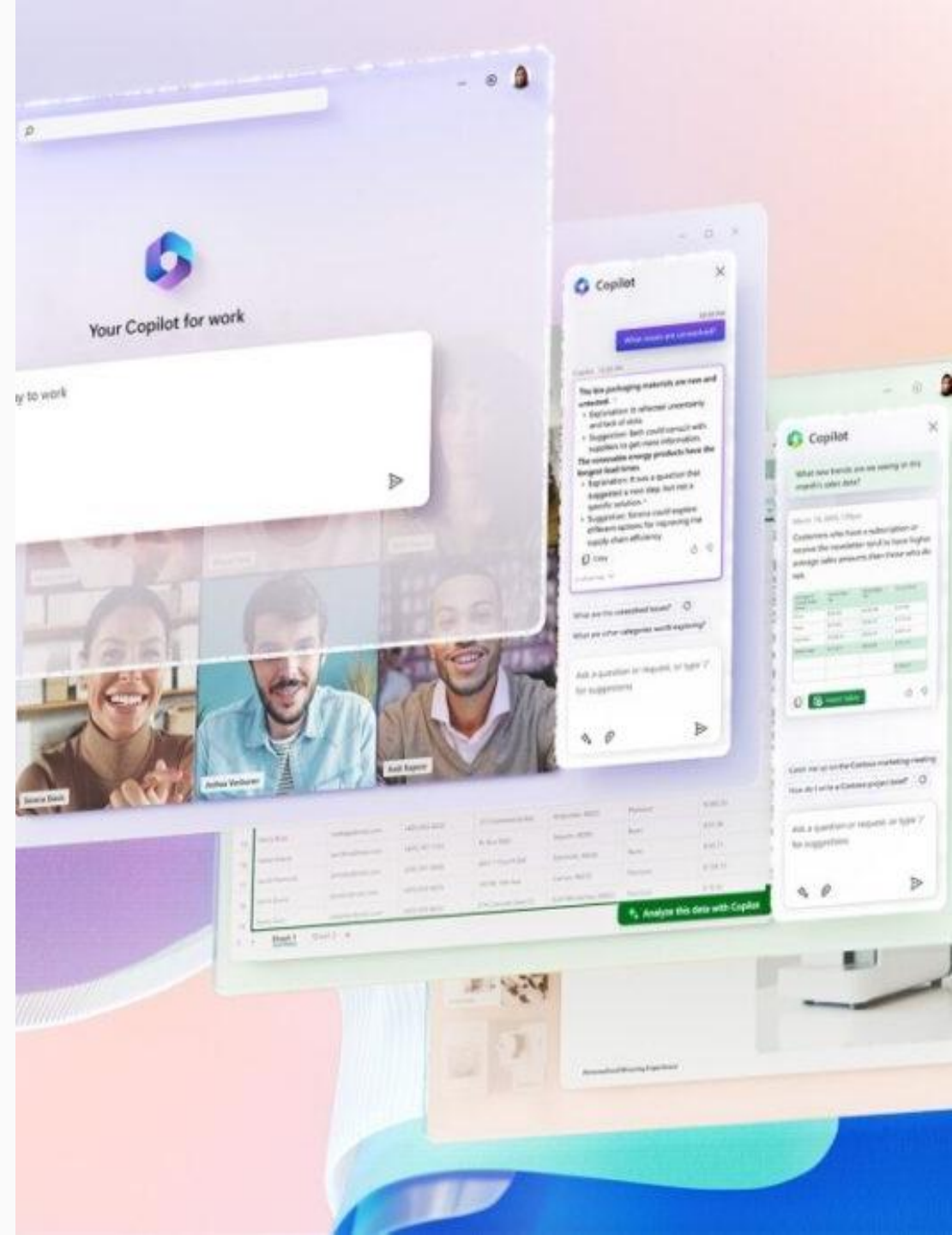
20th May 2026
Edgbaston Cricket Ground



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Session structure

- Part 1 - AI for educators - Why and how we can use AI in teaching.
- Part 2 - Designing Assessments in the Age of AI - What should we be mindful of.

Part 1 - AI for educators - Why and how can we use AI in teaching

A graphic on the right side of the slide featuring a large, colorful, abstract shape with a blue-to-orange gradient and a swirling, motion-blur effect. The text "AI and Ethics" is overlaid in white, bold, sans-serif font. The shape is partially enclosed by a thin black line that extends from the top left towards the center.

AI
and **Ethics**

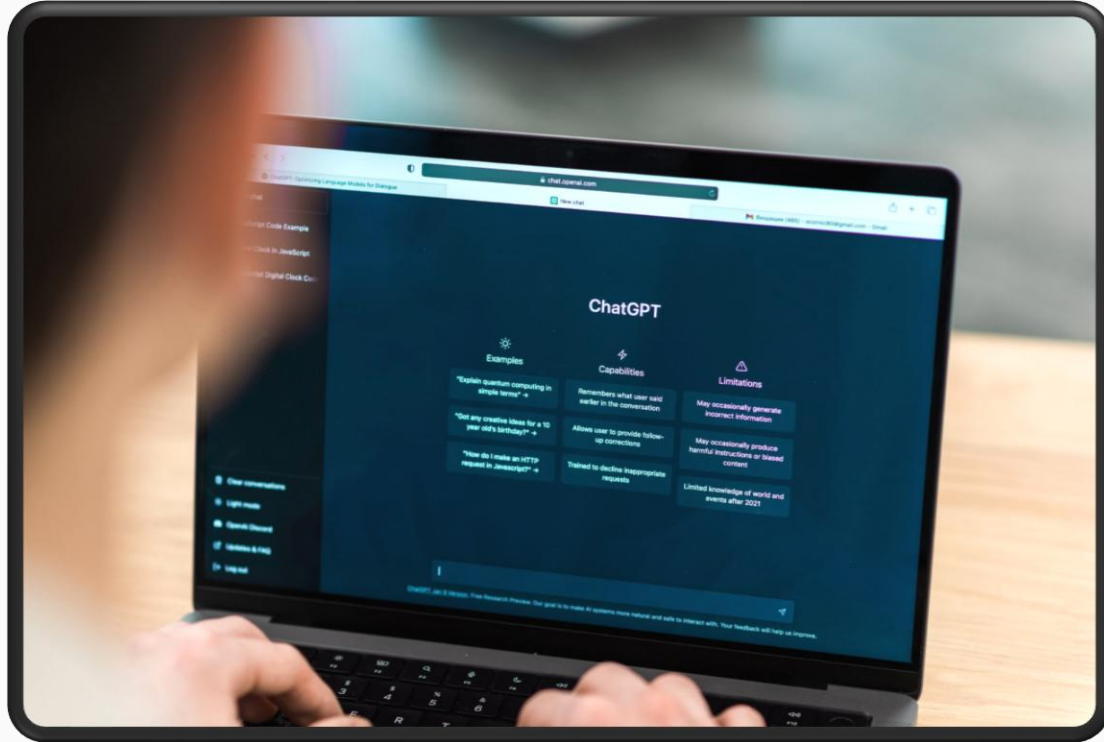


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Why? AI is here to stay!!



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AI is Transforming all industries

Students need AI literacy for future careers

Tutors need to help students develop AI understanding and evaluate its practical applications

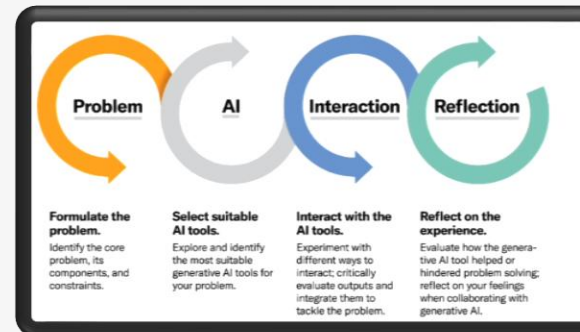
AI and Ethics

1. Teaching about AI Ethics **without using** AI in the classroom. ←



1min 30sec video on AI powered facial recognition systems.

2. Teaching about AI Ethics **using** AI in the classroom. ←



The PAIR Framework.



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1. Teaching about AI Ethics without using AI in the classroom.



Questions:

Do you think the AI-powered facial recognition system should be used?

What are some of the possible ethical issues that arise from using this AI-powered facial recognition system?



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Mustafa, O. (2025) <https://www.itv.com/news/2025-04-04/live-facial-recognition-why-is-asdas-trial-of-the-technology-causing-a-stir> (Accessed: 20 June 2025).

1. Teaching about AI Ethics without using AI in the classroom.



Discussion points:

- Based on this account, describe some of the real-world consequences of when AI-powered systems go wrong.
- Have you changed your mind about whether AI-powered facial recognition systems should be used? (Explain.)
- In the classroom as an educator, on this topic, what problem would you ask your students to investigate?
- Have a quick think.
- Could you use a similar method in your teaching?



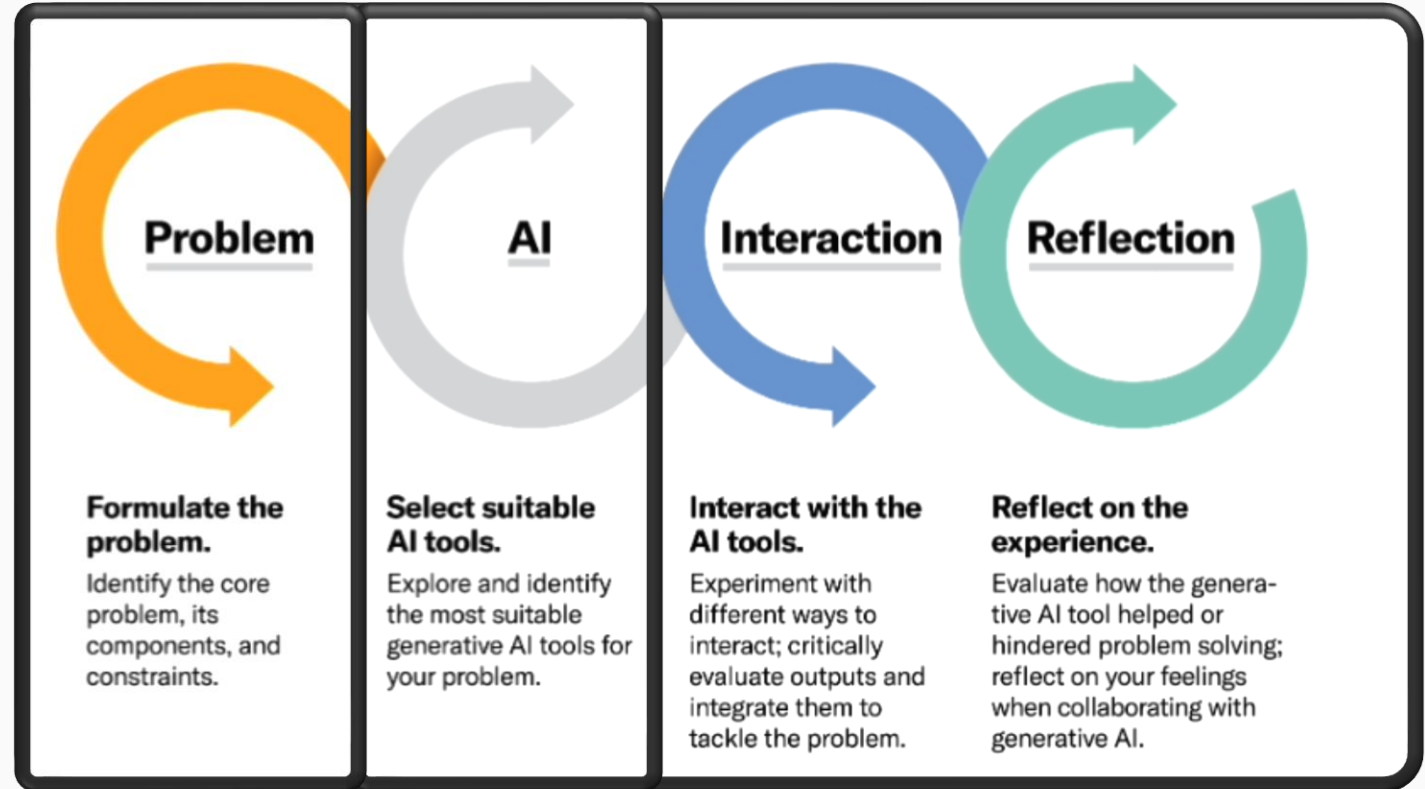
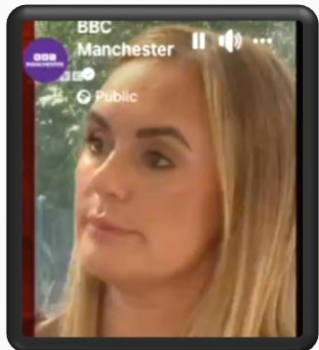
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BBC Manchester (ND) <https://www.facebook.com/reel/1794753588054997>
(Accessed: 20 June 2025).

2. Teaching about AI Ethics using AI in the classroom.



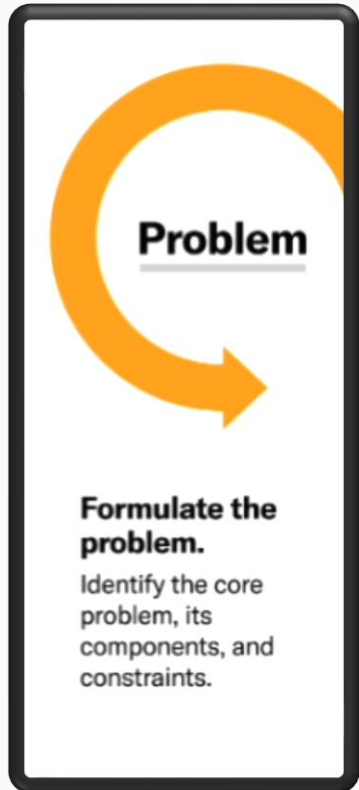
<https://youtu.be/v80GeBaGz7c>



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Harvard Business Publishing. (2023). Are your students ready for AI? *Harvard Business Publishing*. Available at: <https://hbsp.harvard.edu/inspiring-minds/are-your-students-ready-for-ai> (Accessed: 10 June 2024).

2. Teaching about AI Ethics using AI in the classroom.



Task:

In class, students to work in small groups to create an AI-assisted presentation to address:

Problem Statement:

‘To what extent does bias in AI-powered facial recognition systems affect fairness, privacy, and civil liberties in society?’

Guiding Questions for Exploration

1. Understanding the Technology:

What role does AI play in facial recognition technology?

2. Investigating Bias:

What types of bias (e.g. racial, gender, age-related) have been identified in facial recognition systems?

3. Real-World Impact:

How do these biases affect different communities in varying ways?

4. Ethical and Legal Considerations:

How do these biases affect different communities in varying ways?

5. Solutions and Future Directions:

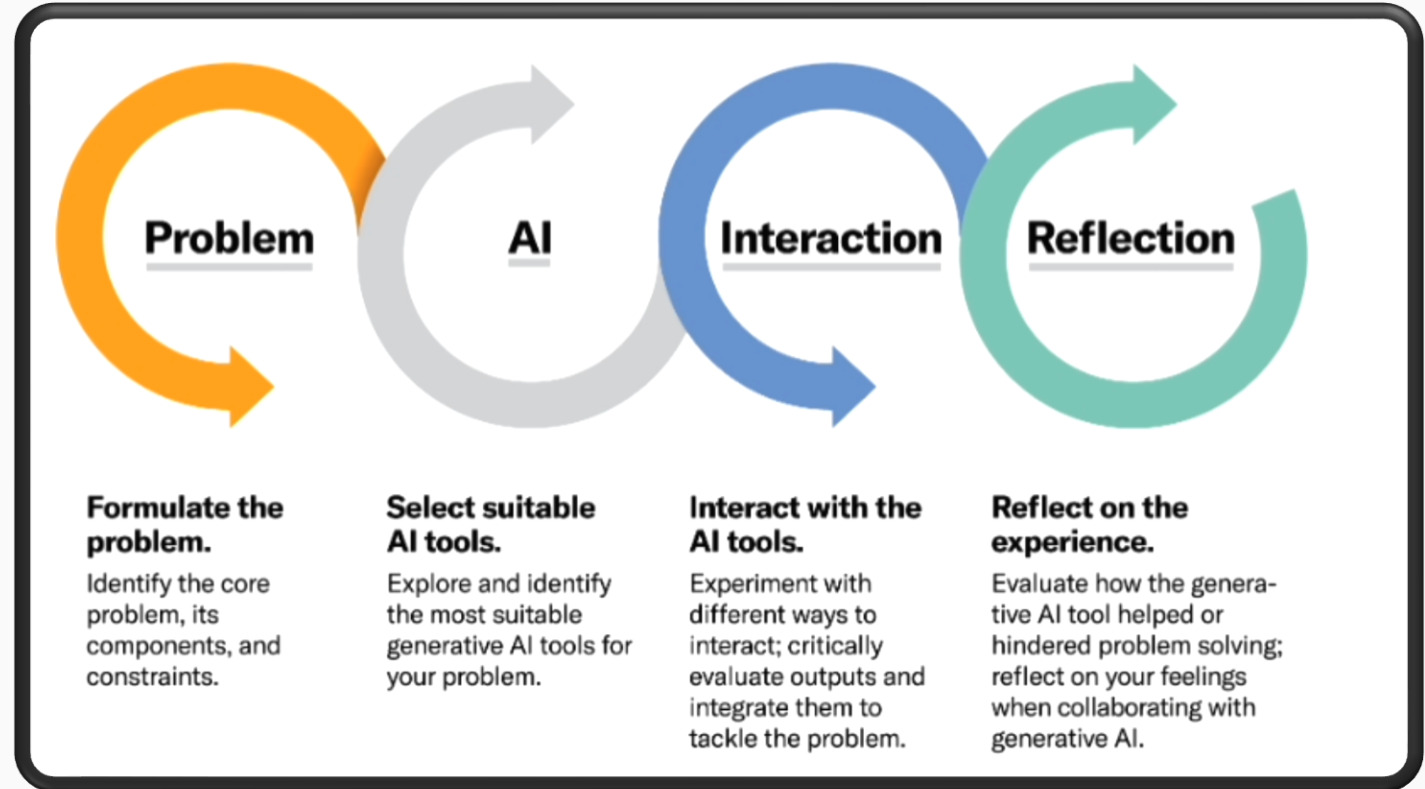
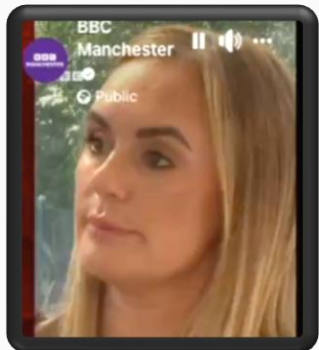
What strategies can be employed to reduce or eliminate bias in AI systems?



2. Teaching about AI Ethics using AI in the classroom.



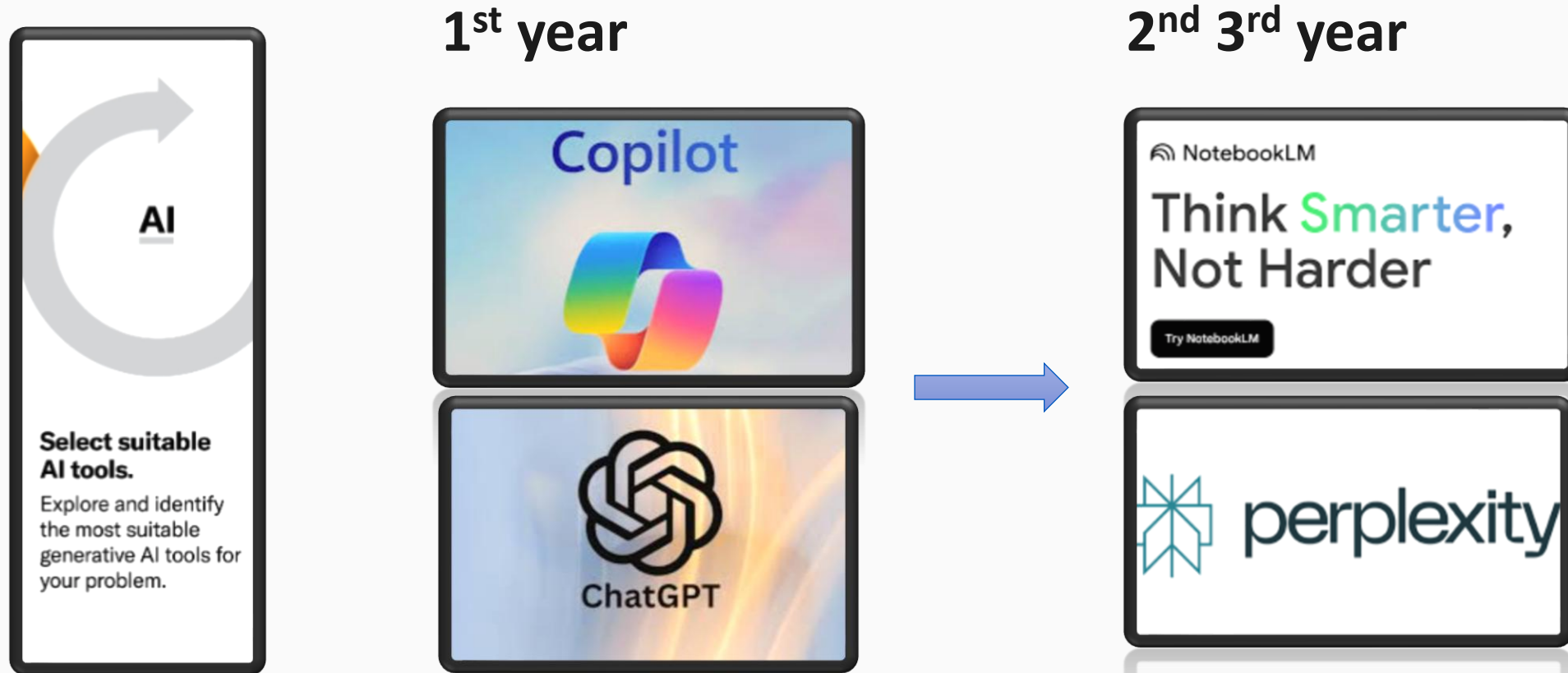
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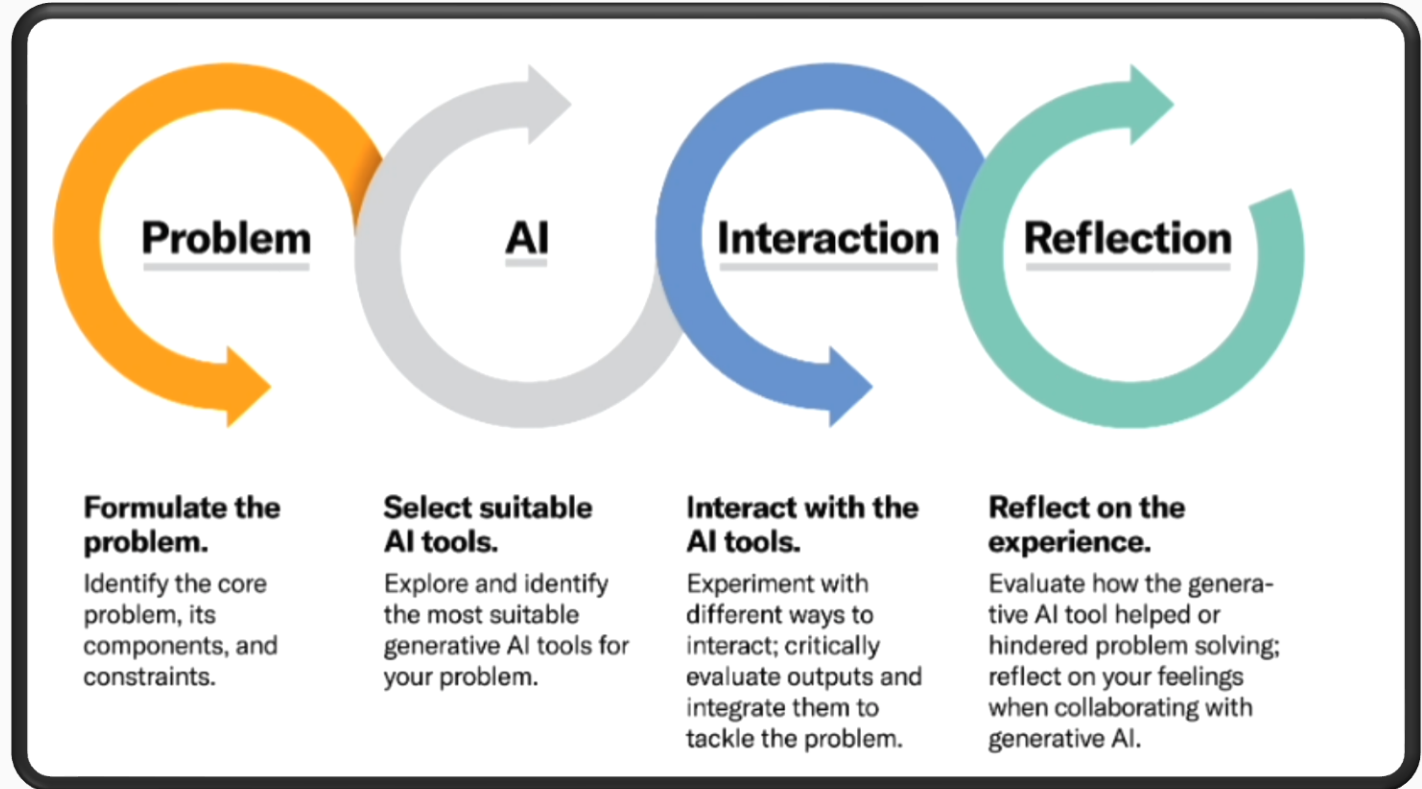
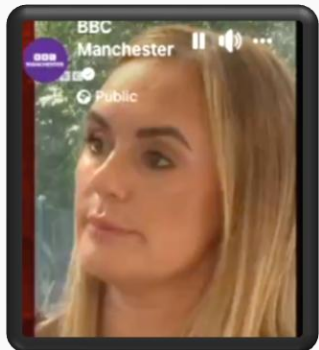
2. Teaching about AI Ethics using AI in the classroom.



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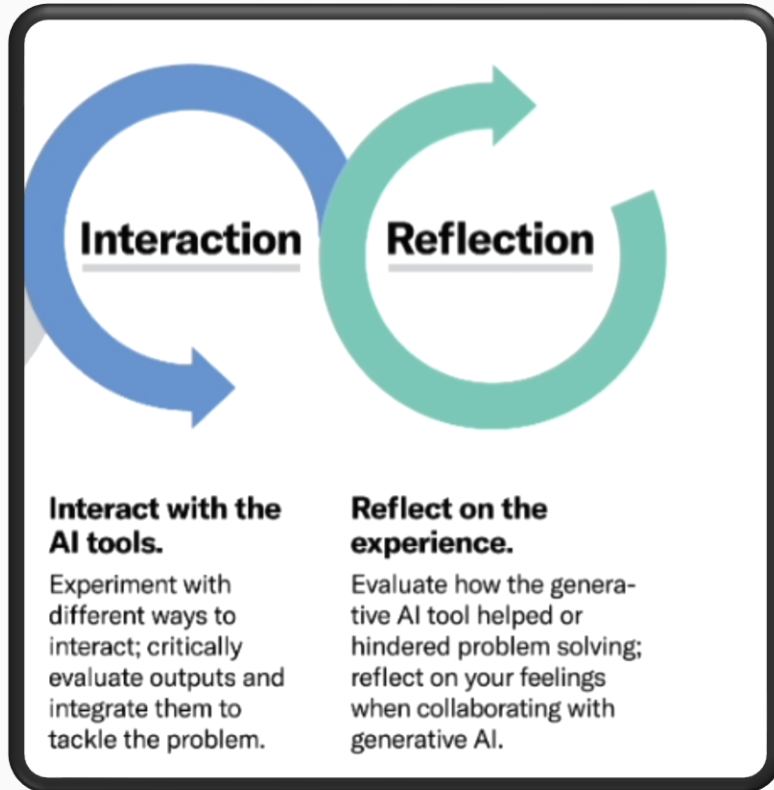
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Harvard Business Publishing. (2023). Are your students ready for AI? *Harvard Business Publishing*. Available at: <https://hbsp.harvard.edu/inspiring-minds/are-your-students-ready-for-ai> (Accessed: 10 June 2024).

2. Teaching about AI Ethics using AI in the classroom.



Presentation to outline:

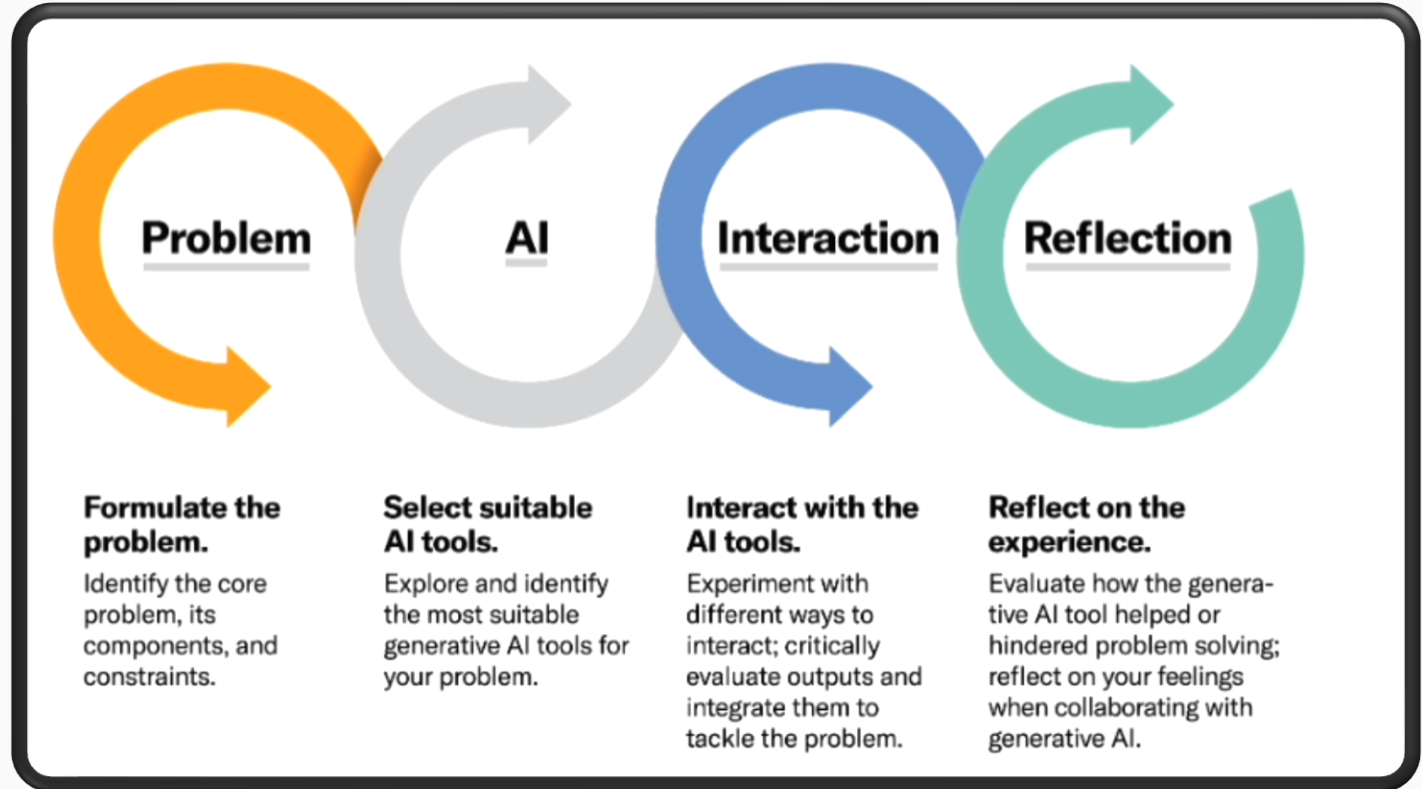
1. Their findings around the problem statement.
2. Their experiences of interacting with the AI tool(s).
3. Reflections on their experiences of using AI tool(s).
4. How they could use GenAI and remain within the assessment requirements of the module (Academic Integrity).



2. Teaching about AI Ethics using AI in the classroom.



<https://youtu.be/v80GeBaGz7c>



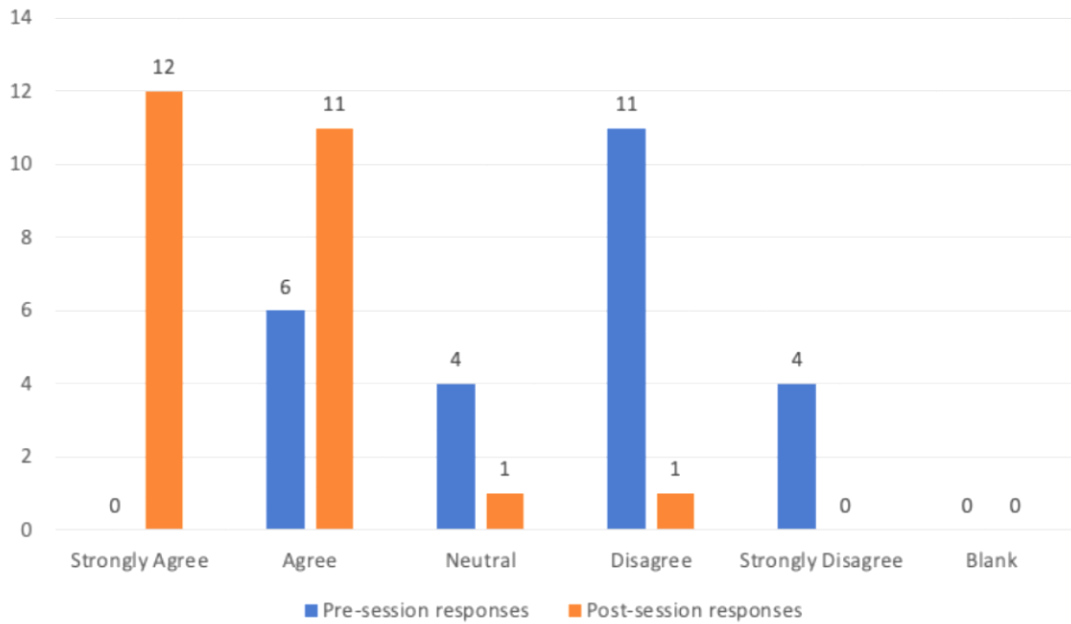
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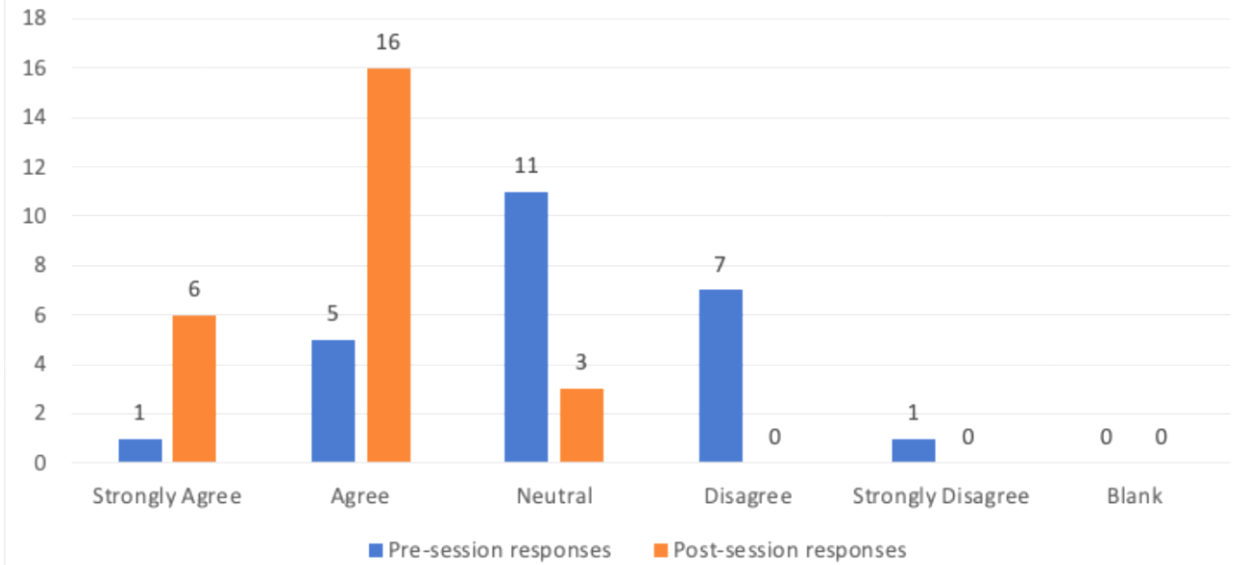
Pre-Post Teaching Evaluation

Student n=25

I understand the concept of algorithmic bias.



I understand the ways I can ethically use AI tools in my social work studies while adhering to the academic integrity codes.



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AI and Ethics

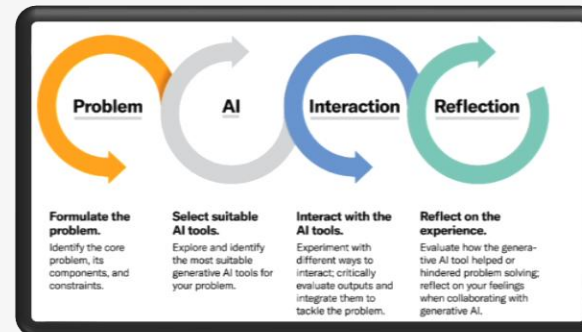
Could you use these types of approaches?

1. Teaching about AI Ethics **without using** AI in the classroom. ←



1min 30sec video on AI powered facial recognition systems.

2. Teaching about AI Ethics **using** AI in the classroom. ←



The PAIR Framework.



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SMALL GROUP ACTIVITY

- Applying the PAIR Framework to a social work problem
- In groups focus on one of the following **problems**:
 - Risk Assessment
 - Drafting Communications
 - Understanding Legislation
- **Interact** with an AI tool of your choice
- **Reflect** on the outputs
- **Nominate** a spokesperson to feedback



PROBLEM STATEMENTS

Each group to focus on one of the following **problems**:

- **Group 1 - Risk Assessment:** Ask AI to describe the signs of emotional abuse in children. Compare its response to what you know from your training and practice - what's missing, oversimplified, or potentially misleading.
- **Group 2 - Drafting Communications:** Ask AI to draft a letter to a parent explaining that a referral has been made to children's services due to persistent absences at school and concerns regarding the child's presentation. Critically evaluate the tone, language, and whether it reflects social work values.
- **Group 3 - Understanding Legislation:** Ask AI to explain a social worker's duties under Section 47 of the Children Act 1989. Critically evaluate the accuracy and completeness of the response.

Part 2 - Designing Assessments in the Age of AI - What should we be mindful of?



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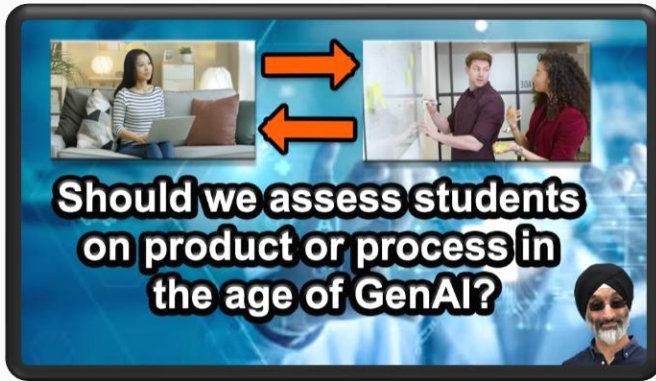
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A TIERED APPROACH TO ACCEPTABLE AI USE

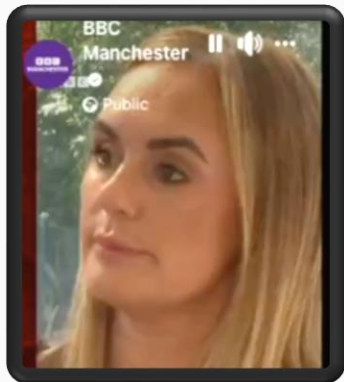
Tier 1		Tier 2	
NO AI	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. AI must not be used at any point during the assessment.	AI-ASSISTED IDEA GENERATION AND STRUCTURING	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. No AI content is allowed in the final submission.
		AI-ASSISTED EDITING	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. AI can be used, but your original work with no AI content must be provided in an appendix.
		AI TASK COMPLETION, HUMAN EVALUATION	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. You will use AI to complete specified tasks in your assessment. Any AI created content must be cited and included in an appendix.
		FULL AI	AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.

Adapted from: Perkins, M., Furze, L., Roe, J., MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment. *Journal of University Teaching and Learning Practice*, 21(6).

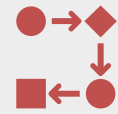
Move from Product to Process



<https://youtu.be/4HsZmTjUp88>



AI and Ethics Assessment



Incorporate research logs, draft progression documents and reflections



Use diverse formats: podcasts, portfolios, live presentations



Ask students to explain their AI choices and thought processes



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Keeping up with AI developments – eg Using live oral assessments.

Oral assessments

Tool: Ecoute connected to GPT-4o

Cost: Free and paid

Functions demonstrated: Transcribing videoconference audio and suggesting live responses

TEQSA




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Lui, D. (2024) Multiple Modalities and Generative AI

<https://www.youtube.com/watch?v=FUpoRTyNvVE&list=PLts-Ei4tTTZ5HOGi9RFixZcNVzml9XcLT>

(Accessed 20/6/25).

More ideas and useful resources



Dr Tarsem Singh Cooner
@TSCooner · 1.96K subscribers · 187 videos
On this channel we discuss ideas, resources, ...more
tscooner.weebly.com and 1 more link

Customize channel Manage videos

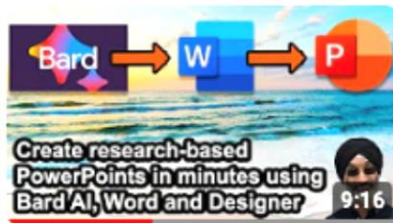
<http://www.youtube.com/@tscooner>

AI and Education ▶ Play all

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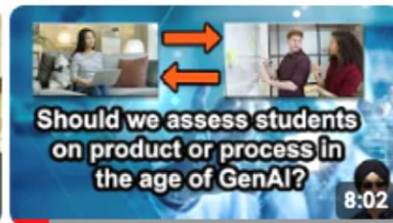
How to use AI in your teaching
Dr Tarsem Singh Cooner
1.1K views · 7 months ago 1.4x
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Dr Tarsem Singh Cooner
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CC
2.3K views · 1 year ago 2.7x
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1.1K views · 3 months ago 1.3x
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1.4K views · 6 months ago 1.7x

Discussion:

What ideas can you take into your own teaching/training?

Or

What have you taken from this presentation?



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