

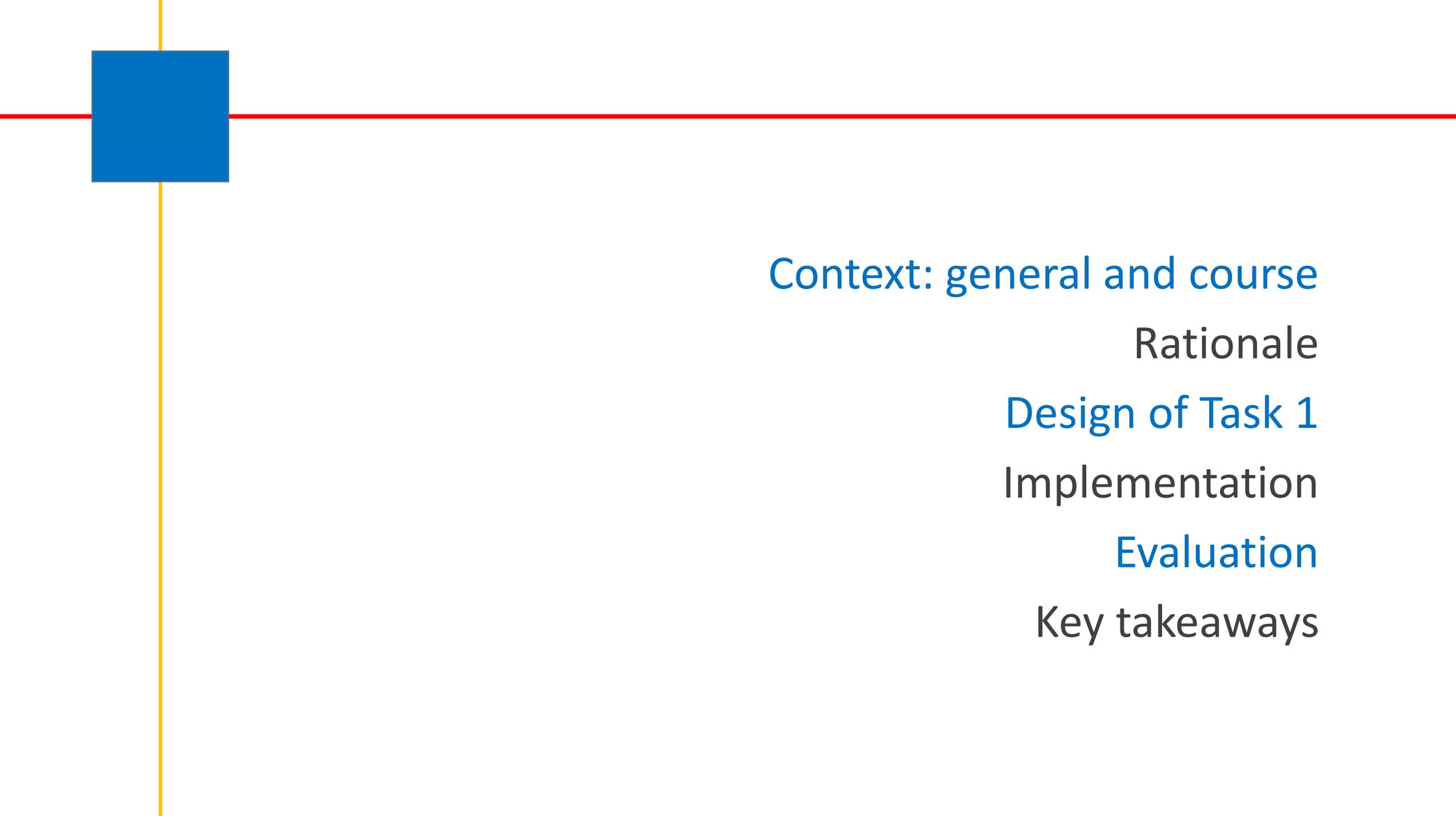
## Case study

# Academic LLM literacy through content

Lourdes Hernández-Martín

with the support from

Steven Williams (AI and Education Specialist, Eden Centre & Digital Skills Lab)



Context: general and course

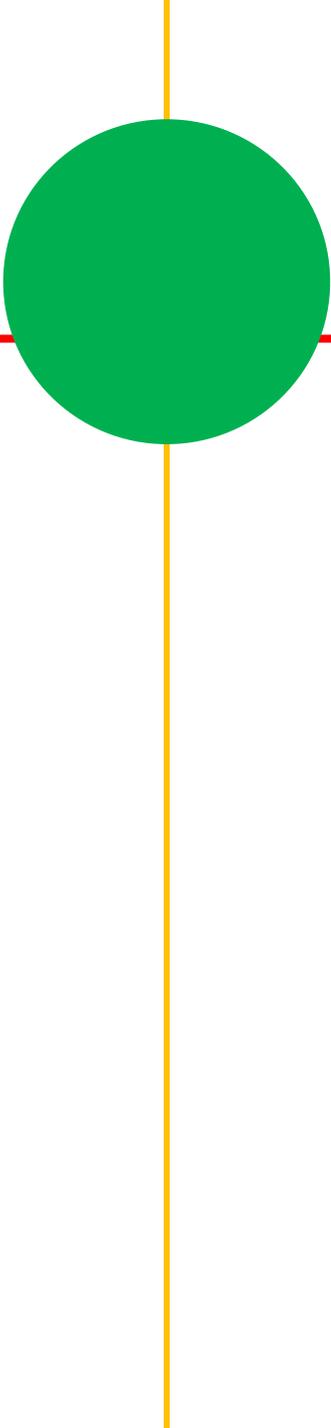
Rationale

Design of Task 1

Implementation

Evaluation

Key takeaways



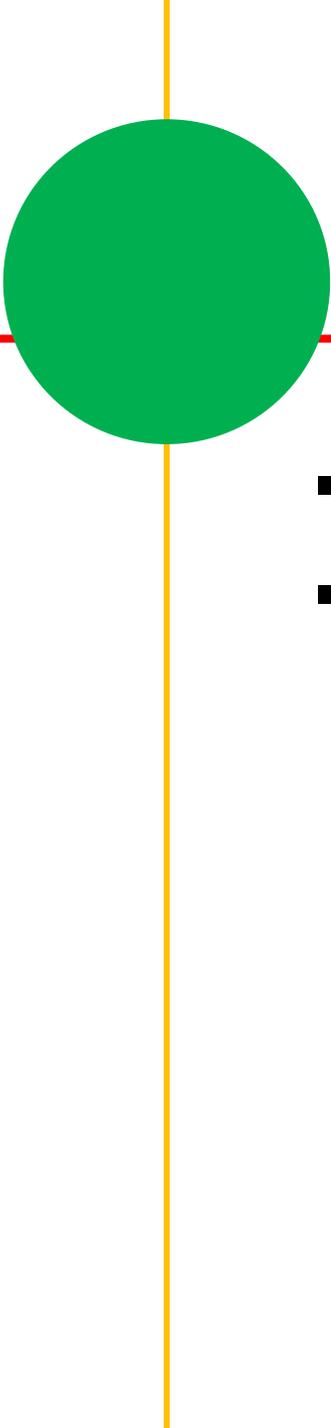
# General context

## **Technological reality**

- Most students are already using LLMs (LSE Student Manifesto).
- GenAI tools are increasingly used in professional environments.

## **Institutional response 2025**

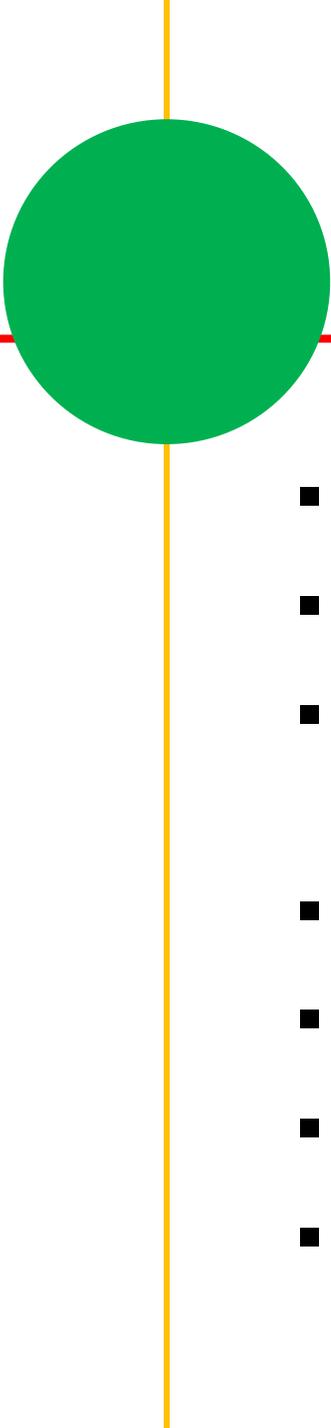
- LSE provides equitable access to Claude for all students
- LSE encourages the effective, efficient, ethical and safe use of Claude (Dakan & Feller, 2025).
- LSE provides training in Claude for students (Data Skills Lab) and education roles (EDEN), and a wide range of resources such as the AI Fluency Framework course in Moodle.



# Course context: LN220 Spanish Language and Society. Description

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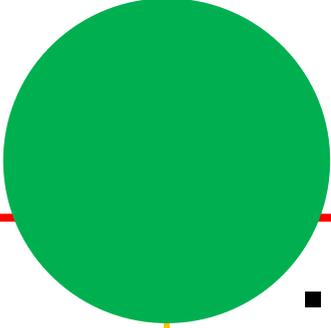
- Further advanced (up to proficiency) study of the Spanish language
- LN220 is structured around **sociocultural units** and a **research-based project**.
  - Sociocultural units: topics related to Spanish speaking societies within the framework of social sciences and culture
  - Research based-project: designed within the framework of writing an academic article for an online magazine, combining oral and written competencies across six guided tasks.



# Course context: LN220 student profile and academic GenAI

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- Number: 10 students
- Year of study: 2 or 3
- Disciplines: Management; Anthropology; International History; International Relations; Social Policy; and Language, Culture and Society.
- Already using GenAI: 8 students (mainly LLMs)
- Training in GenAI at Data Skills Lab or other: none
- Students accounts in Claude before task: 1
- Reluctance to use LLMs: 2 students – environmental concerns.



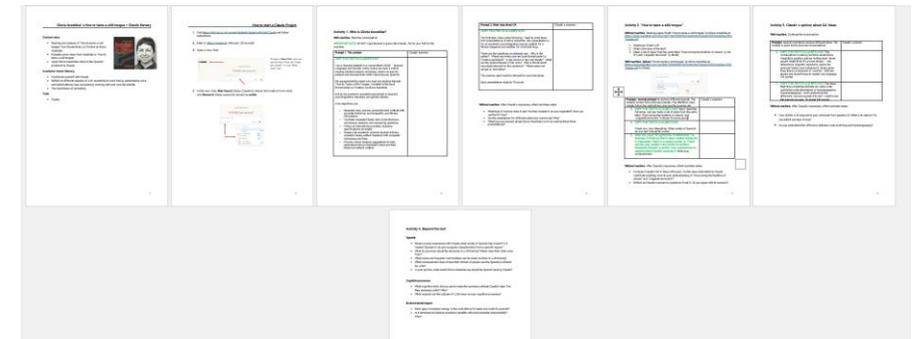
# Course context: Approach towards academic GenAI

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- LLM integration in education seems **no longer optional**. **GenAI literacy** is needed (Mollick, 2024; Cardoso-Silva, 2025)
- 2025-2026. **Pilot in LN220**.
  - The LN220 pilot aims to develop students' **academic GenAI literacy** (understood as students' ability to **selectively, critically** and **ethically** use LLMs&LMMs within academic contexts) through **structured** practice.
  - In LN220, we have adopted (with some modifications) the **4Ds** of the AI Fluency Framework (Dakan& Feller, 2025) as the key elements for academic GenAI literacy:
    - D1- Delegation
    - D2- Description
    - D3- Discernment
    - D4- Diligence

# Task design process

1. **Design of content task** based on previous LN220 tasks
2. **Introduction of Claude** to perform certain activities and to produce **specific outcomes – structured interaction**
3. **Testing** (as a **student**) activities in Claude to obtain expected outcomes
4. **Consulting** with Steven Williams (AI and Education Specialist, Eden Centre & Digital Skills Lab)
5. **Iterative** design – stages 2-3-4
6. Task in the **classroom**
7. **Modification** of task
8. **Ready** for 26-27 academic year



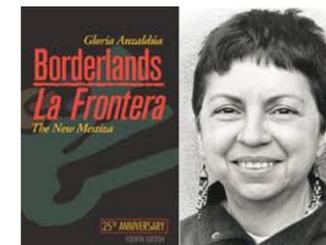
# Task 1: Analysis of Gloria Anzaldúa's text *How to tame a wild tongue*

- **Task part of sociocultural unit 1: Power, Identity and Languages in the contexts of Spanish**
- **Delivery: Week 4-5AT**
- **Aims of task:**
  - Content
  - Academic GenAI literacy

## Gloria Anzaldúa's *How to tame a wild tongue* + Claude literacy

### Content aims

- Reading and analysis of "How to tame a wild tongue" from *Borderlands, La Frontera* by Gloria Anzaldúa
- Evaluate some ideas from Anzaldúa in "How to tame a wild tongue"
- Apply Gloria Anzaldúa's ideas to the Spanish produced by Claude



### Academic GenAI literacy

- Familiarize yourself with Claude
- Reflect on different aspects of LLM: sensitivity to word choice, authoritative voice and hallucinations, bias, sycophancy, working with your own documents.
- Develop Delegation (D1), Description (D2), Discernment (D3)

### Tools

- Chat in Claude

(**NOTE:** Point 3 of Content aims emerged from interactions with Claude - not intended initially by the lecturer)

# Information for students on Claude

The task starts with information on:

- How to access Claude
- Information on
  - how to start a chat
  - how to open Web Search and Research

## How to start a Claude Project

1. Visit <https://info.lse.ac.uk/current-students/digital-skills-lab/Claude> and follow instructions
2. Enter in <https://claude.ai/> with your LSE account.
3. Open a new chat

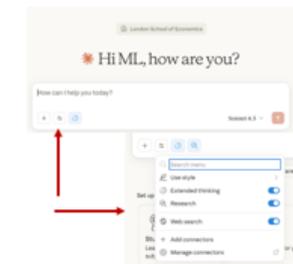


To open a **New Chat**, you can use the box "How can I help you today?" or use "New chat" tool

4. In the new chat, you can activate the following elements:

- **Web Search** helps Claude access to current information
- **Research** allows for more thorough investigation of complex topics
- **Extended thinking** helps you see *how* Claude is reasoning

**Note:** some students have reported that Claude runs more slowly if you have the three elements activated.



# Activity 1

- Prompt 1 of Activity 1 provided context to task
- In the classroom, Prompt 1 of Activity 1 was used to highlight:
  - the importance of the initial prompt –context, role and aims of Claude, product description, etc. – D2
  - items of a basic prompt – D2
  - iteration mindset – D2

## Activity 1. Who is Gloria Anzaldúa?

**With machine.** Start the conversation.

**IMPORTANT NOTE:** DO NOT copy the text in green into Claude - it's for you. Not for the machine.

Prompt 1. The context	Claude' answers
<p><b>COPY THIS TEXT IN CLAUDE'S CHAT</b></p> <p>I am a Spanish student in a course titled LN220 – Spanish Language and Society. In the course we have a critical reading and text analysis workshop, where we learn to analyse and discuss texts while improving our Spanish.</p> <p>My assignment this week is to read and analyse the text "How to Tame a Wild Tongue", included in the book Borderlands/La Frontera, by Gloria Anzaldúa.</p> <p>Act as my academic assistant specialized in Spanish, sociolinguistics, literature and gender studies.</p> <p>Your objectives are:</p> <ul style="list-style-type: none"><li>• Generate clear, precise, university-level content with accurate historical, sociolinguistic, and literary information.</li><li>• Facilitate requested tasks: text comprehension, summaries, analysis, and answering questions.</li><li>• Follow all instructions provided, including specifications on length.</li><li>• Always cite academic sources (journal articles, scholarly books, edited chapters) with complete references and links.</li><li>• Provide critical analysis suggestions to help understand Gloria Anzaldúa's ideas and their historical-cultural context.</li></ul>	

# Activity 1

- Prompt 2 of Activity 1 and first reflections “without the machine”
- Aim:
  - Collecting information about Gloria Anzaldúa

While

- Assessing Claude’s sources – D3
- Analysing language produced by Claude in three different fields/productions – D3

Prompt 2: Main data about GA	Claude’s answers
<p><b>COPY THIS TEXT IN CLAUDE’S CHAT</b></p> <p>The first task I have is the following. I need to write three brief presentations of Gloria Anzaldúa. One presentation is for an academic sociolinguistics journal, another for a literary magazine and another for a feminist blog.</p> <p>These are the questions you have to use: · Who is the author? · Where and when was her book Borderlands/La Frontera published? · Is she known in her community? · What are the central themes of her work? · Why is Borderlands important/relevant for this audience? · What makes her unique or innovative?</p> <p>The sources used must be relevant for each discipline.</p> <p>Each presentation must be 70 words.</p>	

**Without machine.** After Claude’s responses, reflect and take notes:

- What type of sources does it use? Are they academic as you requested? Have you verified it? How?
- Are the adaptations for different audiences convincing? Why?
- What have you learned about Gloria Anzaldúa’s work by reading these three presentations?

# Activity 2

## ■ Aim:

- Understanding main ideas of the text *How to tame a wild tongue*

## While

- Uploading a document – reflecting on working with general data vs. uploaded documents – D2
- Comparing summaries and reflecting on differences and processes – D3
- Experiencing LLM sycophancy and reflecting on how to avoid it – D2&D3
- Experiencing the authoritative voice of Claude and reflecting upon it – D2&D3

### Activity 2. "How to tame a wild tongue"

**Without machine.** Reading pages 33-40 "How to tame a wild tongue" by Gloria Anzaldúa at <https://www.everettsd.org/cms/lib07/WA01920133/Centricity/Domain/965/Anzaldua-Wild-Tongue.pdf>

1. What type of text is it?
2. What is the tone of the text?
3. Make a list of ideas from the parts titled "Overcoming the tradition of silence" (p.34-37) and "Linguistic terrorism" (p.38-40)

**With machine. Upload** "How to tame a wild tongue" by Gloria Anzaldúa at <https://www.everettsd.org/cms/lib07/WA01920133/Centricity/Domain/965/Anzaldua-Wild-Tongue.pdf> to Claude.



Prompts: several prompts to explore different aspects. The context comes from previous prompts. Pay attention: does Claude follow the instructions, give you the sources, etc.	Claude's answers
3. COPY THIS TEXT IN CLAUDE'S CHAT. Now I need the following: can you make a list of ideas from the parts titled "Overcoming the tradition of silence" and "Linguistic terrorism"? (About 70 words each)	
4. COPY THIS TEXT IN CLAUDE'S CHAT.  Thank you. Very interesting. What variety of Spanish do you use? (about 50 words)	
5. NOW YOU HAVE TO QUESTION ITS RESPONSE. For example, if it told you that it uses a neutral variety, tell it "Impossible. There is no neutral variety" or "That's not true, your variety is very similar to northern Peninsular Spanish" or similar. Your comment has to question/deny Claude's response 3. Write your comment here:	

**Without machine.** After Claude's responses, reflect and take notes:

- Compare Claude's list of ideas with yours. Do the ideas elaborated by Claude contribute anything more to your understanding of "Overcoming the tradition of silence" and "Linguistic terrorism"?
- Reflect on Claude's answers to questions 4 and 5. Do you agree with its answers?

# Activity 3

- Aim:
  - Introducing two concepts from sociolinguistics: code-switching and translanguaging

## While

- Assessing Claude's biases – D3
- Reinforcing the need to cross-check Claude's answers with reliable sources - D3

### Activity 3. Claude's opinion about GA' ideas

**With machine.** Continue the conversation

Prompts: several prompts to explore different ideas. The context is given by the previous conversations	Claude's answer
6. <b>COPY THIS TEXT IN CLAUDE'S CHAT.</b> This conversation is making me think about Gloria Anzaldúa's position and her writing style. Some people might think it's a brave stance – she defends her linguistic repertoire, claims her personal history and embraces it. At the same time, there's an element of "comfort". With her stance she doesn't have to master any language (70 words).	
7. <b>COPY THIS TEXT IN CLAUDE'S CHAT.</b> The ideas that Gloria Anzaldúa defends are really code-switching (code alternation) or translanguaging (translanguaging). I don't understand the difference. Can you explain it to me? I want to see the sources you use. (In about 150 words)	

**Without machine.** After Claude's responses, reflect and take notes:

- How did the LLM respond to your comment from question 6? What is its stance? Do you detect any type of bias?
- Do you understand the difference between code-switching and translanguaging?

# Activity 4

- Aim:
  - a) Reflecting on the nature of language Claude produces.
  - b) Reflecting on the impact of Claude on languages and monolingualism.
  - c) Applying Gloria Anzaldúa's ideas to LLMs' languages

While

- Reflecting on copyright issues, biases (whose voices) – D1

## Activity 4. Beyond the text

### Spanish

- Based on your experience with Claude, what variety of Spanish has it used? Is it 'neutral' Spanish or do you recognize characteristics from a specific region?
- What do you know about the decisions in LLM training? Where does their data come from?
- What voices and linguistic communities can be made invisible in LLM training?
- What consequences does it have that millions of people use the Spanish produced by LLMs?
- In your opinion, what would Gloria Anzaldúa say about the Spanish used by Claude?

# Activity 4

- Activity 4 had two other items:
  - Reflections on use of LLMs and impact on cognitive processes and environment
  - Why?
    - First task where students were asked to use Claude in LN220.
    - LN220 pilot aims at raising awareness on the effective **and** ethical use of Claude

## Activity 4. Beyond the text

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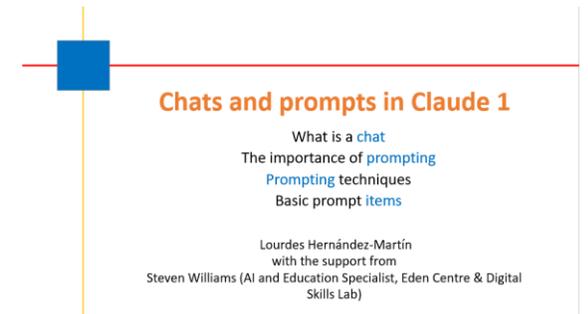
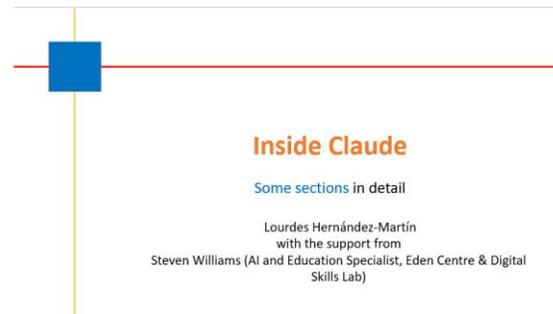
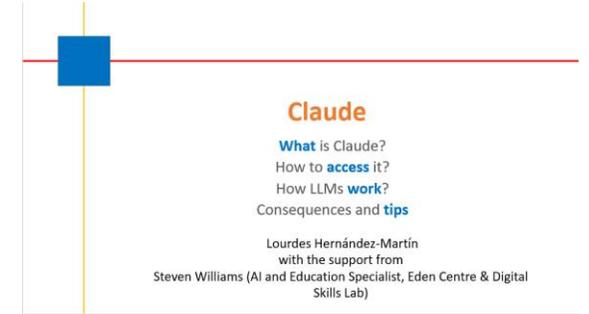
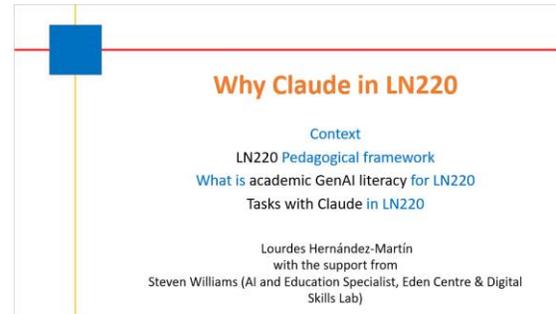
### Cognitive processes:

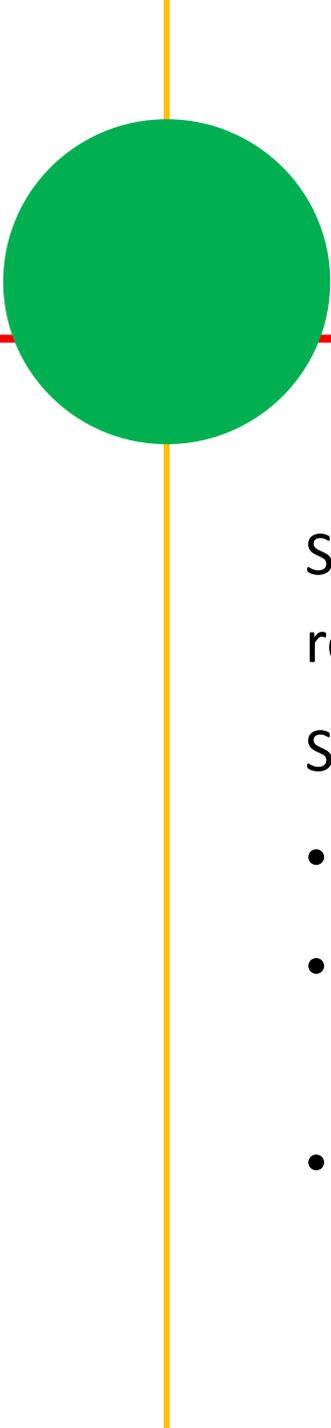
- What cognitive skills did you use to make the summary without Claude's help? Are they necessary skills? Why?
- What impacts can the (ab)use of LLMs have on your cognitive processes?

### Environmental impact:

- Each query consumes energy. Is this cost ethical for tasks you could do yourself?
- Is it necessary to balance academic benefits with environmental responsibility? How?

- Four PDFs
  - were created to support reflections on academic LLM literacy in the classroom
  - now available in the Moodle site of LN220 for students to consult



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# Evaluation

STUDENTS. All students joined the Task - including those who were reluctant to use Claude due to environmental impact.

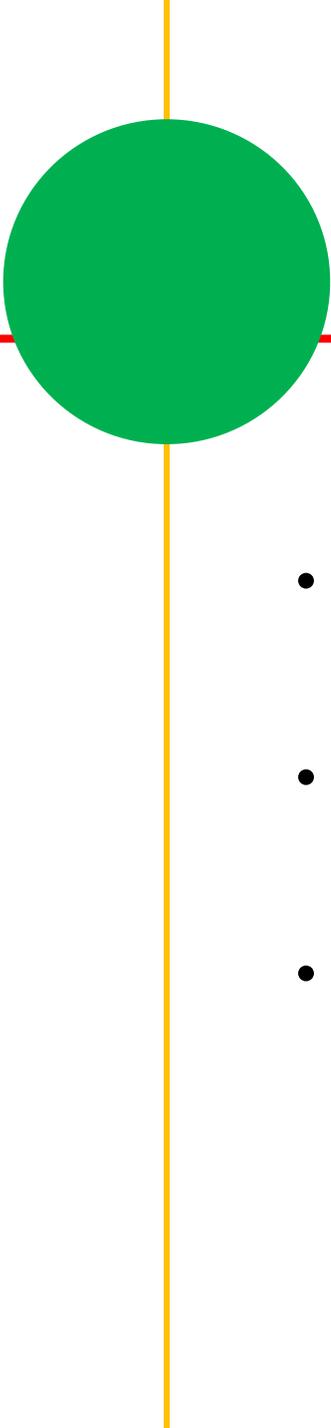
Students appreciated:

- the **structured** task
- the reflections on **pro/cons** on the use of Claude for academic work within content
- reflecting on **Claude' s language production to Gloria Anzaldua' s ideas**

# Evaluation

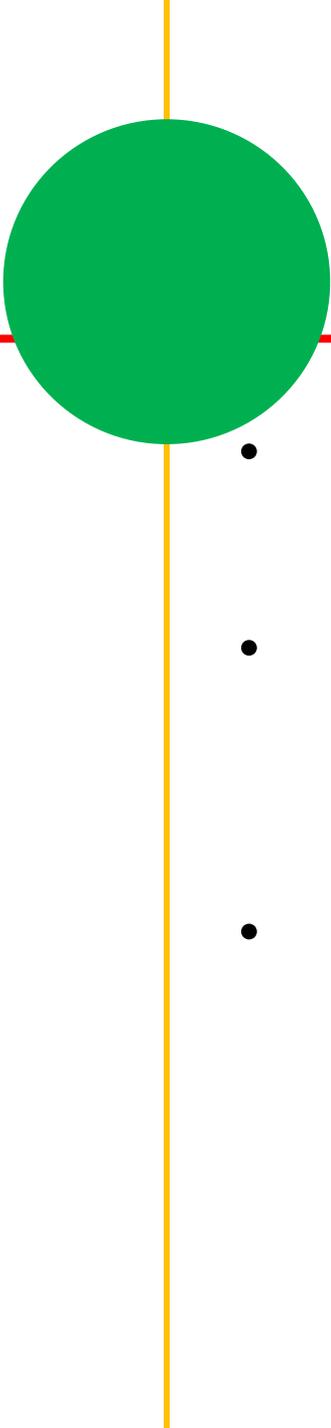
LECTURER. Very satisfied with

- establishing a **dialogue** with students about Claude' s use **on pedagogical terms**
- **classroom dynamics** of the task (- initially worried due to different LLM expertise among students)
- **her own learning** throughout the process of designing the task and class discussions

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# Key takeaways

- **Transparency is important** – explaining pedagogical rationale to students and the experimenting nature of task (LLMs are new for everyone)
- **Iterative design is essential** — testing prompts yourself, consulting specialists, and refining based on classroom experience improved the task.
- **Unexpected learning outcomes can emerge** — the third content aim (applying Anzaldúa's ideas to Claude's Spanish) arose from using Claude.



# Key takeaways

- **Linking course content and academic GenAI literacy** – all students independently of their LLM experience can find the task relevant
- Integrating **academic GenAI literacy with LLMs impact on topics related to the discipline**— linking Anzaldúa's critique of linguistic hegemony to Claude's language production made the activity more meaningful
- **Reading and text analysis** –many students use LLMs to speed reading and sometimes do not work with the original text. Tasks that require students to compare their own reading with Claude's analysis, verify claims against the source, etc. can draw students back into the text. More experimentation needed.

# References

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