

# Media literacy education and AI

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# What do you think?

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Artificial Intelligence will  
improve education








Technology is nothing. What's important is that you have a faith in people, that they're basically good and smart, and if you give them tools, they'll do wonderful things with them.

— *Steve Jobs* —

AZ QUOTES

# GENERATIVE AI IN EDUCATION

WORK IN PROGRESS

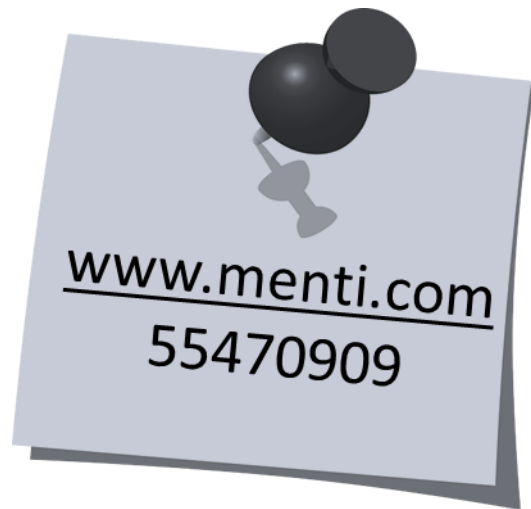
|  |  |   |   |   |
|--|--|---|---|---|
| <br>TEXT                      | <br>CHATBOTS    | <br>IMAGE                  | <br>CARTOONS & AVATARS | <br>3D & 360     |
| <br>VIDEO                     | <br>MUSIC       | <br>SPEECH & AUDIO         | <br>PRESENTATIONS      | <br>LESSON PLANS |
| <br>SCHOOL REPORTS & FEEDBACK | <br>ADAPTATIONS | <br>STORY-TELLING & COMICS | <br>MULTIMODAL CONTENT | <br>TRANSLATIONS |
| <br>QUIZ TOOLS                | <br>CODE & APPS | <br>GAMES                  | <br>FOR FUN            |   |

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Let's share

Which AI tools have you  
used since TechCamp Ohrid



# There is a subtle but important difference

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WE ARE ALL LITERATE



PROBABLY ALSO  
DIGITAL LITERATE



ARE WE MEDIA  
LITERATE?

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What do you think?

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What are the skills that young people need to be media literate online?



JAN  
2024

# ESSENTIAL DIGITAL HEADLINES

OVERVIEW OF THE ADOPTION AND USE OF CONNECTED DEVICES AND SERVICES



TOTAL  
POPULATION



we  
are  
social

**8.08**  
BILLION

URBANISATION

**57.7%**

UNIQUE MOBILE  
PHONE SUBSCRIBERS



Meltwater

**5.61**  
BILLION

vs. POPULATION

**69.4%**

INDIVIDUALS USING  
THE INTERNET



KEPIOS

**5.35**  
BILLION

vs. POPULATION

**66.2%**

SOCIAL MEDIA  
USER IDENTITIES

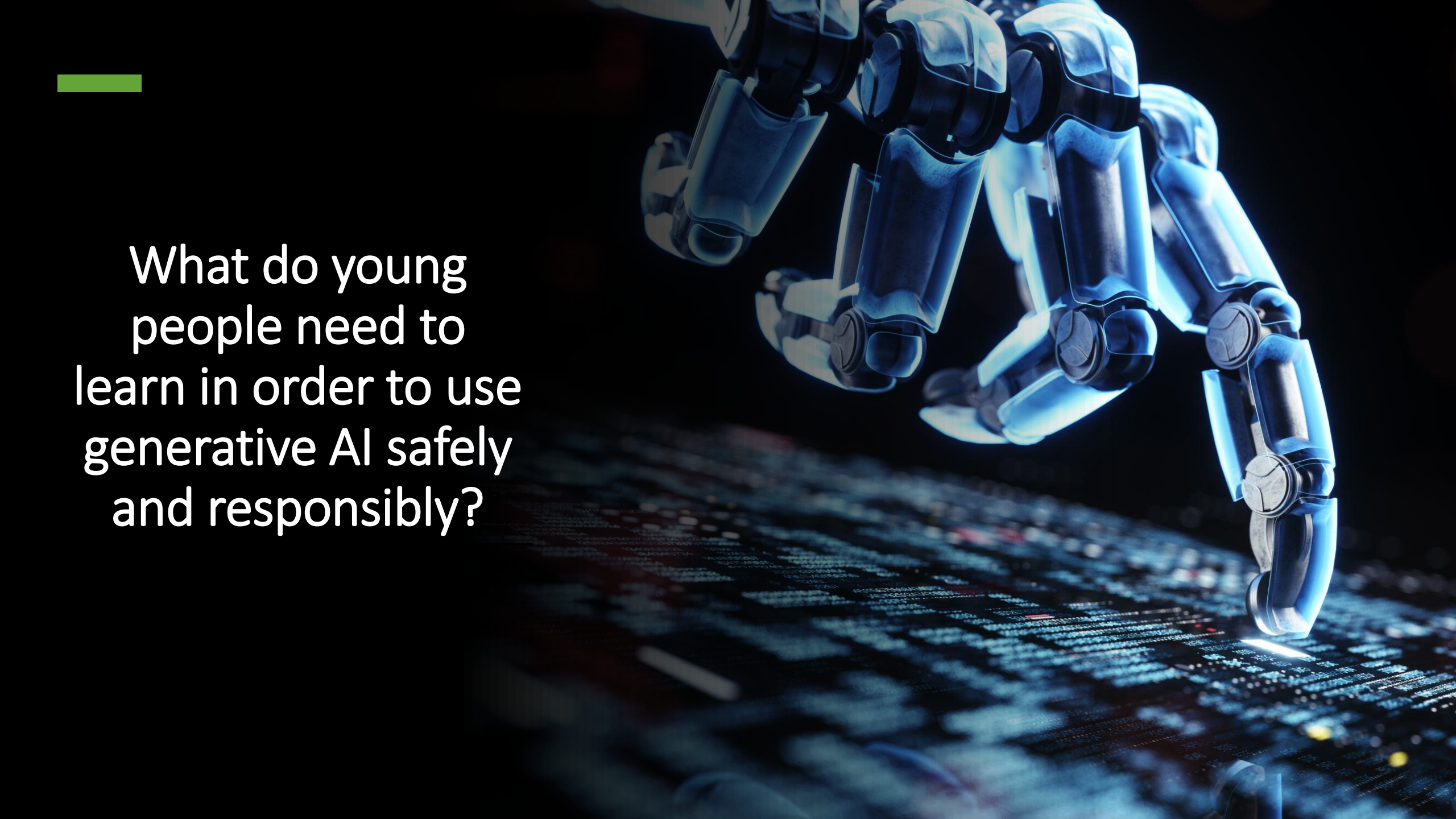


**5.04**  
BILLION

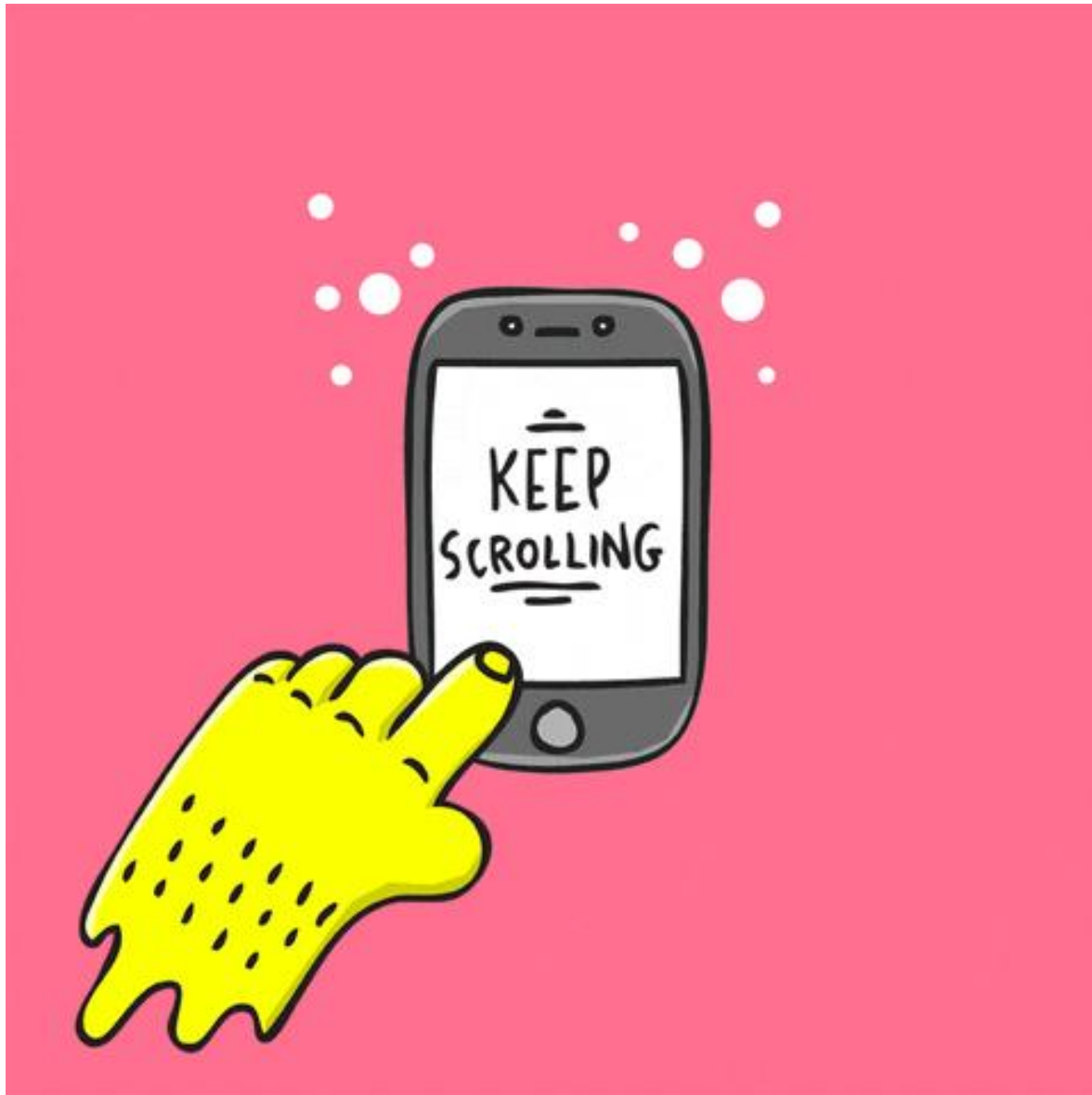
vs. POPULATION

**62.3%**

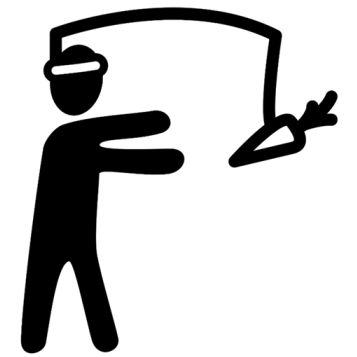


A blue, futuristic robotic hand is shown in a hovering position, reaching towards a digital interface. The hand is composed of various mechanical segments and joints, illuminated with a bright blue light. Below the hand, a grid of data points and lines is visible, suggesting a complex digital environment. The overall scene is set against a dark background, emphasizing the glowing elements of the robot and the data.

What do young people need to learn in order to use generative AI safely and responsibly?



# Persuasive design





Persuasive  
design –  
how?



How can we teach about persuasive design?

Group work

# Using LLM - ChatGPT

can you please create a lesson plan about teaching primary school students about perusasive design



Here's a lesson plan designed to teach primary school students about persuasive design. This lesson will help them understand how design elements are used to influence decisions and behaviors, particularly in digital environments like websites, games, and apps.

## Lesson Plan: Understanding Persuasive Design

**Grade Level:** Primary School (Ages 8-11)

**Subject:** Media Literacy / Digital Citizenship

**Duration:** 60 minutes

### Lesson Objectives:

- Students will understand the concept of persuasive design.
- Students will identify examples of persuasive design in digital media.
- Students will discuss how persuasive design can influence their choices and behaviors.
- Students will learn to think critically about the digital content they interact with.

### Materials Needed:

- Whiteboard/Markers
- Printed screenshots or digital examples of websites, apps, and games (kid-friendly ones like



Message ChatGPT



## Lesson Outline:

### 1. Introduction to Persuasive Design (10 minutes)

- **Start with a Question:**
  - Ask students if they've ever played a game that asked them to buy something to move to the next level or seen a pop-up asking them to click on something.
- **Define Persuasive Design:**
  - Explain that persuasive design is when websites, games, or apps use tricks to try to make us do something, like buying a product or spending more time on a site.
- **Simple Example:**
  - Use a relatable example, like how a game might offer a special prize if they watch an advertisement.

### 2. Identifying Persuasive Design (15 minutes)

- **Show Examples:**
  - Present examples (screenshots or digital content) showing common persuasive design techniques, such as:
    - **Pop-ups:** "Click here to win a prize!"
    - **Time-Limited Offers:** "This deal ends in 5 minutes!"
    - **Rewards:** "Watch this video to get extra points."
- **Class Discussion:**
  - Discuss how these elements make them feel and why they might want to click or buy something.
  - Ask if they've noticed similar things in games or apps they use.

### 3. Activity: Spot the Persuasion (20 minutes)

- **Group Activity:**
  - Divide students into small groups.
  - Give each group a different printed example or a worksheet with examples of digital content.
  - Ask them to identify any persuasive design elements they see.
  - Have them write down what they think the designers want them to do.
- **Class Share-Out:**
  - Each group shares their findings with the class.
  - Discuss why designers might use these tricks and how it influences users.

### 4. Critical Thinking Discussion (10 minutes)

- **Ask Questions:**
  - Why do you think companies use persuasive design?
  - How do you feel when you see these kinds of designs?
  - Do you think it's fair to use these tricks? Why or why not?
- **Empowerment:**
  - Encourage students to think critically when they see persuasive design.
  - Remind them that they don't have to click or buy just because a game or app asks them to.

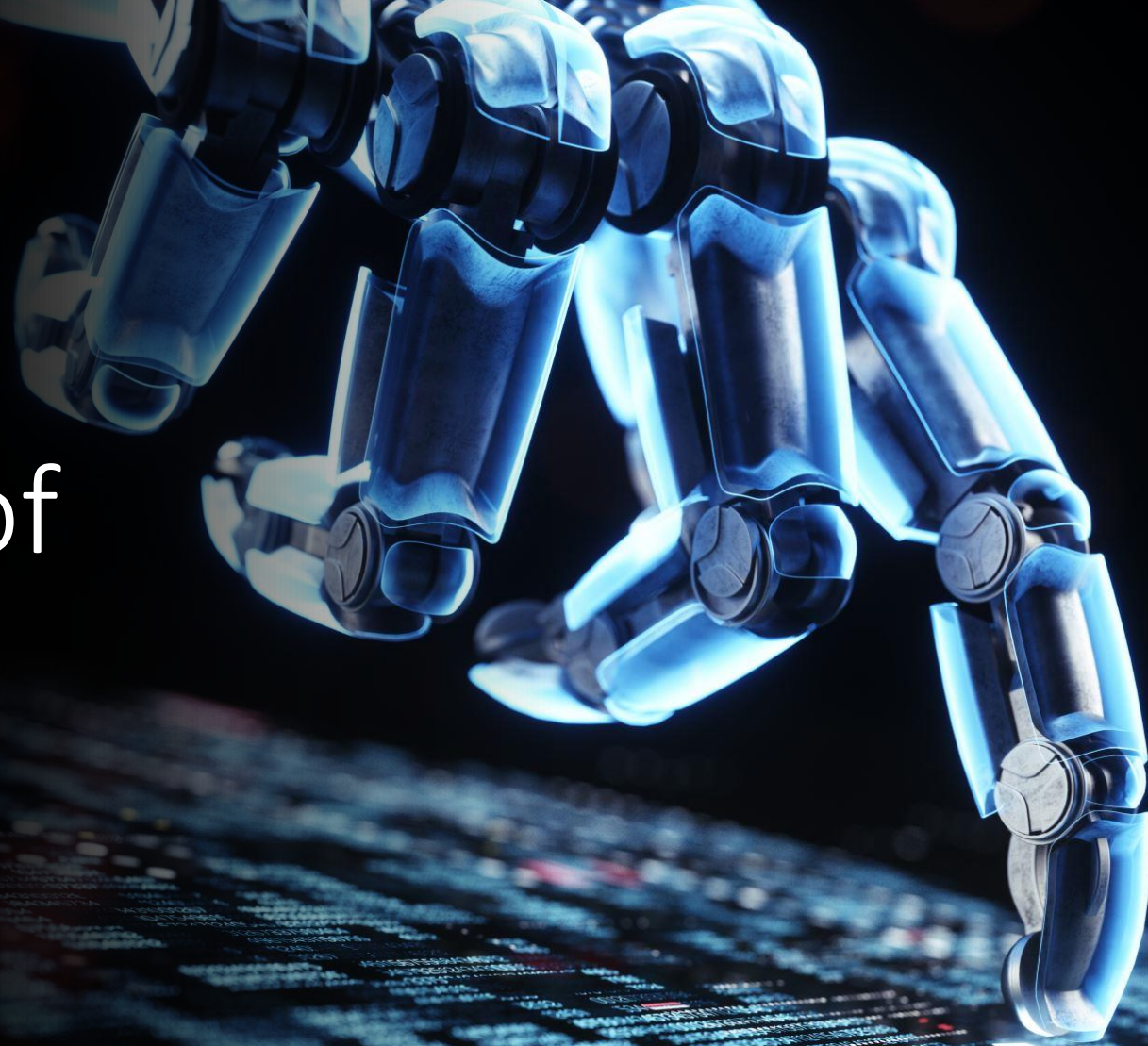
### 5. Conclusion and Reflection (5 minutes)

- **Recap Key Points:**
  - Review what persuasive design is and why it's used.
  - Remind students to be smart and think critically when using digital content.
- **Exit Ticket:**
  - Ask students to write down one thing they learned about persuasive design today and how they might use this knowledge in the future.



Benefits  
Let's think  
about it

# Ethical use of digital tools and AI





## Something for start

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- Data privacy
- Should we believe all AI generated content?
- Is it cheating when students are using it and not when we (educators) are using it?
- ...





What are the main things that we should teach our students concerning ethical use of AI

When teaching students about the ethical use of AI, the following key concepts should be emphasized:

- 1. Understanding AI and Its Impact:** Educate students on what AI is, how it works, and its potential impacts on society, including both benefits and risks <sup>11</sup>.
- 2. Human Agency and Oversight:** Highlight the importance of human oversight in AI systems, ensuring that students understand that technology should enhance human decision-making rather than replace it <sup>19</sup>.
- 3. Fairness and Bias:** Teach students about the concept of bias in AI systems, including how data can reflect societal biases and the importance of fairness in AI applications. Encourage critical thinking about how AI can affect different groups of people <sup>30</sup>.
- 4. Privacy and Data Protection:** Discuss the significance of privacy and the ethical handling of personal data. Students should learn about data rights, consent, and the implications of data misuse <sup>11</sup>.

Ask any question...



Teaching students about ethical use of AI



## Tips

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### Media Literacy Education and AI





Thank you!

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