

Generative AI Literacy

Category: Artificial Intelligence in Education

Generative AI literacy is the capacity to understand, use and evaluate systems that produce new text, images, audio, video or computer code. It requires knowledge of what these systems can do, how prompts and context influence responses, and why fluent output may still be inaccurate, biased or fabricated.

Competence is therefore not measured by prompt-writing alone. It includes deciding whether generative AI is appropriate, checking claims against reliable evidence, protecting data and explaining how AI contributed to a piece of work ([Miao & Holmes, 2023](#)).

Core Dimensions

1. **Task judgement:** Decide whether generative AI supports the intended learning purpose or replaces necessary thinking.
2. **Prompting and dialogue:** Provide clear context, constraints and criteria, then refine requests in response to results.
3. **Verification:** Check factual claims, calculations, quotations and references using independent and authoritative sources.
4. **Data and rights:** Protect personal or confidential information and consider copyright, consent and ownership.
5. **Disclosure and reflection:** Acknowledge permitted use and evaluate how AI affected reasoning, authorship and learning.

Examples in Practice

An international postgraduate may ask a generative system for alternative search terms before conducting a database search. The student should not treat generated summaries as evidence: the original studies must be located, read and cited. If AI assists with language editing, its use should follow the module's rules and preserve the student's meaning.

Why It Matters

Generative AI can widen access to explanation, feedback and creative exploration, but confident language can conceal weak evidence. Literacy protects academic integrity and learner agency by making verification, disclosure and human judgement part of normal practice ([Chan & Hu, 2023](#)).

Further Reading

6. Miao, F., & Holmes, W. (2023). [Guidance for generative AI in education and research](#). UNESCO.
7. Chan, C. K. Y., & Hu, W. (2023). [Students' voices on generative AI: Perceptions, benefits, and challenges in higher education](#). International Journal of Educational Technology in Higher Education, 20, 43.
8. Miao, F., Shiohira, K., & Lao, N. (2024). [AI competency framework for students](#). UNESCO.

Related Terms: AI Literacy | Prompt Engineering | Academic Integrity | Information Literacy