

AI Literacy

Category: Artificial Intelligence in Education

AI literacy is the capacity to understand, use and evaluate artificial intelligence systems in informed, critical and responsible ways. It includes recognising where AI is operating, how data and algorithms shape outputs, and why predictions or generated content should not be treated as unquestionably correct.

It therefore extends beyond confidence with a particular tool. An AI-literate person can select an appropriate system, interrogate its output, communicate its limitations, retain human responsibility for consequential decisions in study and work, and justify those decisions to others ([Long & Magerko, 2020](#)).

Core Dimensions

1. **Recognition:** Identify when a service uses AI and distinguish automated inference from ordinary computation.
2. **Conceptual understanding:** Explain, at an appropriate level, the roles of data, algorithms, models and outputs.
3. **Purposeful use:** Choose and operate AI tools in relation to a defined task rather than novelty or convenience.
4. **Critical evaluation:** Check accuracy, relevance, uncertainty and possible bias against independent evidence.
5. **Responsible judgement:** Consider privacy, fairness, transparency, accountability and the effects on other people.

Examples in Practice

A university student using an AI-supported literature tool should understand that its recommendations reflect a particular database, ranking process and query. The student can use the tool to discover possible sources, but should inspect the original publications, compare databases and document the search method before drawing conclusions.

Why It Matters

AI literacy supports participation in study, employment and public life without presenting AI as neutral or infallible. It enables people to benefit from useful automation while recognising uncertainty, challenging inappropriate uses and deciding when human expertise is necessary ([Ng et al., 2021](#)).

Further Reading

6. Long, D., & Magerko, B. (2020). [What is AI literacy? Competencies and design considerations](#). CHI Conference on Human Factors in Computing Systems, 1-16.
7. Ng, D. T. K., Leung, J. K. L., Chu, S. K. W., & Qiao, M. S. (2021). [Conceptualizing AI literacy: An exploratory review](#). Computers and Education: Artificial Intelligence, 2, 100041.
8. Miao, F., Shiohira, K., & Lao, N. (2024). [AI competency framework for students](#). UNESCO.

Related Terms: Generative AI Literacy | Critical AI Literacy | Data Literacy | Algorithmic Literacy