

AI Literacy an Organic Part of Digital Literacy in Curriculum Design

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Abstract

Artificial intelligence (AI) education has posed fundamental challenges to education. To address this issue, parents can be involved as learning partners to facilitate their children's learning about AI. This study aims to fill this knowledge gap and advance social equality and sustainable development goals by developing an AI education program for all levels of education and evaluating its feasibility in terms of promoting young children's perceptions of robots and attitudes towards engineering and science. These key considerations altogether present an innovative pedagogical model for AI literacy education. This model argues that AI literacy is an organic part of digital literacy for all citizens in an increasingly intelligent society. Since AI education can integrate various disciplines of knowledge to enrich children's learning in this digital era, we aim to know how AI curriculum can be used to intentionally support students' learning and development Based on the theoretical notions of learning-by-making and pedagogy-as-relational, an embodied, culturally responsive approach should be used to enable student's exploration with AI technologies. Finally, an exemplary curriculum named "AI for Kids" is introduced to demonstrate this pedagogical model and explain how educators can provide children with culturally responsive inquiry opportunities to interact with and understand AI technologies. The synthesis of knowledge to do with AI education for young children informs a new way to engage children in STEM and understanding of the digital world.

Keywords: Artificial intelligence education, AI literacy, Digital equity, pedagogical considerations