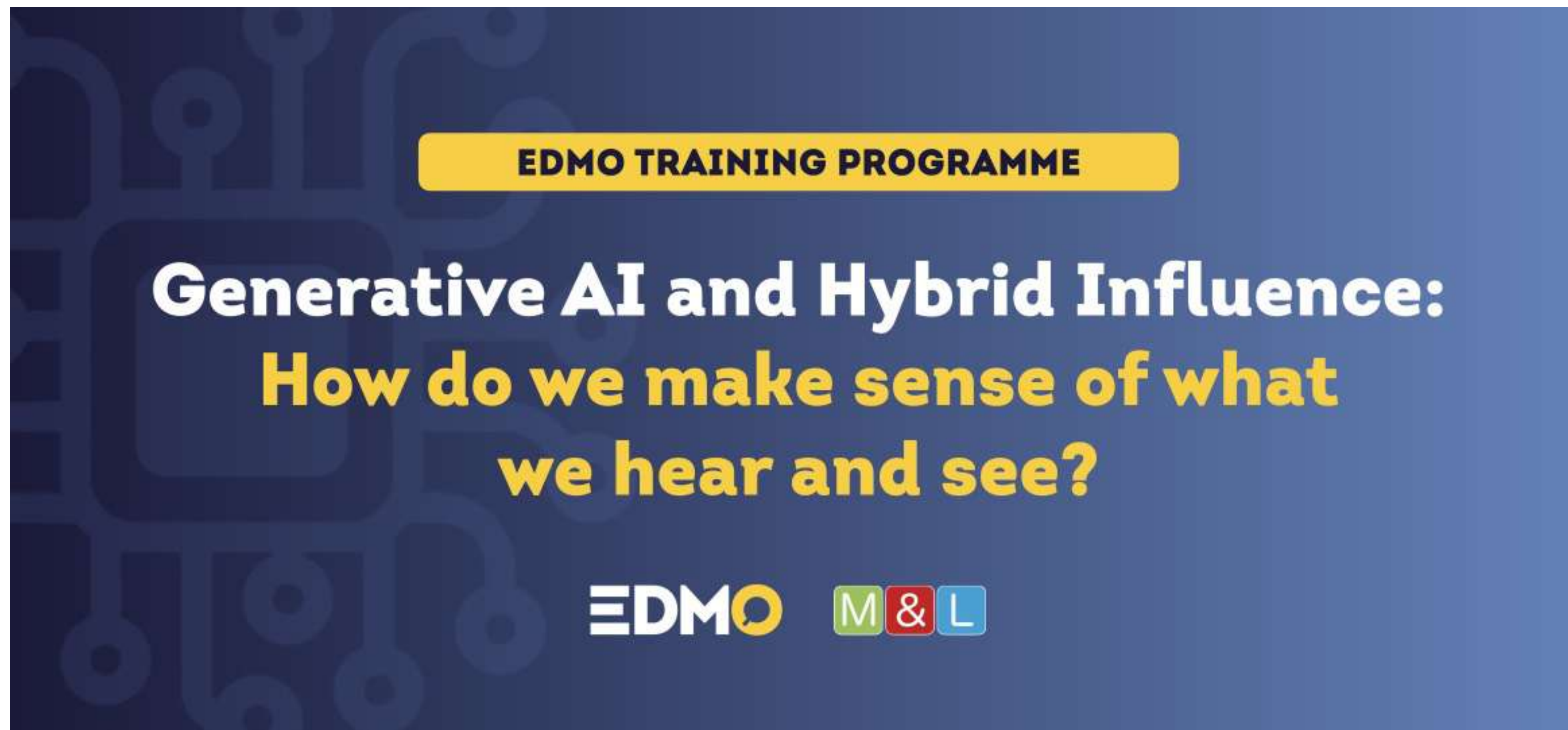


What does it mean to think critically in the age of artificial intelligence?

Skills, systemic approach and practical activities



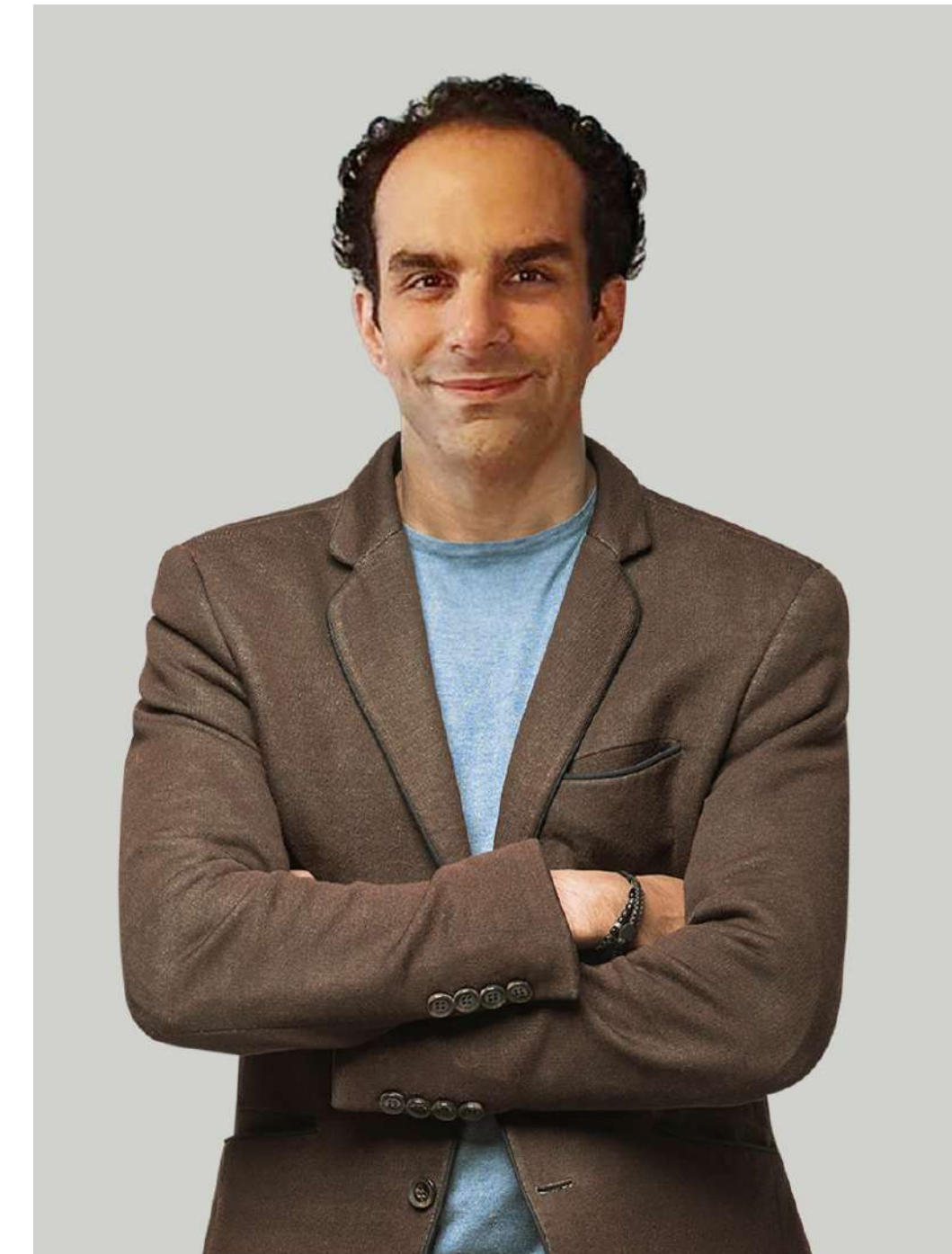
Hybrid me: Journalist and Educator

Alexandre Le Voci Sayad is a Brazilian journalist, novelist and educator, focused on media literacy and innovation in education. He currently director of the innovation hub ZeitGeist, focused on media, culture and education and UNESCO advisor in Paris and Montevideo. He serves as a team member of DCN Global.

He is columnist at Revista Educação magazine and Canal Futura website. He also hosts the “Idade Mídia” TV show on Canal Futura, and ABC da Notícia, with Maria Cristina Poli, on Radio Bandeirantes. He is author and co-author of several books on the field of media literacy.

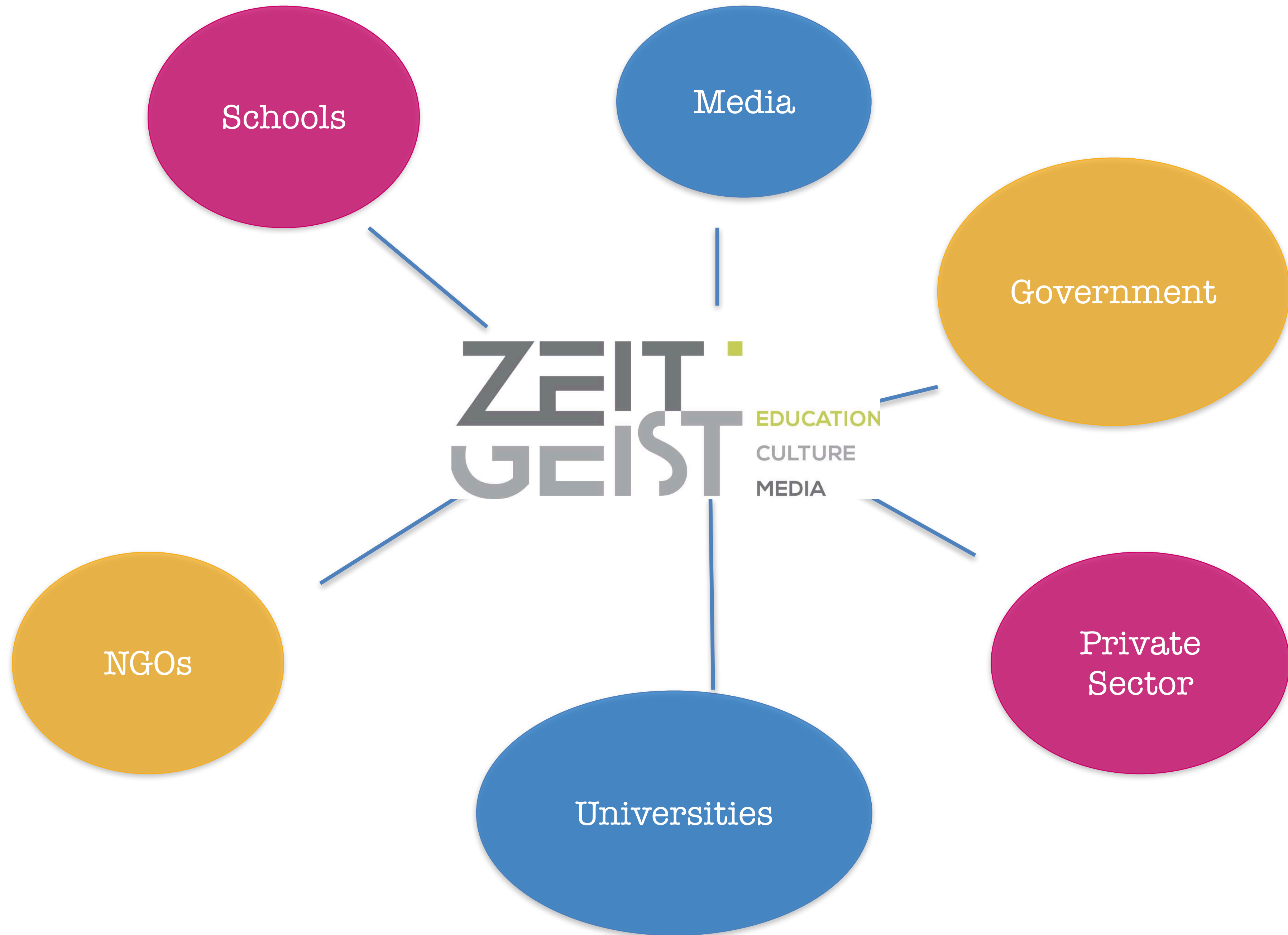
Sayad is also a member of the scientific board of Comunicar Magazine (Universidad de Huelva, Spain) and the consultancy board of Educamídia teachers training (Palavra Aberta Institute and Google initiative). He recently joined as a board member of the IC4ML (International Council for Media Literacy).

He holds a master degree on Artificial Intelligence (AI), Ethics and Education at PUC (Pontifical Catholic University). He is a PhD candidate at Autonomous University of Barcelona (UAB), Spain.



International Work





What we develop

- Research
- Project development
- Teachers Training
- Advocacy

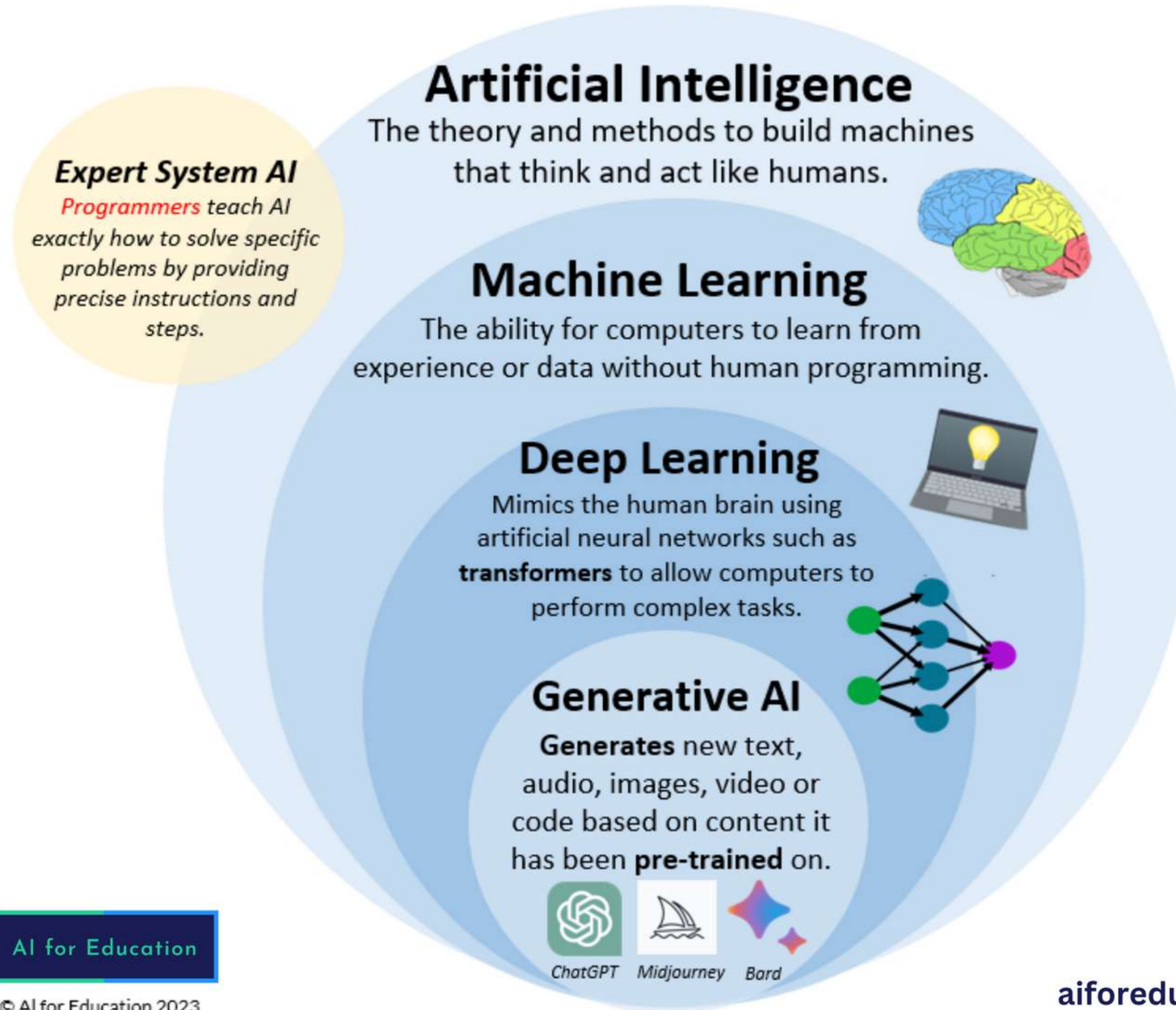


Index

- AI as a theory and mediation
- AI and education: systemic approach needed
- Examples of educational practices
- Lessons learned and how to start

Defining Generative AI

To understand generative artificial intelligence (GenAI), we first need to understand how the technology builds from each of the AI subcategories listed below.

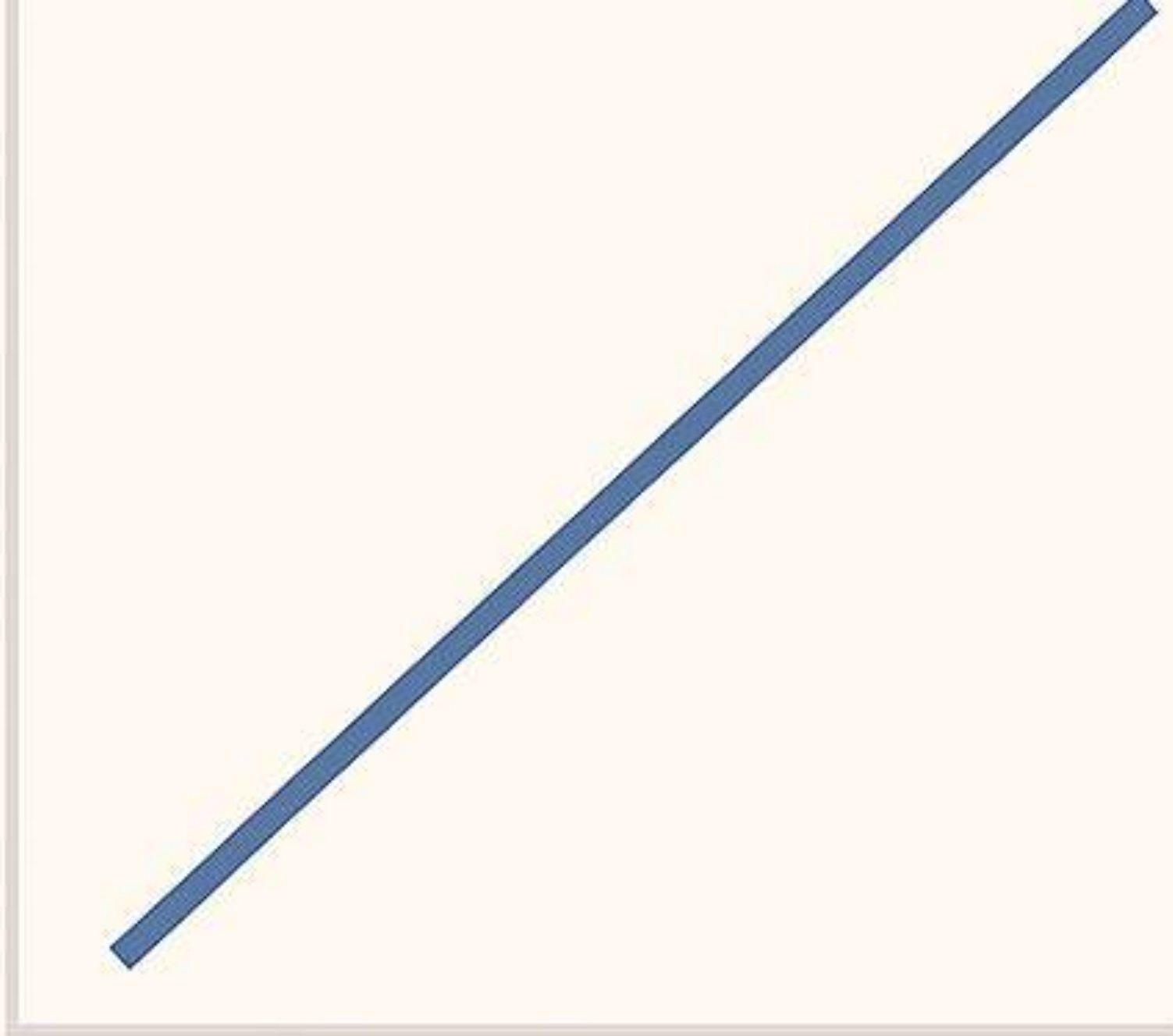




Edward Hopper, 1953
Office in a Small Town

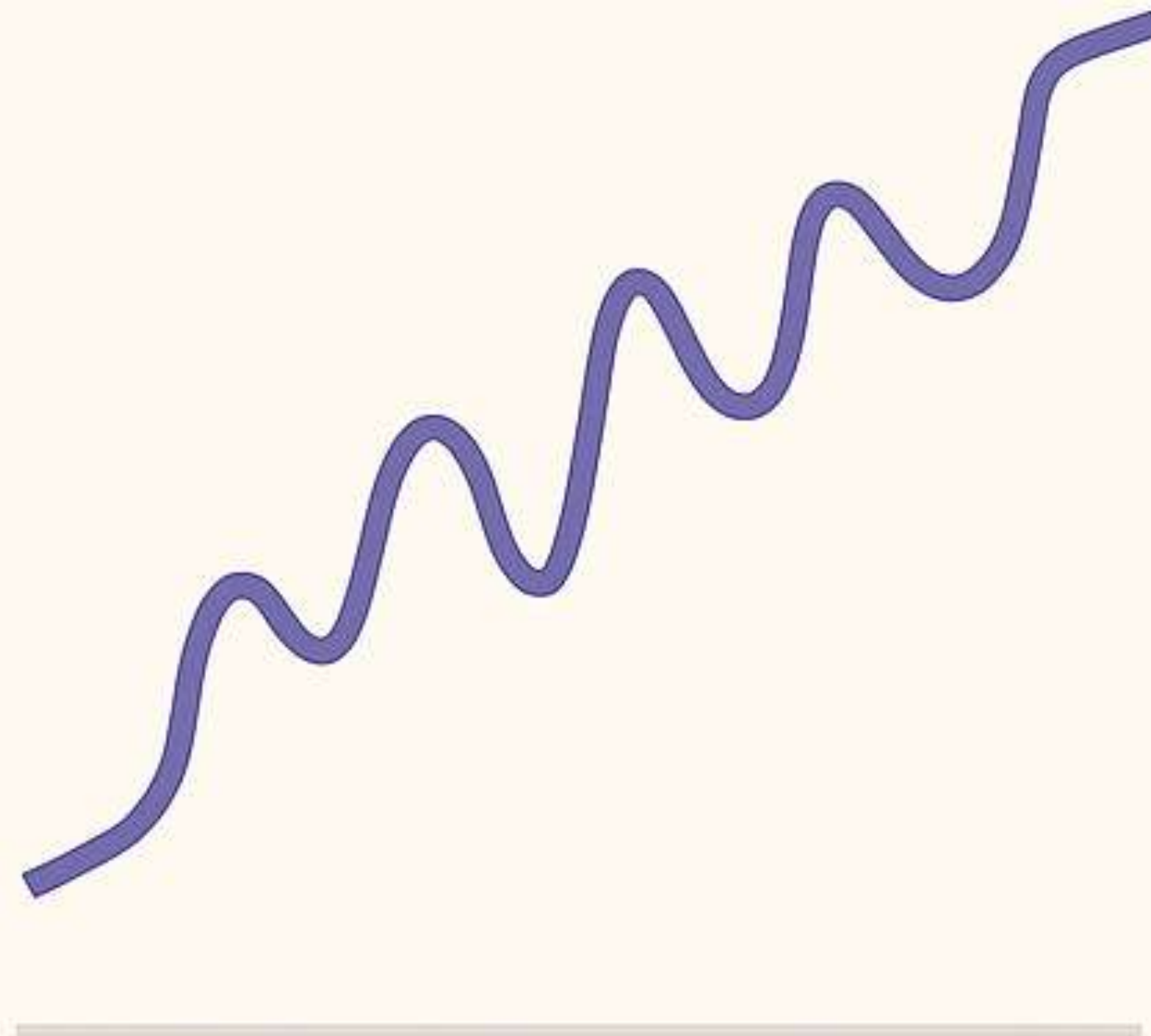


The Treachery of Images (1929)
René Magritte



Deterministic

Fully predictable,
no randomness



Stochastic

Predictable trend
+ random shocks



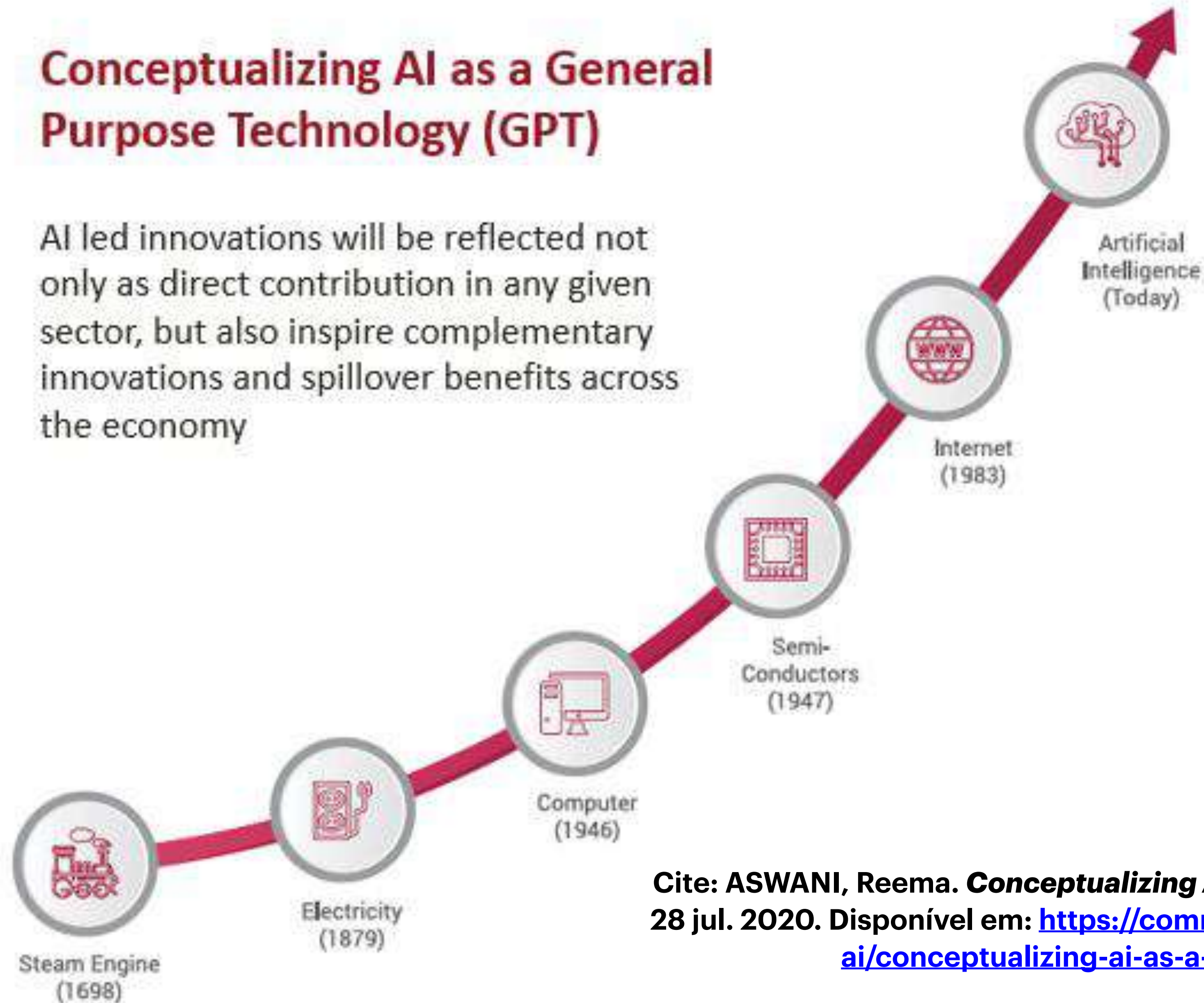


CV Dazzling

By Adam Harvey

Conceptualizing AI as a General Purpose Technology (GPT)

AI led innovations will be reflected not only as direct contribution in any given sector, but also inspire complementary innovations and spillover benefits across the economy



Cite: ASWANI, Reema. **Conceptualizing AI as a General Purpose Technology**. NASSCOM, 28 jul. 2020. Disponível em: <https://community.nasscom.in/communities/emerging-tech/ai/conceptualizing-ai-as-a-general-purpose-technology.html>.

Historical Instantiations of GPTs

Freedom of Expression
Reality Awareness
Building identity/self perception
Access to Information
Cultural and Political Participation
Privacy

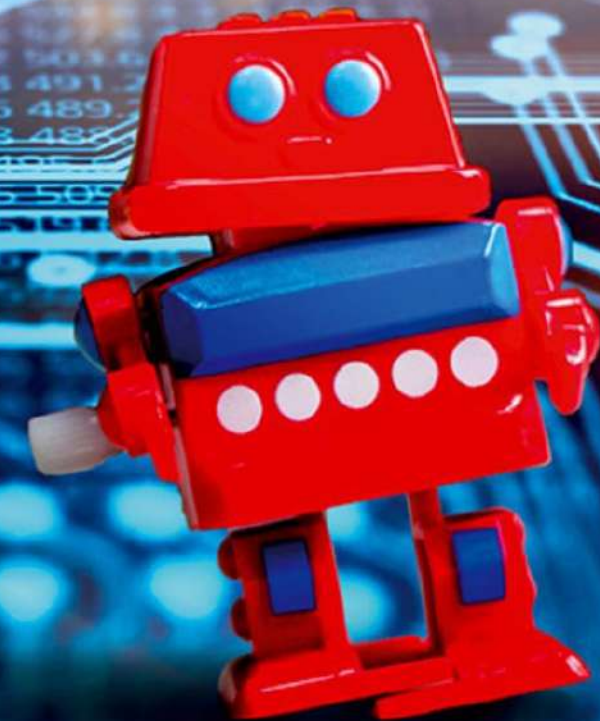
AI as a new mediation

The school as a place of all kind of mediations

The Ethics of Artificial Intelligence

Principles, Challenges, and Opportunities

LUCIANO FLORIDI



OXFORD



Semantic capital refers to the collective wealth of knowledge, cultural references, experiences, and interpretive abilities that define human identity and allow us to make sense of the world.

Multi-stakeholder approach

To mitigate impacts

Impacts in education sphere

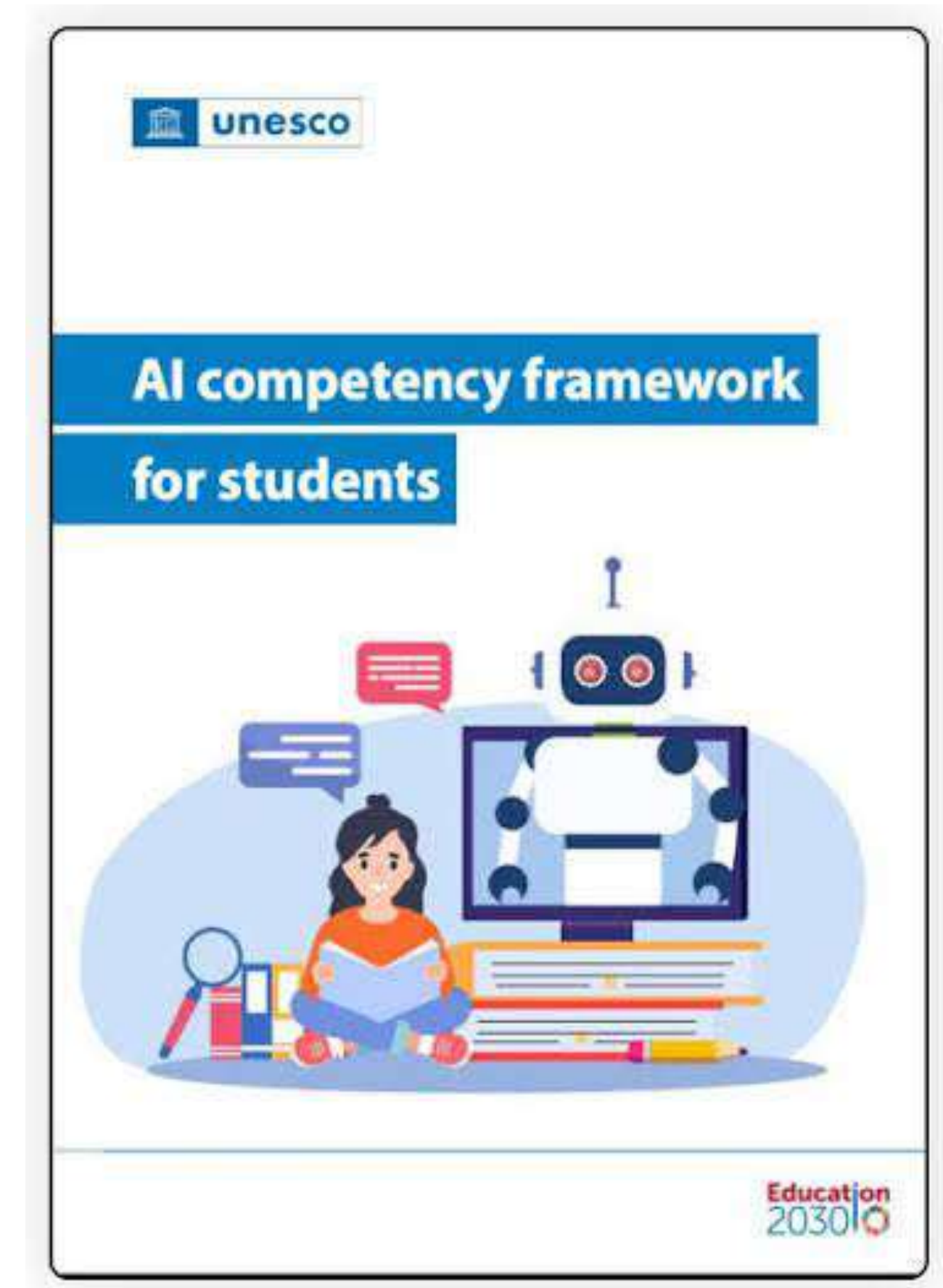
- Culture of the Students
- Learning / Teaching Processes.
- Assessment.
- Governance.
- Long-term: systemic impact.

An Ethical Governance Framework for AI

- International. National. Regional Policies
- Media Literacy as a lifelong learning process
- Art education/ Art fruition
- Common internal guidelines
- Development of human-centered, explicable and accountable AI models

Three Approaches

- Education about AI
- Education for AI
- Education with AI



UNESCO - 2026

UNESCO AI Competency Framework for Teachers

Competencies by dimension and progression level

Dimension	Acquire	Deepen	Create
1. Human-centered mindset	Human agency	Human accountability	Social responsibility
2. Ethics of AI	Ethical principles	Safe and responsible use	Co-creation of ethical rules
3. AI foundations and applications	Basic AI techniques and applications	Application skills	Creating with AI
4. AI pedagogy	AI-assisted teaching	AI-pedagogy integration	AI-enhanced pedagogical transformation
5. AI for professional learning/development	AI for lifelong professional learning	AI to strengthen organizational learning	AI to support professional transformation

The student : reading and cultural production

Activity 1 - Explore

Dealing with global expectations

Using Generative AI to re-create local folk stories

Listen / Pair / Share

Compare versions









Maritaca AI

[Produtos](#)

[FAQ](#)

[Pesquisa](#)

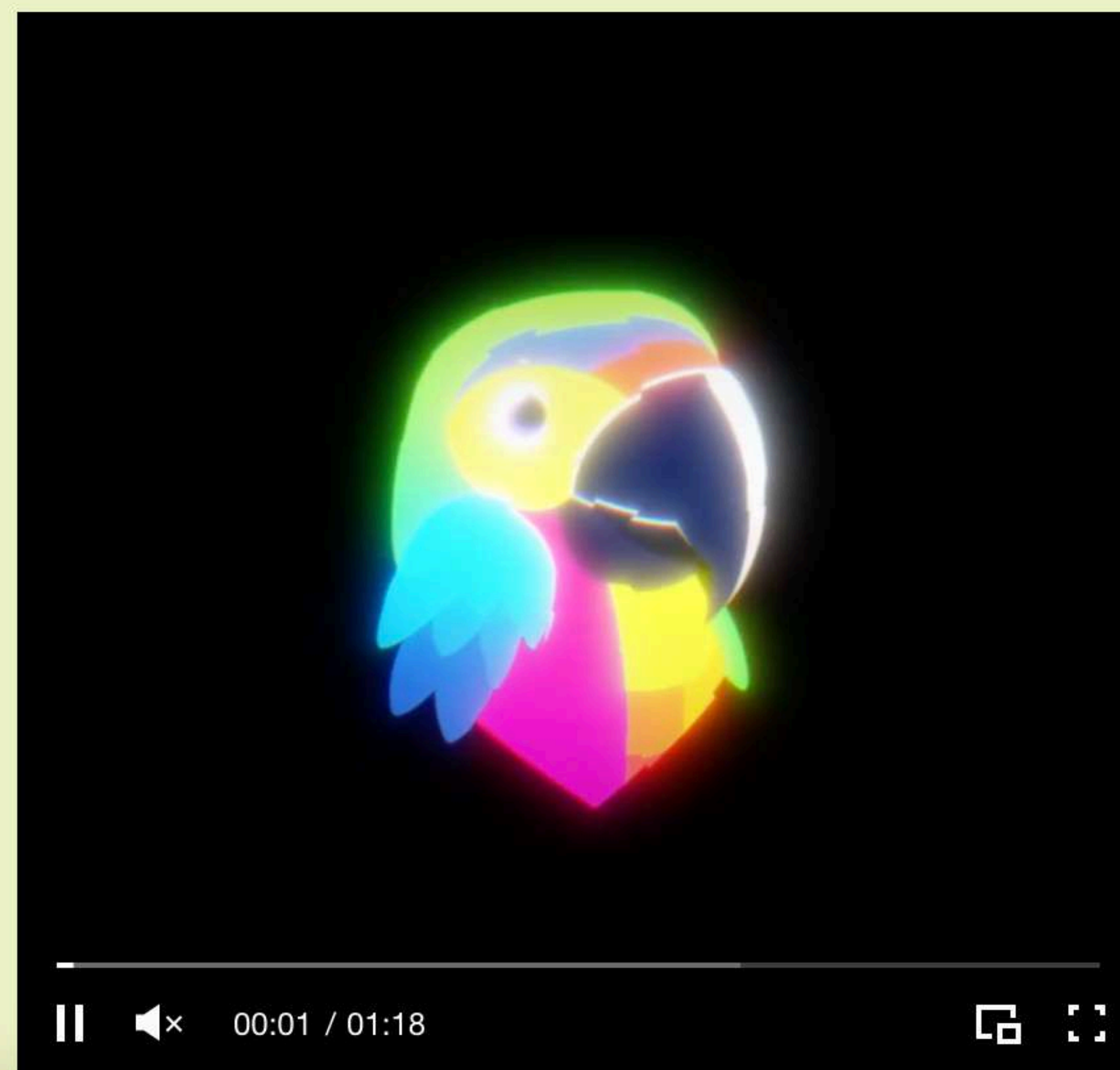
[Sobre nós](#)

Português 

MariTalk

MariTalk é um chatbot baseado em LLM e
treinado para atender o Brasil.

Use-o gratuitamente em chat.maritaca.ai



Debating and Exploring:

- What kind of data was used to respond to the prompt?
- Como questão foi desenvolvida?
- Quem foi beneficiado ou prejudicado?
- O que aconteceria se fosse realizado apenas por um ser humano?

Activity 2

Fiction or Reality?

Watching movies and/or reading books to analyze / compare/ reflect on how reality landscape was predict.





CODED BIAS



Focal Points

For sharing and writing a review

Is AI always humanoid?

How did AI systems make decisions?

What is the role of robots in society?

Differences between robotics and AI.

Was there consciousness and emotion in machines? How?

Compare with a study or news article.

Activity 3

Debunking disinformation and “deep fakes” on media

GAME: Hunting “Public Health Inaccurate Information” in groups and debate

Activity 4

Writing an essay with (at home) and without (in the classroom) the assistance of a generative AI model

Activity 5

Debunking “conspiracy theories” and “fake news” with the Debunk Bot



Before starting, you must answer some questions about what you believe and why. The AI uses this information to begin the conversation.

BEGIN

9 Key Points - How to start?

For us to bring to teachers training and to the school

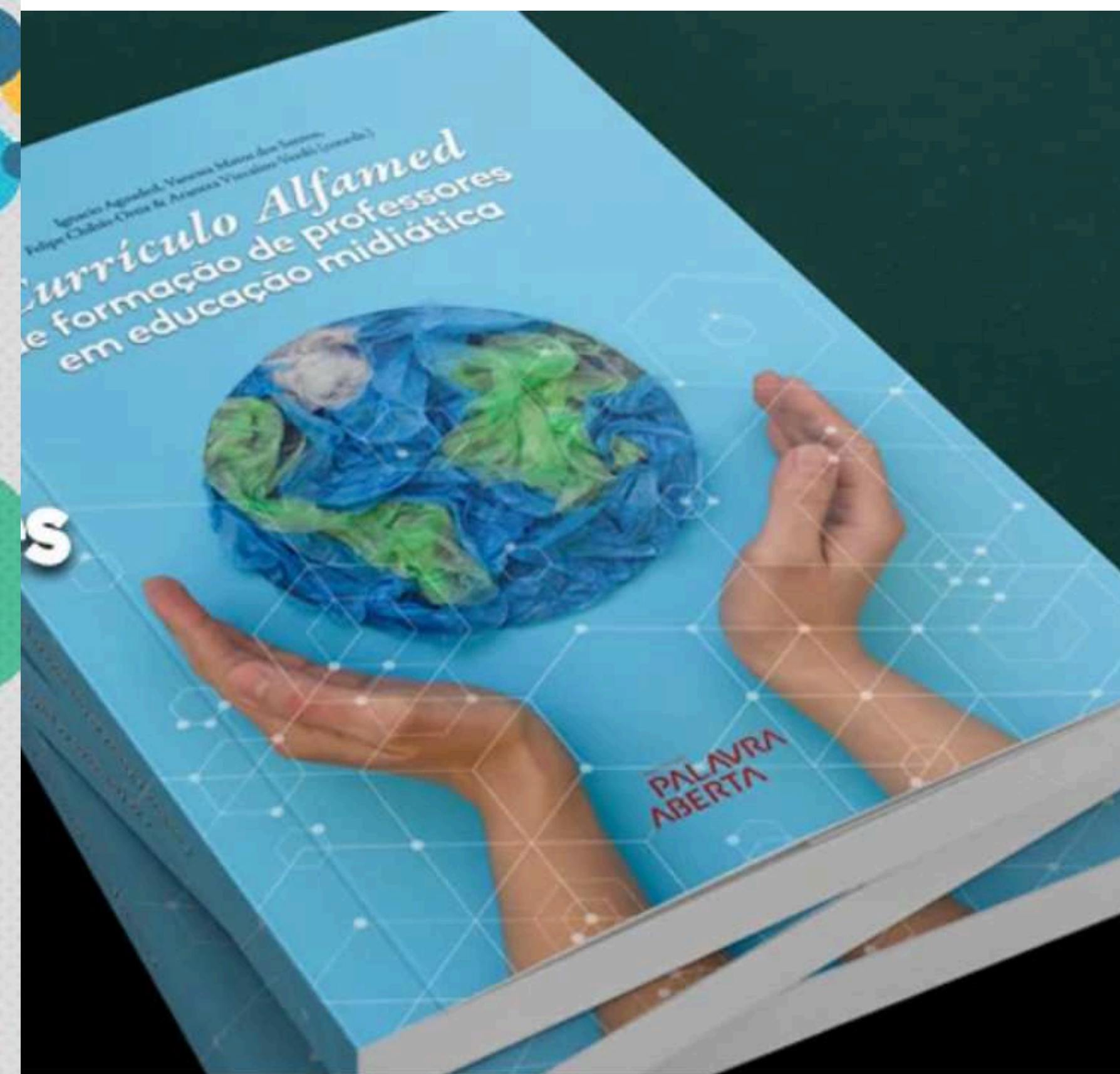
- Avoid the “hype” mindset and get to know the limitations of the systems.
- Do not be fooled by AI’s semantic tricks or science-fiction elements.
- Experiment with AI; there is no critical thinking without experience.
- The impact of AI on education is still in its early stage and is systemic.
- Transparency, critical thinking, and “explainability” are elements of AI ethics centered on human mediation.
- AI in education must be used ethically and critically, with the agency of the educator.
- Students must develop skills related to the “for,” the “with,” and the “about” AI.
- Critical skills help ensure a contemporary, ancestral, and creative school.
- The use and development of local AI gives more meaning to learning.



MEDIA AND
INFORMATION
LITERATE CITIZENS

THINK
CRITICALLY,
CLICK
WISELY!

MEDIA & INFORMATION LITERACY
CURRICULUM FOR EDUCATORS & LEARNERS







Fontaine
Marcel Duchamp
1917

Thanks. Let's keep in touch.

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