AI Bytes

Making Sense of Artificial Intelligence in Literacy and Basic Skills Education

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Welcome to *AI Bytes*, your curated guide for adult literacy educators navigating the fast-evolving world of artificial intelligence.

AI is rewriting the rules of research — and shaping adult learning

In the early 2000s, digital literacy felt teachable, stable and predictable. Adult educators could rely on step-by-step guides to help learners create email accounts, navigate websites and search the Internet. These resources lasted for years! But this is no longer possible.

Today, the pace of technological change is so rapid that digital literacy resources become outdated almost as soon as they're published. Interfaces shift constantly. New AI features appear without warning, and we are left navigating a digital world that feels increasingly opaque.

We've come a long way from the days when we would flip through encyclopedias or scan library indexes — in other words, when the *search itself* was a form of learning, and the journey to an answer built up our critical thinking. Then came Google, where to search meant crafting keywords and choosing from a list of hyperlinks rather than thumbing through books and documents.

Inside *AI Bytes*

Now, we've entered a new era where "to search" no longer means to find sources. Today, "to search" is to receive synthesized answers generated instantly by AI.

The searches we do today look like this:

- Summarize key points from multiple documents, articles or datasets
- Blend facts, interpretations and opinions into a single narrative
- Present polished, confident answers, often without revealing their sources
- Combine verified and unverified content with equal fluency

Amidst this shift, the task of discerning good information from bad has *moved*. We are no longer just seekers of information; we are curators, evaluators and interpreters of what's presented to us. The question is no longer *what* we know, but *how* we know it. And we must now ask ourselves whether we're equipping our learners, and ourselves, with the skills necessary to navigate this new search terrain critically and effectively.

For adult educators, the transformation of "the search" raises urgent questions:

- How do we teach learners to discern good information from bad when it is *generated* by a machine, not just retrieved?
- How do we support learners in evaluating AI-generated responses?
- How do we ensure foundational digital skills remain accessible, relevant and empowering in a world of constant flux?

Meet the *AI Bytes* team

Carolina Cohoon is an EdTech Consultant at Literacy Link South Central. Her professional background encompasses education and rehabilitation, with a passion for inclusion and accessibility. Carolina is dedicated to designing learning experiences that celebrate and embrace diversity. Her interest in AI is fueled by her enthusiasm for innovation, knowledge sharing, enhancing accessibility, and improving the learning experience through personalized learning adaptations that AI can offer within the framework of Universal Design for Learning (UDL). Carolina is certified in ChatGPT through the Blockchain Council and has recently completed Ivey School of Business training in Accelerating Leadership through AI, demonstrating her dedication to advancing inclusive, technology-enhanced education that drives meaningful transformation in learning.

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Using AI in LBS!

The new landscape of search

Traditional digital searching relied on keywords and ranked results. Now, AI-powered tools offer:

- **Embedded artificial intelligence:** Learners can ask for summaries, translations or trend analyses directly in Word, Excel, Chrome or Google Docs without switching tabs.
- **Contextual understanding:** AI may interpret misspelled or ambiguous questions, ask clarifying follow-up questions and provide synthesized insights. Although AI is increasingly capable of parsing language, effective prompting remains important. Users need to use clear language to help guide the model to yield more accurate, relevant responses. Learn more about this "How does AI deal with incomplete ambiguous information?"
- **Agentic behaviour:** Tools like GPT Atlas and Claude Skills go beyond search. They access documents, automate workflows and support decision-making, acting more like digital collaborators than search engines.
- **Visualizing the shift.** This animation illustrates how AI-powered search now resembles a branching network of possibilities. Instead of retrieving a ranked list, AI explores context, fills gaps and adapts its reasoning. The user creates new meanings and ways to acquire and craft information.

Searching, in other words, has become interactive and iterative. Instead of simply retrieving links, we now refine prompts, ask follow-up questions and adjust our questions to guide AI systems toward more useful responses. AI makes clear communication, critical thinking and strategic questioning skills more vital than ever, turning the user into a co-pilot who must steer the information discovery process.

What happens when AI doesn't know?

When AI encounters unfamiliar situations or ambiguous data, it generates a response regardless. But it doesn't always say when it's uncertain. Unlike humans who might say, "I don't know," AI tools often provide **confident-sounding answers even when they're essentially guessing.** This is why verification is critical.

Here are four key strategies AI uses to navigate ambiguity and missing information:

1. **Probabilistic reasoning (an educated guess)**

   AI doesn't just say "yes" or "no," it often responds with a confidence score. AI models often express their predictions as a confidence score. This is called *probabilistic reasoning*: assigning a likelihood to every possible outcome.

   How it works: Models like Bayesian Networks or Gaussian Processes calculate probabilities to help the system decide how much to trust its own result. These scores guide downstream decisions, like whether to defer to a human or take a safer action.

   Analogy: Just as a weather forecast gives answers like "the chance of rain is 80%," probabilistic reasoning lets AI communicate how confident it is and not simply make predictions.

   Learn more: Uncertainty in AI (Artificial Intelligence)

2. **Intelligent data imputation (filling the gaps)**

   Real-world data is messy. Instead of tossing out incomplete information, AI fills in the blanks to keep the process going.

   How it works: The model estimates missing values using patterns in the available data. This preserves the structure of the input and allows continued processing.

   Analogy: Imagine a crossword puzzle where you infer a missing letter from the surrounding words. AI does this at scale across its dataset.

   Learn more: How does AI deal with incomplete or ambiguous information?

3. **Contextual disambiguation (reading the room)**

   Language is full of ambiguity. Words like "bank" can mean a financial institution or the edge of a river. AI resolves this by "reading the room."

   How it works: AI models analyze surrounding words and sentence structure to determine meaning. For example, if "money" is nearby, "bank" likely refers to finance. This helps AI accurately interpret human communication — an essential task for chatbots, search engines and translation tools.

   Analogy: Imagine someone says something is "too cold." At a dinner table, that might mean the soup. But in a conversation, it could refer to someone's tone of speech. Context matters.

   Learn more: Representing Knowledge in an Uncertain Domain in AI - GeeksforGeeks

4. **Exploration strategies in reinforcement learning (learning by doing)**

   AI agents use *exploration strategies*: trying different actions (even risky ones) to gather data and reduce uncertainty.

   How it works: In scenarios where an AI agent operates in a dynamic, changing environment such as robotics, complex video games, automated financial trading or controlling environmental systems, the agent often starts with very little knowledge.

   Exploration is the strategy an AI uses to gather information about its environment through trial and error. When the AI is uncertain about the best action to take, it tries something new (explores) rather than relying on familiar strategies (exploits). This ongoing process of "learning by doing" helps the AI discover potentially better actions and adapt as its environment changes.

   Analogy: Trying phonics, guided reading and storytelling is a way to see which method helps a struggling learner read. Each attempt builds insight into what works.

   Learn more: How Do AI Systems Deal With Uncertainty?

Rethinking assessment in the age of AI

For decades, education has prioritized the polished product: a final essay, a correct answer or a tidy presentation over the complex, iterative process of inquiry, creativity and critical thinking. The "polished product model" made sense in a world where producing a well-structured response required time, effort and skill. But generative AI has changed the game. As the educator Dave Hallmon says: *"The classroom is changing — and the real test now is whether we're brave enough to change with it."*

Today, tools like ChatGPT can generate fluent essays, summaries and even lesson plans in seconds. This isn't just a technological leap; it's an instructional reckoning. Dr. Jarek Jario writes in How AI exposed a problem with memory-based learning, "if a system like ChatGPT can produce a passable five-paragraph essay, then that assignment was likely measuring compliance with form, not learning itself." AI has revealed the frailty of memory-based assessment, exposing a deeper flaw in our traditional approach to measuring knowledge: We've been measuring outcomes not thinking.

This doesn't mean traditional assignments are obsolete. Essays still matter, but only when they're anchored in observable, high-level skills: clarity of argument, effective use of evidence, adaptation to audience and revision quality. Without these anchors, they collapse under AI's pressure.

The illusion of thought

Between 2023 and 2025, AI evolved from a clever assistant to an uncanny collaborator. It drafts plans, anticipates needs and proposes ideas with remarkable fluency and abstraction. It doesn't just respond; it actively shapes the conversation.

But this is not sentience.

As the MIT Technology Review explains, AI "thinks" through statistical pattern recognition. It is trained on vast datasets but remains devoid of experience, reflection or awareness.

This distinction matters.

Consciousness, or the felt experience of being and knowing that we know, remains one of humanity's deepest mysteries. AI systems, no matter how fluent, neither feel, reflect nor understand the meaning behind the words they generate. They **synthesize**, but they do not know. And even that synthesis has limits. Many of the most nuanced, culturally significant texts are excluded from AI training due to copyright and privacy restrictions. This means AI often lacks access to the very materials that shape deep, layered meaning.

To learn more, you can read Elon Musk agrees that we've exhausted AI training data | TechCrunch

Discernment as a core skill

Despite these limitations, AI is remarkable. It accelerates workflows, connects ideas across disciplines and reveals patterns we might miss. But it also demands a new kind of literacy, one rooted in discernment.

In this new landscape, learners must exercise critical judgment by asking questions like:

- *Where did this answer come from?*
- *What assumptions are embedded in it?*
- *What might be missing?*

The burden of discernment (i.e., critical thinking) has shifted from a background skill to the defining feature of learning itself.

Consider a familiar scenario. A learner submits a perfectly formatted five-paragraph essay with a clear thesis, tidy transitions and polished text. When asked for a draft history, the learner shows a single well-written AI prompt and the final document. The work looks competent, yet the intellectual journey, the reasoning, the source choices do not exist. The learner cannot explain why they've co-created with AI. This scenario fully **reveals** that the essay assignment the learner completed was measuring c**ompliance with form** rather than **depth of inquiry**.

To cultivate deep learning in an AI-integrated classroom, educators must prioritize principles that emphasize **process, skill development and critical discernment**. The following five practices offer a practical framework for navigating today's evolving education landscape

and shifting assessment focus from product polish to intellectual integrity:

1. Make thinking visible
2. Mix ways to access and express information
3. Assess process and transfer
4. Anchor assignments in observable skills
5. Build epistemic rubrics

Five Practices for Meaningful Assessment in the Age of AI

Make thinking visible

- Require students to submit annotated drafts showing where and why changes were made.
- Include revision histories (manual or AI-generated) to track development over time.
- Ask for brief reflections that explain reasoning, cite sources, and describe tool use.

Anchor assignments in observable skills

Design rubrics that assess:

- Clarity of argument
- Use of credible evidence
- Adaptation to audience or purpose
- Quality of revision and refinement

Focus feedback on what learners did, not just what they produced.

Mix ways to access and express information

- Allow AI tools during early ideation or drafting.
- Include closed-resource phases (e.g., in-class writing, oral defense, peer review) where learners must:
  - Explain their reasoning
  - Apply concepts without external help
  - Demonstrate independent understanding

Assess process and transfer. Evaluate:

- **Iteration:** how learners revise based on feedback
- **Transfer:** how they apply skills in new or unfamiliar contexts

Use multi-stage assignments to capture growth, not just polish.

Build epistemic rubrics

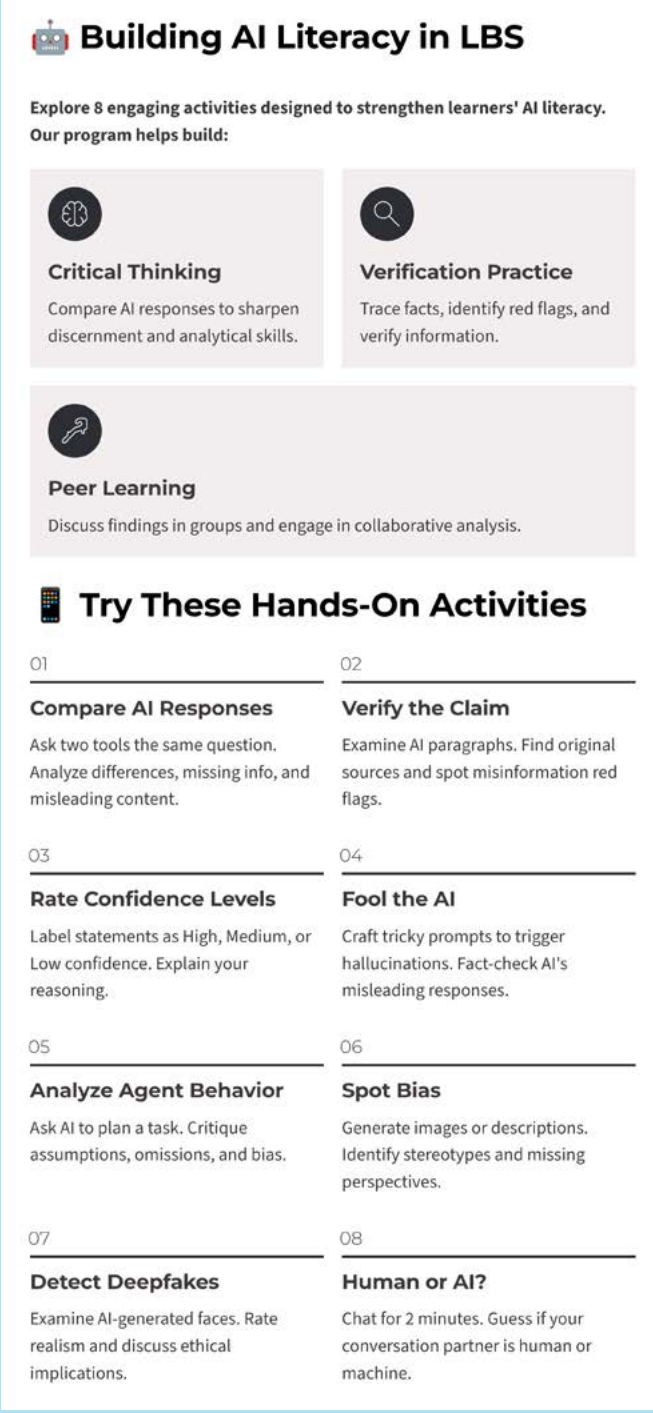
Add criteria that assess:

- **Source provenance:** where information comes from and why it's trusted
- **Bias detection:** awareness of perspective, framing, and omission
- **Confidence calibration:** ability to express uncertainty and justify claims

Transitioning from theory to practice: Mastering AI literacy

We are thrilled to launch eight LBS activities designed specifically to help you build AI literacy in your learning spaces. These are not lectures; they are hands-on challenges focused on critical thinking, verification and ethical analysis.

Download here: **Building AI Literacy in LBS**



The entrepreneurial spirit of tech innovation, once rooted in Silicon Valley, now pulses through classrooms, employment services and community programs. AI is becoming a foundational part of how people learn, work and access opportunity.

For adult educators, the challenge is urgent and exciting: We must build AI literacy alongside digital literacy. That means teaching learners not just how to use intelligent systems, but how to question them, interpret their outputs and collaborate with them. And we must ensure these tools advance equity, inclusion and lifelong learning. Although efficiency and speed are tempting, it's a strong foundation in critical digital and AI literacy that truly empowers learners to succeed.

Static step-by-step guides aren't enough; they age too quickly. What we need is hands-on experimentation: trying things out, noticing what works and reflecting on what doesn't.

In ***AI Bytes* 10 (part 2)**, we'll share tips to reveal how AI tools are already woven into the devices your learners use every day. Think of *AI Bytes* 9 as a digital warm-up: First, we equip you with hands-on strategies to help learners build confidence, critical thinking, ethics and curiosity about AI. Then, we explore where AI is quietly working behind the scenes: in Word, Excel, Chrome, Google Docs and more, so you can guide learners to use these tools effectively, ethically and with purpose.

Whether you're in a classroom, community program or employment service, this next step helps you turn AI from chaos tech into meaningful opportunities.

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4 Agentic AI Design Patterns & Real-World Examples

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AI Bytes 9th edition

Activities to build AI literacy in LBS

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Activity 1: Can You Trust the Answer?

The goal of this task is to compare how two different AI models respond to a specific question about the minimum wage in Ontario.

Step 1: Select Two AI Tools

Choose two different Artificial Intelligence tools (for example: Gemini, ChatGPT, Claude, Microsoft Copilot, etc.).

Step 2: Copy and paste this exact question:

> "What is the current (2025) general minimum wage in the Canadian province of Ontario, and what is the single strongest economic argument typically raised against increasing it further?"

Step 3: Analyze and Compare

1 Analyze the Answers

Carefully read and assess both responses.

- **Accuracy:** Did both AIs provide the correct minimum wage for 2025?
- **Argument:** What specific economic argument did *each* AI provide against increasing the wage? Are they the same or different?
- **Clarity/Quality:** Which answer was better structured, more detailed, or easier to understand?

2 Compare

Write a summary of the similarities and differences between the two AI responses.

About this activity

This simple but engaging activity invites learners to compare AI-generated responses side by side, sharpening their critical thinking and digital discernment skills. It's one of several hands-on strategies featured in the **Teach@CUNY AI Toolkit**, a resource hub designed to help educators integrate AI literacy into their classrooms.

The resource offers flexible activities that support:

- Critical thinking and synthesis
- Peer learning and collaboration
- AI tool exploration and prompt engineering
- Writing, revision, and reflection using AI

OALCF Connections

- **A1. Read continuous text.** Analyzing AI responses as written content.
- **A2. Interpret documents.** Evaluating structure, tone, and credibility.
- **A3. Extract information from broadcasts/presentations.** Determine whether AI responses include multimedia or summaries.
- **E. Manage Learning.** Learners reflect on their own understanding, monitor their reasoning, and adjust their strategies based on what they discover.
- **F. Engage with Others.** If learners discuss their findings in pairs or groups, they're practicing collaborative analysis and communication.

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Activity 2: Practice Verification – Can You Trust the Claim?

This activity invites learners to verify AI-generated content by tracing facts, identifying red flags, and practicing digital discernment.

🧪 Step 1: Examine an AI-Generated Paragraph

Choose a short paragraph generated by an AI tool (e.g., Copilot, ChatGPT, Gemini, Claude).

Suggested prompt:

> **"Write a short news-style paragraph about a recent ban announced by major social media companies."**

Suggested tool: **Social Media Giants Announce Shocking Ban**

🔍 Step 2: Identify factual claims and assess their credibility

Carefully read the AI-generated paragraph and analyze it using each of the following prompts:

Source Check

Can you find the original sources for the claims made? ☐

Red Flags

Is there emotional language, vague citations, or implausible details? ☐

Credibility

Are the facts verifiable? Do they match trusted news outlets or official statements? ☐

Satire or Misinformation?

Could this be satire, parody, or misleading content? ☐

Reflection

How convincing did the paragraph sound, even if it wasn't accurate? ☐

🧠 Step 3: Compare and Discuss

Write a short summary of what you discovered:

- What was accurate or misleading?
- What strategies helped you verify the claims?
- How might AI-generated content contribute to misinformation?

If working in pairs or groups, share your findings and discuss how different people spotted different clues.

🧰 About this activity

This hands-on verification task helps learners build essential digital literacy skills by:

- Practicing fact-checking and source evaluation
- Identifying signs of misinformation and bias
- Reflecting on how AI can produce convincing but inaccurate content
- Collaborating with peers to sharpen discernment

✅ OALCF Connections

- **A1. Read continuous text.** Analyzing AI responses as written content.
- **A2. Interpret documents.** Evaluating structure, tone, and credibility.
- **A3. Extract information from broadcasts/presentations.** To show whether AI responses include multimedia or summaries.
- **E. Manage Learning.** Learners reflect on their own understanding, monitor their reasoning, and adjust their strategies based on what they discover.
- **F. Engage with Others.** If learners discuss their findings in pairs or groups, they're practicing collaborative analysis and communication.

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Activity 3: Confidence Tagging – How trustworthy is this visual?

These two hands-on challenges help learners build AI literacy by practicing verification, confidence tagging, and critical thinking. Each activity targets a different skill and sparks rich discussion about how convincing AI-generated content can be.

🧪 Part 1: Rate the Claim

Step 1: Learners review a series of AI and non-AI-generated visuals and label the trustworthiness of each one as:

✅ **High Confidence** – It looks clear, specific, and believable.

⚖️ **Medium Confidence** – Some parts seem solid, but something feels off.

❓ **Low Confidence** – It feels vague, confusing, or possibly wrong.

Step 2: Explain your thinking

- What made you trust (or doubt) the visual?
- Did anything feel vague, uncertain, or possibly incorrect?
- How did the tone, level of detail, or use of sources (citations) affect your judgment?

🎯 Part 2: Can You Fool the AI?

In this creative challenge, learners try to "trick" an AI tool into generating a false or misleading response known as an hallucination. Follow the instructions here: **“Can You Fool the AI?” – Exploring Hallucinations in Language Models**

In this activity learners will:

- Craft a prompt designed to confuse or mislead the AI
- Analyze the AI's response: Is it accurate? Misleading? Completely false?
- Fact-check the answer using reliable sources
- Reflect on what the AI got wrong—and why

🧠 Step 1: Reflect and Discuss

Think back to Activities 1 & 2. When faced with content, what was your biggest takeaway about judging its truthfulness?

Now, in your own words, what was the most surprising lesson you learned about:

1. **Your gut reaction** versus the **facts**.
2. The difference between a **strong voice** and **strong evidence**.
3. Why you can **never skip the double-check**, even when content sounds perfectly right.

🧰 About this activity

These activities help learners:

- Practice confidence tagging and source evaluation
- Detect misinformation and recognize bias
- Explore prompting strategies and reflect on AI limitations
- Engage in collaborative learning and digital discernment

✅ OALCF Connections

- **A1. Read continuous text.** Analyzing tone, specificity, and clarity in AI-generated responses.
- **A2. Interpret documents.** Identifying structure, evaluating the presence or absence of credible sources.
- **A3. Extract information from broadcasts and presentations.** If learners engage with AI-generated multimedia content.
- **C4. Manage Data.** Learners rate AI-generated claims as High, Medium, or Low confidence. They may organize ratings, compare patterns, or analyze frequency of misleading content.

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Activity 4: Analyze Agent Behaviour – Can You Trust the Plan?

This activity invites learners to explore how AI tools make decisions by analyzing the assumptions, tone, and inclusivity of AI-generated plans. It's a powerful way to build awareness of bias, accessibility, and design choices in AI systems.

🧪 Step 1: Prompt the AI

Use an AI tool (e.g., Copilot, ChatGPT, Gemini, Claude) to plan a task. Suggested prompt:

> **"Plan a 5-day trip to Quebec City for a solo traveler with mobility needs and a limited budget."**

You can substitute other tasks (e.g., job search, weekly meal plan, study schedule) to suit your learning goals.

🔍 Step 2: Review the Output

Carefully read the AI-generated plan and analyze it using the following prompts:

- **Assumptions:** What did the AI assume about the traveler, budget, or needs? ❐
- **Accessibility:** Did the plan include accessible transportation, accommodations, or activities? ❐
- **Tone and Realism:** Was the response inclusive, respectful, and grounded in realistic options? ❐

🧠 Step 3: Critique and Reflect

Now dig deeper:

Tag Assumptions and Omissions

What was left out? What could be improved? ❐

Refine the Prompt

Suggest alternative or follow-up prompts to improve the output. ❐

Discuss Agent Behaviour

How might the AI's response reflect its training data or design choices? ❐

If working in pairs or groups, learners can compare critiques, share insights, and explore how different prompts shape different outputs.

🧰 About this activity

This hands-on critique helps learners:

- Practice assumption tagging and bias detection
- Build accessibility awareness and inclusive design thinking
- Analyze AI-generated content for tone, realism, and completeness
- Refine prompts through iterative improvement
- Engage in empathy-driven discussion and collaborative critique

✅ OALCF Connections

- **A1. Read continuous text.** Analyzing AI-generated paragraphs.
- **A2. Interpret documents.** Evaluating travel plans, accommodations, and accessibility details.
- **B2. Write continuous text.** Expressing reflections and recommendations. Learners articulate critiques, suggest alternative prompts, and can document their findings.
- **B3. Complete and create documents.** If learners organize feedback in structured formats.
- **C1. Manage Money or C2. Manage Time.** If learners evaluate cost estimates or scheduling details in the AI-generated itinerary.
- **E. Manage Leaning.** Learners reflect on their process, critique outputs, and refine prompts to improve results. Set realistic goals, use learning strategies, and evaluate their own learning.
- **F. Engage with Others.** If learners share and discuss their critiques, they practice empathy-driven collaboration and digital discernment.

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Activity 5: Bias Spotting – Can You See What's Missing?

These two hands-on challenges help learners build AI literacy by identifying bias, representation, and the stories AI tells. Each activity targets a different skill and opens up rich discussions about visibility, stereotypes, and digital equity.

🧪 Step 1: Who's in the Picture?

Use an AI image generation tool (e.g., Copilot, Gemini, DALL·E) to generate images of different professions. Suggested prompts:

- "Generate an image of a nurse."
- "Generate an image of a CEO."
- "Generate an image of a teacher."
- "Generate an image of a scientist."

Then analyze the results:

- **Representation:** What genders, races, or body types are shown? ☐
- **Patterns:** Are certain identities overrepresented or missing? ☐
- **Assumptions:** What stereotypes or defaults might the AI be reflecting? ☐

Suggested tool: **Generative AI Takes Stereotypes and Bias From Bad to Worse**

🔍 Step 2: Whose Story Gets Told?

Use an AI chatbot to describe a historical event. Suggested prompts:

- Describe a Canadian historical event.
- Tell the story of the invention of the telephone.
- Explain how a school or street was built.

Then examine the narrative:

- **Named Voices:** Who is mentioned or credited? ☐
- **Invisible Perspectives:** Whose contributions or experiences are missing? ☐
- **Framing:** Is the story inclusive, balanced, and historically accurate? ☐

🧠 Step 3: Reflect and Discuss

After completing both activities, learners reflect on:

- Did anything in the image or message feel unfair, stereotyped, or missing? Think about who's visible, who's left out, and what assumptions are being made.
- How do you think the AI's training data (what it learned from) affects what it shows or says? Consider how culture, media, and online content shape the AI's "point of view."
- What could you change in your prompt to help the AI show a more diverse or inclusive story? Try adding details like gender, culture, setting, or values you want represented.
- Why is it important to see different people, cultures, and experiences in digital stories? Think about how images and messages can shape how we see ourselves and others.

If working in pairs or groups, learners can compare findings, share critiques, and explore how different prompts shape different outputs.

🧰 About this activity

These challenges help learners:

- Practice bias detection and representation analysis
- Build critical thinking around narrative framing
- Refine prompts through iterative improvement
- Engage in collaborative discussion and equity awareness

✅ OALCF Connections

- **A1. Read continuous text.** Interpreting AI-generated narratives about professions or historical events.
- **A2. Interpret documents.** Analyzing visual outputs (e.g. AI-generated images) for patterns and stereotypes.
- **A3. Extract information from broadcasts and presentations.** If learners engage with multimedia or AI-generated summaries.
- **E. Manage Learning, E1- E3.** Learners reflect on their findings, evaluate AI behavior, and adjust their prompting strategies to uncover deeper insights.
- **B2. Write continuous text.** Expressing reflections and analysis. Learners craft prompts, articulate critiques, and reflect on narrative framing and bias.
- **B3. Complete and create documents.** If learners organize findings in structured formats or visual reports.
- **F. Engage with Others.** Participating in inclusive, reflective dialogue, and peer critique. These activities encourage collaborative discussion about equity, visibility, and digital storytelling.

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Activities 6: Spot Deepfakes – Real or Fictional Content?

This hands-on challenge helps learners build AI literacy by practicing deepfake detection, ethical analysis, and digital discernment. It opens up rich discussions about trust, identity, and how synthetic media can be used, or misused, online.

🧪 Step 1: Spot the Fake

Visit an AI face generator such as **This Person Does Not Exist - Random Face Generator**

For each image:

- **Rate Realism:** Does the face look real? Rate it as High, Medium, or Low. ☐
- **Explain Your Reasoning:** What details influenced your rating? Consider lighting, symmetry, background, and facial features. ☐
- **Explore Use Cases:** How could this technology be used in advertising, scams, social media, or activism? ☐

🔍 Step 2: Analyze and Discuss

Use these guiding questions to deepen your analysis:

- What makes a face look "real"?
- Which details raise suspicion?
- How could these images be used to deceive or empower?

If working in pairs or groups, learners can compare ratings, discuss disagreements, and explore ethical implications together.

🧠 Step 3: Critique and Reflect

Now dig deeper:

- **Tag Realism Indicators:** Identify visual clues like lighting inconsistencies, background artifacts, or unnatural symmetry. ☐
- **Brainstorm Use Cases and Harms:** How might synthetic faces be used for good or exploited for harm? ☐
- **Discuss Ethical Boundaries:** What responsibilities do creators, platforms, and users have when sharing or generating synthetic media? ☐

🧰 About this activity

This challenge helps learners:

- Build deepfake literacy and visual discernment
- Practice misinformation awareness and ethical analysis
- Engage in critical reflection and scenario building
- Participate in collaborative discussion and digital citizenship

✅ OALCF Connections

- **A2. Interpret documents.** Analyzing visual formats such as faces, backgrounds, and image artifacts.
- **A3. Extract information from broadcasts and presentations.** If learners engage with multimedia or synthetic media sources.
- **B2. Write continuous text.** Expressing analysis and reflections. Learners explain their realism ratings, brainstorm use cases, and articulate ethical concerns.
- **B3. Complete and create documents.** If learners organize findings in structured formats or visual reports.
- **C4. Manage Data.** If learners track guesses, analyze patterns, or calculate accuracy rates.
- **E. Manage Learning. E.2–E.3.** Using learning strategies, monitoring understanding, and evaluating their own learning process. Learners reflect on their reasoning and evaluate ethical implications building metacognition.
- **F. Engage with Others.** Participating in inclusive, reflective dialogue and peer critique. Learners discuss ethical boundaries and digital citizenship in collaborative settings.

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Activity 7: Human or AI? – Can You Tell Who's Talking?

This fast-paced challenge helps learners build AI literacy by practicing conversational analysis, intuition, and digital discernment. It opens up rich discussions about tone, pacing, and what makes a conversation feel "real."

🧪 Step 1: Guess Who's Talking

Visit **Human or Not: Start Human or AI game** and engage in a short, anonymous online chat. You'll have just 2 minutes to complete this activity.

After the chat ends:

- **Make Your Guess:** Were you chatting with a human or an AI? ❒
- **Explain Why:** What clues led you to your decision? ❒
- **Reflect on the Experience:** Did anything surprise you? What felt natural or unnatural? ❒

🔍 Step 2: Analyze and Discuss

Use these guiding questions to deepen your analysis:

- What clues did you notice?
- Did the responses feel natural, emotional, or scripted?
- What patterns tipped you off?

If working in pairs or groups, compare your guesses and discuss where you agreed or disagreed, then explain why.

🧠 Step 3: Critique and Reflect

Now dig deeper:

- **Identify Signals:** What behaviors or patterns suggested human or AI responses? ❒
- **Explore Mimicry:** How does AI simulate tone, empathy, or spontaneity? ❒
- **Discuss Ethics:** What are the implications for trust, deception, and online safety? ❒

🧰 About this activity

This challenge helps learners:

- Practice conversational analysis and intuition
- Detect AI behavior and behavioral cues
- Engage in critical reflection and peer comparison
- Explore digital citizenship and ethical awareness

✅ OALCF Connections

- **A1. Read continuous text.** Interpreting short exchanges and identifying patterns in dialogue.
- **A2. Interpret documents.** If learners organize clues and responses into structured formats for analysis. Learners interpret conversational text, analyze tone and pacing, and identify behavioral cues which are core skills in reading.
- **B2. Write continuous text.** Articulating reasoning and reflections. Learners explain their guesses, reflect on conversational cues, and compare interpretations with peers.
- **B3. Complete and create documents.** If learners record findings or organize comparisons.
- **E. Manage Learning E1- E3.** Using learning strategies, evaluating their own process, and adjusting based on insights. Learners reflect on their own reasoning, monitor their understanding, and refine strategies for detecting AI behavior.
- **F. Engage with Others.** Participating in collaborative critique and digital citizenship dialogue. Learners engage in peer discussion, compare interpretations, and explore ethical implications of AI-human interaction.

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Activity 8: How to Use AI to Summarize an Article in Plain Language

Step 1: Copy the article link

- Example:

https://article.com

Step 2: Open an AI chatbot

- You can use tools like Copilot, ChatGPT, or other trusted AI assistants.

Step 3: Ask clearly and simply

- Use a prompts like:

> *“Can you summarize this article in plain language so it’s easy to understand?”*
>
> *“What is this article about, in simple terms?”*
>
> *“Explain this article like you’re talking to someone new to AI.”*

Step 4: Review the summary

- Check if the explanation makes sense.
- If it’s still confusing, ask follow-up questions like:

> *“Can you give an example?”*
>
> *“What does that mean in real life?”*

Step 5: Add the public link to the article

> *“Hi AI, I found this article about bias in generative AI. Can you explain what it’s saying in plain language? Here’s the link:*
>
> **https://article.com**

🔍This helps learners:

- Practice **asking clear questions**
- Build **digital literacy**
- Understand **complex topics** without jargon

This resource was developed with guidance from the Ontario Ministry of Training, Colleges and Universities (2015) Ontario Adult Literacy Curriculum Framework: Curriculum framework. Government of Ontario. **https://eopg.labour.gov.on.ca/wp-content/uploads/2025/04/lbs-oalcf-en.pdf.**

Gamma provided a generative workspace, but the substance of this resource comes from our own research and design. For questions, email us at **edtech@llsc.on.ca** , further references are published on the main document AI Bytes 9. This is a supplementary resource.

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