DIGITAL EDUCATION COUNCIL

DEC AI Literacy Framework

# AI Literacy For All

# DEC Leadership Note

The rapid rise of artificial intelligence is redefining the way we work, learn, and innovate. For higher education the challenge is clear: AI is no longer a future concern—it is an immediate imperative. Institutions that fail to equip their students and faculty with AI literacy will struggle to remain relevant.

AI literacy is as fundamental as digital literacy was a generation ago.

The **DEC AI Literacy Framework** is a response to this urgent need. Developed in consultation with leading institutions worldwide, this framework provides a structured, actionable, and adaptable guide to ensuring that all individuals gain the AI knowledge and skills they require to thrive.

We felt the need to not just prepare students and faculty to use AI in a higher education context, but as a fundamental literacy that serves as a foundation for future productivity and prosperity. We reviewed a number of existing frameworks and considered how these can be improved and refined for higher education and beyond - into the world of work.

To this end, one of the unique and defining features of the Digital Education Council AI Literacy Framework is the **Domain Expertise** pillar. This builds on fundamental literacy encouraging AI literacy that is relevant for any field of work or study.

AI has the potential to amplify human capability, but only if we build AI literacy that fosters informed, ethical, and strategic decision-making. We encourage all institutions of every shape and size from all over the world to join our effort to use technology to positively impact humanity.

**Alessandro Di Lullo**
Chief Executive Officer

**Daniel A. Bielik**
President

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# 1. AI Literacy: Why Is It Important?

# Individuals and Employers Call for AI Literacy

## 1 Uncertainty around AI skills and knowledge

While many use AI tools for greater efficiency and productivity in their studies or work, majority of users are still uncertain or lack confidence in their AI competencies.

Our Global AI Surveys show that uncertainty primarily comes from low levels of perceived AI proficiency and understanding of guidelines[1]

**Major Implication**

### AI Idiots

The phenomenon of "AI Idiots" refers to individuals who increasingly are over-reliant on AI to handle daily tasks, with an inability to critically evaluate or supplement the output of these tools.

## 2 AI skills are in-demand, but the supply is insufficient

AI skills and AI-adjacent competencies are in demand, as AI use is increasing. Businesses are keen to unlock potential gains in productivity and innovation.

Despite AI being regarded with growing importance across industries[2], the supply of individuals with these competencies does not match up to the demand yet - 48% of students do not feel adequately prepared for an AI-enabled workforce.[3]

**Major Implication**

### How to acquire and demonstrate AI skills?

As AI develops and is increasingly integrated into the workplace, there is demand for professionals to acquire and demonstrate AI competencies.

[1]Digital Education Council, Global AI Faculty Survey, 2025.
[2]The Future of Jobs Report 2025. World Economic Forum. https://www.weforum.org/publications/the-future-of-jobs-report-2025/
[3]Digital Education Council, Global AI Student Survey, 2024.

# Objectives of AI Literacy

## What AI literacy can do

### 1 Guide individuals to acquire knowledge of AI

Equip individuals with knowledge of AI functionality and capabilities, as well as what different AI tools can do to help enhance human abilities and work.

### 2 Build the foundation for appropriate AI use

Help ensure that AI is used responsibly and appropriately, with consideration for potential ethical implications of using AI, such as misinformation, plagiarism, and AI's societal impact.

### 3 Enable desirable human–AI collaboration

Enable greater application of key human skills such as critical thinking, creativity, and adaptability with the use of AI, ensuring humans stay at the core of AI development.

# 2. DEC AI Literacy Framework

# 5 Dimensions of the DEC AI Literacy Framework

**AI Literacy (Digital Education Council, 2025):** *The essential knowledge and skills needed to understand, interact with, and critically assess AI technologies. AI literacy includes the ability to use AI tools effectively and ethically, evaluate their output, ensure humans are at the core of AI, and adapt to the evolving AI landscape in both personal and professional settings.*

# 5 AI Literacy Dimensions Defined

| Literacy Dimensions | Definition |
|---|---|
| **Understanding AI and Data**<br>*How does AI work?* | Encompasses understanding how AI systems work, the principles of data collection, processing, and interpretation, and the implications of AI-generated output. Proficiency in this area enables individuals to critically engage with AI tools, assess their capabilities and limitations, and make informed decisions about their use. |
| **Critical Thinking and Judgement**<br>*How do I evaluate AI output?* | Focusses on the ability to evaluate AI-generated content, discern biases, and apply logical reasoning when using AI in decision-making. It includes skills such as verifying sources, identifying misinformation, recognising limitations in AI-generated insights, and ensuring that human judgment remains central to AI-supported processes. Critical thinking ensures that AI is used as a tool for augmentation rather than blind reliance. |
| **Ethical and Responsible AI Use**<br>*How do I ensure AI is used ethically and responsibly?* | Covers the ethical considerations and governance frameworks necessary for responsible AI adoption. It includes understanding AI ethics principles (such as fairness, transparency, accountability, and privacy), recognising potential risks (such as bias, discrimination, and misinformation), and implementing responsible AI use practices. It also involves navigating regulatory and institutional guidelines to ensure compliance and integrity in AI applications. |
| **Human-centricity, Emotional Intelligence, and Creativity**<br>*How do I ensure humans remain at the core?* | Emphasises the importance of human skills in an AI-driven world, including empathy, adaptability, communication, lifelong learning, and mindset. As AI automates tasks, human-centred skills become critical in maintaining ethical decision-making, fostering inclusive and diverse AI practices, and ensuring AI aligns with societal values. It also includes managing AI's impact on human interactions and well-being in educational and professional environments. |
| **Domain Expertise**<br>*How do I apply AI in a specific context?* | Focusses on the specialised knowledge and skills required to understand, assess, and manage the impact of AI within a specific academic or professional context. It includes the ability to critically evaluate AI applications within a given discipline, adapt AI tools to enhance professional practices, and navigate domain-specific ethical, regulatory, and operational challenges. |

# DEC AI Literacy Framework

Competency Level

| Literacy Dimensions | Level 1 | Level 2 | Level 3 |
|---|---|---|---|
| Dimension 1 **Understanding AI and Data** | AI and Data Awareness | AI and Data in Action | AI and Data Optimisation |
| Dimension 2 **Critical Thinking and Judgement** | Question AI Output | Evaluate AI Output | Challenge AI Output |
| Dimension 3 **Ethical and Responsible Use** | Understand Risks | Apply Responsible Practices | Shape Responsible Practices |
| Dimension 4 **Human-Centricity, Emotional Intelligence, and Creativity** | Awareness of Human-AI Interaction | AI as Collaborative Tool | Develop Human-Centred AI Practices |
| Dimension 5 **Domain Expertise** | Applied AI Awareness | AI Application in Professional Contexts | Strategic AI Leadership |

# Dimension 1: Understanding AI and Data

| | Level 1<br>AI and Data Awareness | Level 2<br>AI and Data in Action | Level 3<br>AI and Data Optimisation |
|---|---|---|---|
| **Description** | Individuals develop a basic understanding of AI concepts, how AI systems function, and the role of data in AI decision-making. | Individuals can select AI tools for real-world tasks, understand how AI models work, and assess the role of data in AI performance. | Individuals critically engage with AI systems, assess their technical capabilities, and strategically integrate AI into decision-making. |
| **Examples of Competencies** | • Define AI and its key components (e.g. machine learning, automation).<br>• Identify common AI applications in daily life.<br>• Understand the basics of how AI processes data to generate output. | • Explain how AI models process data and generate output.<br>• Identify factors affecting AI performance, such as data quality.<br>• Understand how to apply AI tools to automate or support professional tasks. | • Compare different AI models and their applications for a variety of tasks.<br>• Integrate AI into workflows for enhanced efficiency.<br>• Communicate AI system capabilities and limitations to others. |
| **Examples of Actions for Progression** | • Engage with foundational AI training materials, including introductory online courses or textbooks.<br>• Learn basic data concepts, such as structured vs. unstructured data, and how AI systems process information.<br>• Explore and experiment how AI systems use training data.<br>• Experiment with widely available AI tools (e.g. AI chatbots, translation tools, and recommendation systems) to observe how they function. | • Conduct comparative analysis of different AI models to evaluate their accuracy and limitations.<br>• Use AI-driven analytics tools (e.g. machine learning models, AI-powered data visualisation, or automated reporting tools) to extract insights from datasets.<br>• Learn about data management systems and how AI interacts with structured datasets.<br>• Work with datasets in AI applications, focussing on improving data quality for better AI performance. | • Lead projects involving AI integration, ensuring effective use of data pipelines and model selection.<br>• Lead discussions or training sessions on AI integration, ensuring stakeholders understand AI strengths and limitations.<br>• Contribute to institutional or policy discussions on AI and data governance.<br>• Develop strategies for handling large datasets, and improve AI performance for the institution. |

# Dimension 2: Critical Thinking and Judgement

| | Level 1<br>Question AI Output | Level 2<br>Evaluating AI Output | Level 3<br>Challenge AI Output |
|---|---|---|---|
| **Description** | Individuals can identify key evaluation criteria for AI output and understand that AI-generated content may contain biases or errors. | Individuals critically assess AI-generated content using established evaluation criteria and identify biases or inconsistencies. | Individuals demonstrate expertise in evaluating AI-generated output with rigorous methodologies, interrogating AI's reasoning processes, and assessing AI's impact on human cognition. |
| **Examples of Competencies** | • Understand the importance of verifying AI-driven insights with human judgement.<br>• Understand basic evaluation criteria for AI-generated content, such as accuracy, consistency, and source reliability.<br>• Identify a number of inconsistencies or biases in AI-generated content. | • Apply evaluation frameworks to assess the validity of AI-generated insights.<br>• Identify and articulate biases or inconsistencies in AI-generated output.<br>• Compare AI-generated information against multiple independent sources for verification. | • Apply logical reasoning to understand how AI generates responses, analyse the strengths and weaknesses of different AI models and their output, and effectively build upon them.<br>• Effectively leverage AI capability to enhance critical thinking skills.<br>• Recognise and manage the nuanced impacts of AI in complex, high-stakes situations. |
| **Examples of Actions for Progression** | • Study introductory materials on AI reliability and accuracy metrics.<br>• Compare AI-generated content with verified sources to identify discrepancies.<br>• Engage in case studies where AI-generated information led to errors or misinterpretation.<br>• Explore AI tools to assess their reliability and accuracy. | • Develop structured evaluation rubrics for assessing AI-generated output in an academic or professional setting.<br>• Conduct comparative studies of different AI models to assess reliability across domains.<br>• Engage in interdisciplinary discussions on AI evaluation methodologies.<br>• Start applying AI assessment frameworks to real-world scenarios. | • Conduct independent evaluation of AI tools, comparing their output across multiple sources for consistency and accuracy.<br>• Refine evaluation methodologies based on exposure to new AI advancements and emerging best practices.<br>• Publish assessments or research papers critically examining AI reliability in a specific domain.<br>• Apply advanced AI evaluation frameworks to real-world professional, research, or policy contexts. |

# Dimension 3: Ethical and Responsible AI Use

| | Level 1<br>Understand Risks | Level 2<br>Apply Responsible Practices | Level 3<br>Shape Responsible Practices |
|---|---|---|---|
| **Description** | Individuals understand fundamental AI ethics principles and can recognise potential risks, such as bias, misinformation, and discrimination. | Individuals apply ethical principles and frameworks to evaluate and mitigate risks associated with AI use in various professional and academic settings. | Individuals demonstrate expertise in evaluating, shaping, and advocating for ethical AI policies, governance frameworks, and institutional best practices. |
| **Examples of Competencies** | • Define key AI ethics principles (e.g. fairness, transparency, accountability, privacy).<br>• Recognise how AI systems can perpetuate bias and inequality.<br>• Identify ethical concerns in AI-driven decision-making (e.g. hiring, surveillance, law enforcement). | • Assess AI systems for compliance with ethical standards and legal frameworks.<br>• Identify and mitigate risks related to bias, discrimination, and data privacy in AI applications.<br>• Implement strategies to ensure fairness and accountability in AI decision-making. | • Critically evaluate ethical implications of AI adoption at an institutional or societal level.<br>• Contribute to the development of AI governance frameworks and ethical AI policies.<br>• Provide guidance on ethical AI adoption in professional, academic, or policy environments. |
| **Examples of Actions for Progression** | • Study introductory materials on AI ethics, including case studies of ethical failures in AI.<br>• Reflect on personal experiences using AI tools and consider ethical implications.<br>• Analyse a real-world case study where AI ethics were challenged, such as biased hiring algorithms or misinformation spread by AI<br>• Engage in discussions on ethical dilemmas involving AI decision-making. | • Conduct ethical impact assessments for AI applications in an organisation or research setting.<br>• Engage in interdisciplinary discussions on responsible AI use across different sectors.<br>• Reflect on internal guidelines for the ethical implementation of AI in a professional or academic environment.<br>• Apply ethical AI principles in project development or policy analysis. | • Draft or contribute to ethical AI guidelines within an organisation, academic institution, or regulatory body.<br>• Publish research, reports, or policy papers analysing ethical AI challenges and solutions.<br>• Conduct workshops or training sessions on ethical AI adoption.<br>• Collaborate with AI ethics advisory groups or contribute to national or international policy discussions. |

# Dimension 4: Human-Centricity, Emotional Intelligence, and Creativity

| | Level 1<br>Awareness of Human-AI Interaction | Level 2<br>AI as Collaborative Tool | Level 3<br>Develop Human-Centred AI Practices |
|---|---|---|---|
| **Description** | Individuals have a foundational understanding of how AI affects human decision-making, communication, and emotional intelligence. | Individuals integrate human-centred skills into AI-assisted environments to promote responsible, ethical, and inclusive AI use. | Individuals advocate for human-centred AI approaches, ensuring AI remains a tool that complements rather than replaces human skills. |
| **Examples of Competencies** | • Recognise how AI influences human behaviour, decision-making, and interactions.<br>• Identify situations where AI may lack human sensitivity (e.g. AI-generated feedback, automated decision-making).<br>• Understand the importance of empathy and adaptability in AI-augmented environments. | • Apply effective communication strategies and human-in-the-loop strategies when using AI tools in professional and educational settings.<br>• Identify opportunities to enhance human-centred skills and foster creative thinking with AI, and propose strategies for continued development.<br>• Assess AI tools to ensure inclusivity for different user groups. | • Develop AI-driven workplace or education policies that safeguard human agency in decision-making.<br>• Establish guidelines for using AI in professional or educational environments that ensure AI complements, rather than replaces, human interaction and creativity<br>• Conduct empirical studies or pilots testing the impact of AI in human-centred roles |
| **Examples of Actions for Progression** | • Observe how AI influences human interactions in customer service, education, or workplace settings.<br>• Reflect on personal experiences when using AI-powered communication tools (e.g. chatbots, virtual assistants).<br>• Engage in discussions on the limitations of AI in recognising human emotions.<br>• Explore literature on the psychological and social impact of AI in human interactions. | • Develop case studies on human-centred AI practices and their impact in different industries.<br>• Participate in collaborative projects where AI is integrated into human-driven decision-making.<br>• Explore frameworks for ensuring that AI tools respect social and cultural norms.<br>• Analyse the impact of AI on workforce skills and creativity, and propose strategies for maintaining essential human abilities. | • Lead research or policy development on the role of emotional intelligence in AI-driven work environments.<br>• Create training programmes focussed on balancing AI integration with human-centric skills.<br>• Engage with industry or academic stakeholders to define best practices for human-AI collaboration.<br>• Create reports or guides advocating for human-centred AI principles in education, governance, or business. |

# Dimension 5: Domain Expertise

| | Level 1<br>Applied AI Awareness | Level 2<br>AI Application in Professional Contexts | Level 3<br>Strategic AI Leadership |
|---|---|---|---|
| **Description** | Individuals develop a basic understanding of how AI is used in their specific field and can identify relevant AI tools and applications. | Individuals can effectively use AI tools to support tasks, optimise workflows, and improve decision-making within their discipline. | Individuals develop advanced expertise in AI applications within their discipline, ensuring AI is effectively integrated into strategic decision-making. |
| **Examples of Competencies** | • Identify key AI applications relevant to a specific domain (e.g. AI in medicine, law, education, finance).<br>• Recognise how AI is transforming professional roles and industry standards.<br>• Understand the basic limitations of AI when applied in a particular field. | • Select and apply AI tools that enhance efficiency and accuracy in a professional or academic setting.<br>• Assess the strengths and weaknesses of AI applications within specific processes or parts of the value chain.<br>• Integrate AI insights into professional decision-making while understanding AI's role as a complement to human expertise. | • Evaluate and refine AI adoption strategies within the field, considering regulatory, ethical, and operational constraints.<br>• Lead the implementation of AI-driven innovations in a professional or academic context.<br>• Develop training materials or guidelines to enhance AI literacy among peers and colleagues in the field. |
| **Examples of Actions for Progression** | • Explore and experiment with domain-specific AI tools.<br>• Participate in discussions or case studies related to AI applications in the field.<br>• Engage in introductory training sessions focussed on AI for a specific sector. | • Implement AI-powered solutions in professional workflows, assessing their impact on efficiency and accuracy.<br>• Compare multiple AI tools within the field to determine best-fit applications.<br>• Conduct small-scale research or pilot projects testing AI solutions in a specific professional setting. | • Conduct industry-level assessments of AI adoption trends and their impact on professional practice.<br>• Publish findings on AI applications in a particular field through research, white papers, or industry reports.<br>• Participate in advisory or policy groups to influence AI adoption and governance at an institutional level. |

# 3. AI Literacy for Faculty

# Domain Expertise for Faculty

## Top Skills for Faculty to Define Domain Expertise of AI Literacy

- Facilitating student critical thinking and learning
- Promoting AI & digital literacy
- Innovating pedagogy
- Adaptability and responsiveness to change
- Expertise in ethical and responsible AI

# Dimension 5: Domain Expertise for Faculty

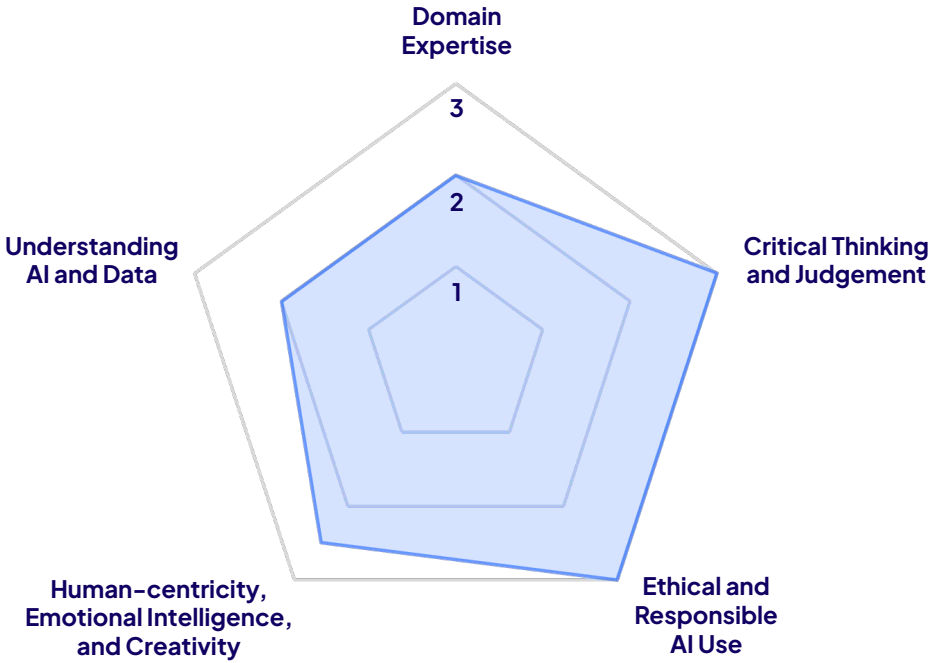
| | Level 1<br>Foundational Applied AI Awareness | Level 2<br>AI Application in Teaching and Learning | Level 3<br>Strategic AI Leadership in Higher Education |
|---|---|---|---|
| **Description** | Faculty develop a foundational understanding of AI's impact on higher education, their discipline, and student learning. | Faculty integrate AI tools into their pedagogy to enhance student engagement, assessment, and personalised learning while maintaining academic integrity. | Faculty lead institutional AI adoption, contribute to AI curriculum development, and innovate pedagogy using AI-driven methodologies. |
| | **Example of Competencies** | | |
| **Facilitating student critical thinking and learning** | • Identify how AI impacts the ability of students to think critically.<br>• Recognise how students engage with AI-generated content and the risks of over-reliance.<br>• Introduce AI-awareness activities to help students distinguish between AI-generated and human-generated content. | • Design learning activities that challenge students to critically assess AI-generated content.<br>• Embed AI literacy into assignments, requiring students to evaluate AI sources, biases, and reliability.<br>• Teach students frameworks for verifying AI-generated claims and distinguishing AI assistance from original thought. | • Develop institutional strategies to integrate critical thinking into the curriculum as a core academic skill.<br>• Lead faculty training on embedding AI-critical engagement into assessments and learning activities.<br>• Conduct research on AI's impact on student cognitive development and critical thinking skills. |
| **Promoting AI & digital literacy** | • Introduce students to basic AI concepts, applications, and limitations.<br>• Explain how AI systems generate output and highlight potential biases in automated decision-making.<br>• Guide students in navigating AI-powered tools. | • Embed AI and digital literacy into course curricula, ensuring students can assess AI use in their studies and field.<br>• Teach students to critically analyse AI-generated data, algorithms, and their real-world implications.<br>• Encourage students to experiment with AI tools while maintaining academic integrity. | • Contribute to the development of institution-wide AI and digital literacy programmes.<br>• Design AI literacy frameworks that are embedded across disciplines and degree programmes.<br>• Contribute to national or global discussions on AI literacy education in higher education. |

# Dimension 5: Domain Expertise for Faculty (Continued)

| | Level 1<br>Foundational Applied AI Awareness | Level 2<br>AI Application in Teaching and Learning | Level 3<br>Strategic AI Leadership in Higher Education |
|---|---|---|---|
| **Innovating pedagogy** | • Identify AI's potential to enhance pedagogy through automation, personalisation, and student engagement.<br>• Recognise opportunities to incorporate AI into classroom activities (e.g. AI-driven tutoring, automated feedback).<br>• Experiment with AI-enhanced lesson planning and assessment design. | • Develop student-centred AI-enhanced learning experiences, using AI to support personalised instruction.<br>• Implement AI-driven learning analytics to inform instructional decisions and improve student engagement.<br>• Redesign assessments to align with AI's role in research and problem-solving, ensuring learning objectives remain relevant. | • Lead pedagogical innovation initiatives using AI to enhance student success and faculty effectiveness.<br>• Conduct research on AI's impact on teaching and learning outcomes.<br>• Contribute to institutional strategies for AI-driven teaching transformation and faculty professional development. |
| **Adaptability and responsiveness to change** | • Recognise how AI is transforming academic disciplines, the role of educators, and workforce expectations.<br>• Identify key AI trends relevant to one's field and their implications for students.<br>• Introduce some curriculum adjustments to reflect AI's emerging role in the profession | • Update curricula to reflect AI-driven industry shifts, ensuring students develop future-ready skills.<br>• Continuously modify teaching methods and assessments dynamically to account for AI's evolving capabilities.<br>• Encourage students to reflect on how AI is shaping professional competencies. | • Lead institutional efforts to align academic programmes with AI-driven changes in industry.<br>• Advocate for flexible curriculum models that integrate AI as a transformative force in professional education.<br>• Conduct research on the effectiveness of AI-enhanced curricula and evolving learning needs. |
| **Expertise in ethical and responsible AI** | • Introduce students to fundamental AI ethics principles, such as fairness, transparency, and accountability.<br>• Identify risks of AI bias, discrimination, and misinformation in academic and professional contexts.<br>• Encourage discussions about ethical dilemmas arising from AI use in different fields. | • Guide students in applying ethical frameworks to AI use in academic and professional settings.<br>• Require students to critically evaluate ethical risks associated with AI-generated recommendations and decisions.<br>• Ensure that AI-assisted assignments and projects incorporate responsible AI principles. | • Lead institutional discussions on responsible AI adoption in education and research.<br>• Develop policies and best practices for ethical AI use in teaching, assessment, and institutional decision-making.<br>• Contribute to academic discourse on AI governance and regulation in higher education. |

# Ideal Framework Mastery for Faculty

AI Competency Profile
**Faculty**




## Faculty Framework Mastery

Faculty should aim for the following mastery levels of the DEC AI Literacy Framework:

### Understanding AI and Data

0 1 2 3

Faculty should be able select AI tools for real-world tasks, and be able to assess the role of data in AI performance.

### Critical Thinking and Judgement

0 1 2 3

Faculty should be experts in rigorously evaluating AI-generated output, and be able to assess AI's impact on human cognition.

### Ethical and Responsible AI Use

0 1 2 3

Faculty should be able to evaluate, shape and advocate for ethical AI use, governance frameworks and best practices.

### Human-centricity, Emotional Intelligence, and Creativity

0 1 2 3

Faculty should advocate for and integrate human-centred AI approaches, and promote responsible and inclusive AI use.

### Domain Expertise: AI Application in Teaching and Learning

0 1 2 3

Faculty should be able to integrate AI tools into their pedagogy to enhance teaching and learning, while maintaining academic integrity.

# 4. AI Literacy for Students

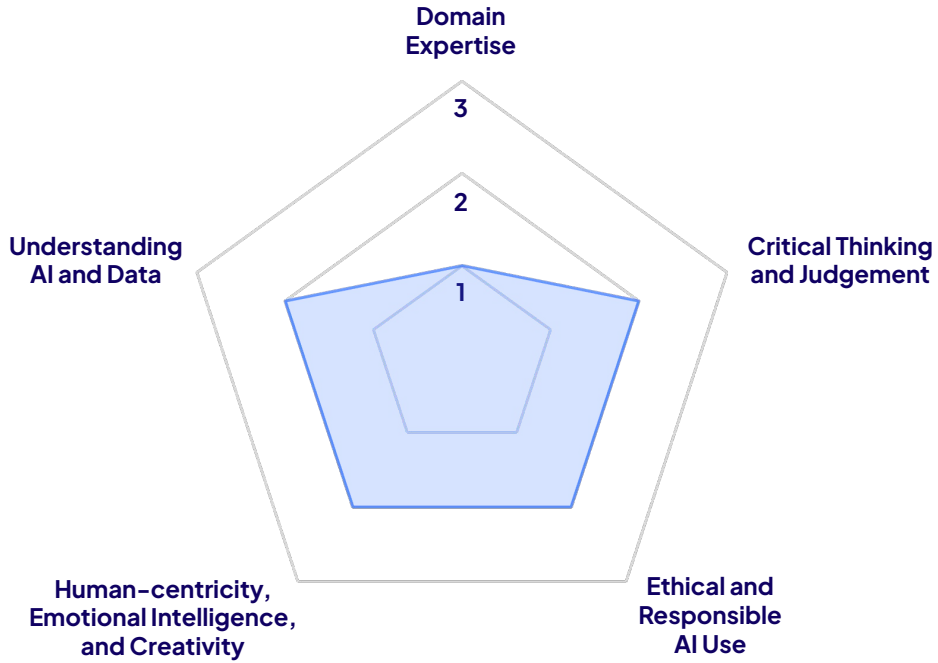
# AI Literacy Framework for Students

Literacy Dimensions

| | Competency Level | | |
|---|---|---|---|
| | **Level 1 Baseline** | **Level 2 Expected** | **Level 3 Forward-looking** |
|  Dimension 1 **Understanding AI and Data** | Recognise AI's role in daily life, my studies, and society. Understand basic AI concepts and how AI systems use data. | Use AI tools for learning, research, and productivity. Understand AI limitations and biases. | Engage with AI implementation, optimisation, or customisation in my work. Strong technical understanding of AI models. |
|  Dimension 2 **Critical Thinking and Judgement** | Understand the importance of verifying AI-driven insights. Recognise when AI -generated content may oversimplify or misrepresent concepts. | Understand and apply evaluation criteria for AI-generated content, such as accuracy, explainability, bias, and source reliability. | Critically analyse the strengths and weaknesses of different AI models and their output in various contexts. |
|  Dimension 3 **Ethical and Responsible Use** | Understand academic integrity in the age of AI. Recognise ethical risks such as bias, misinformation, and plagiarism. | Apply ethical AI principles in coursework and research. Use AI tools responsibly while maintaining academic integrity. | Contribute to AI ethics discussions, policies, or student-led governance initiatives. |
|  Dimension 4 **Human-Centricity, Emotional Intelligence, and Creativity** | Recognise how AI affects communication, creativity, and human skills, and understand when human oversight is needed when using AI. | Use AI as a collaborative tool to enhance creativity and problem-solving. Develop adaptability in AI-driven environments. | Support peers to focus on human-centred skills when using AI, ensuring that AI is used as a complementary tool. |
|  Dimension 5 **Domain Expertise** | Identify AI trends and their impact on your future career. Understand how AI is changing the industry and what is expected by young professionals. | Use AI tools for field-specific tasks (e.g. AI for data analysis in business, AI-assisted research in sciences, AI for content creation). | Develop AI augmentation strategies for enhancing work and decision-making in professional settings. |

# Ideal Framework Mastery for Students

AI Competency Profile
**Student**




## Student Framework Mastery

Students should aim for the following mastery levels of the DEC AI Literacy Framework:

### Understanding AI and Data

0 1 2 3

Students should be able to use AI tools for learning, research, and productivity, and understand AI limitations and biases.

### Critical Thinking and Judgement

0 1 2 3

Students should be able to understand and apply evaluation criteria for AI-generated content, such as reliability and accuracy of source content.

### Ethical and Responsible AI Use

0 1 2 3

Students should apply ethical AI principles in coursework and research, and use AI tools responsibly while maintaining academic integrity.

### Human-centricity, Emotional Intelligence, and Creativity

0 1 2 3

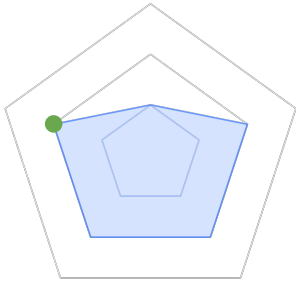
Students should use AI as a collaborative tool to enhance creativity and problem-solving, and be adaptable in AI-driven environments.

### Domain Expertise: AI for Career Readiness

0 1 2 3

Students should be able to identify AI trends and their impact on future careers, and understand how AI is changing the industry and expectations.

# Elevating Students to the Desired AI Proficiency Level



Dimension 1
**Understanding AI and Data**

**Desired level for students**

0 1 2 3

**Example of Teaching Strategy**

**Understanding AI Systems Through Data Exploration**

Teach students how AI systems use data to generate output and how biases can emerge.

**Classroom Applications**

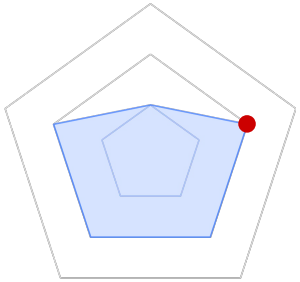
- Have students analyse datasets used in AI models and identify potential biases.
- Assign projects where students modify training data and observe changes in AI behaviour.
- Encourage students to critically assess sources of data and how they impact AI outcomes.

**Mind Mapping AI Concepts and Interconnections**

Combine visual and verbal representation to enhance comprehension of complex AI concepts.

- Ask students to create mind maps of AI technologies, ethical considerations, and real-world applications.
- Have students map relationships between AI models, data sources, and decision-making processes.
- Encourage students to present their mind maps in class for peer discussion.

# Elevating Students to the Desired AI Proficiency Level



Dimension 2
**Critical Thinking and Judgement**

**Desired level for students**

0 1 2 3

**Example of Teaching Strategy**

**Evaluating AI Output for Accuracy and Bias**

Help students critically assess AI-generated content and recognise biases in its output.

**Classroom Applications**

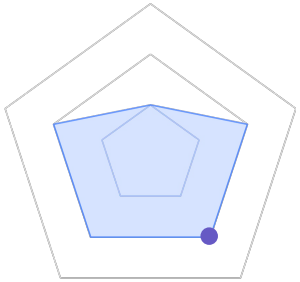
- Provide students with AI-generated articles or images and have them fact-check and annotate inaccuracies against key evaluation criteria.
- Use real-world AI-generated misinformation cases for group analysis and discussion.
- Have students compare AI output across different tools to assess reliability and consistency.

**Evaluating Misinformation in AI-Generated Content**

Train students to detect misinformation and misleading AI-generated content.

- Provide students with AI-generated content and have them verify its accuracy using trusted sources.
- Discuss strategies for detecting deepfakes and AI-generated misinformation.
- Ask students to compare AI output with traditional sources for reliability assessment.

# Elevating Students to the Desired AI Proficiency Level



Dimension 3
**Ethical and Responsible Use**

**Desired level for students**

0 1 2 3

**Example of Teaching Strategy**

### Ethical Dilemmas in AI

Engage students in discussions on ethical dilemmas related to AI's impact on society and personal lives.

**Classroom Applications**

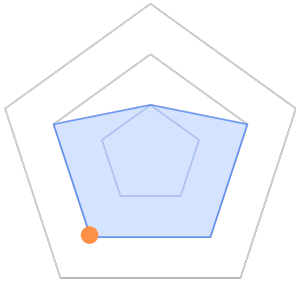
- Present ethical scenarios (e.g. AI's role in surveillance, bias in hiring algorithms, privacy concerns in AI-driven platforms).
- Facilitate group discussions, debates, and reflection exercises where students propose solutions.
- Allow students to present their perspectives through essays, posters, or creative storytelling.

### Case-Based Learning on AI Failures and Bias

Learning from real-world AI failures helps students grasp the importance of responsible AI design.

- Analyse well-documented AI failures (e.g. biased facial recognition systems, AI-generated misinformation).
- Guide students to propose alternative solutions ensuring fairness, transparency, and accountability.
- Have students research and present contemporary AI ethics cases.

# Elevating Students to the Desired AI Proficiency Level



Dimension 4

**Human-Centricity, Emotional Intelligence, and Creativity**

**Desired level for students**

0 1 2 3

**Example of Teaching Strategy**

### Visualising Human Involvement in the AI Life Cycle

Help students understand human involvement in AI decision-making and its impact on businesses and society.

**Classroom Applications**

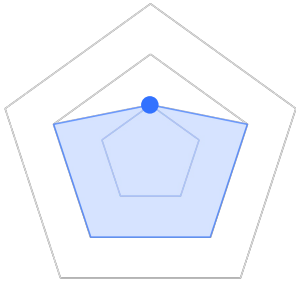
- Ask students to draw concept maps of human involvement across AI life cycle stages (data collection, algorithmic processing, decision-making, and evaluation).
- Include considerations such as data ownership, privacy, explainability, and human control.
- Encourage students to reflect on the consequences of losing human involvement at each step.

### AI-Augmented Creative Problem-Solving

Explore AI as a tool for enhancing creativity and problem-solving while ensuring human-driven oversight.

- Assign projects where students use AI for creative tasks (e.g. AI-assisted writing, digital art).
- Facilitate discussions on how AI enhances creativity versus where human judgment remains essential.
- Have students critique AI-generated creative output and propose improvements.

# Elevating Students to the Desired AI Proficiency Level



Dimension 5
**Domain Expertise**

**Desired level for students**

0 1 2 3

**Example of Teaching Strategy**

**Industry Engagement and Career Readiness**

Prepare students for AI-integrated workplaces by exposing them to industry trends and required skills.

**AI-Enabled Decision-Making in Professional Fields**

Analyse how AI supports decision-making in different industries

**Classroom Applications**

- Host guest lectures by professionals using AI in their fields.
- Assign industry-based projects where students apply AI tools to field-specific challenges.
- Encourage students to research AI-driven changes in their intended careers and propose adaptation strategies.

- Assign case studies where AI-driven insights impact decisions in professional settings (e.g. medical, legal, or finance).
- Guide discussions on how AI can be used as an assistive tool rather than a replacement for professionals, focussing on the challenges for young professionals.
- Have students identify risks of automating decision-making without human oversight.

# 5. About DEC and Copyright Details

# Digital Education Council Executive Briefings

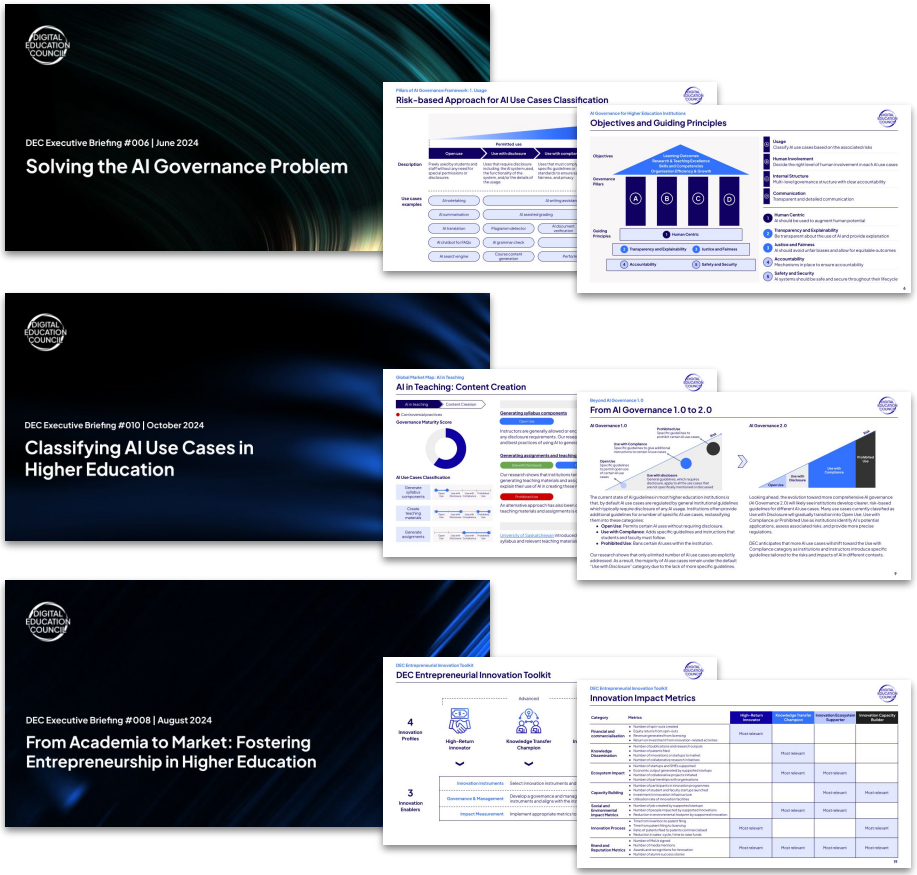
The Digital Education Council delivers monthly Reports and Executive Briefings to its members.

These Reports and Executive Briefings share key insights, practical frameworks and usable tools to support AI adoption, governance, and sustainable innovation in higher education.

Our members use these as key working documents to help them work through the transformation in the world of education and skills.

Explore

## Examples of Executive Briefings



# Digital Education Council AI Training

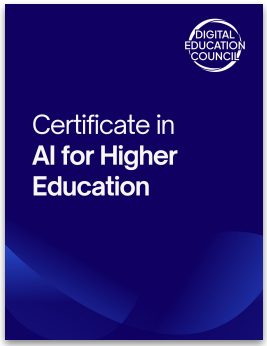
**For Education Professionals:**
***Certificate in AI for Higher Education***

Designed to equip leaders, faculty, and administrators to effectively integrate AI into their institutions. The certificate covers essential AI concepts, practical applications, and best practices to enhance academic integrity, improve teaching and learning outcomes.

**For Students:**
***AI Literacy for All***

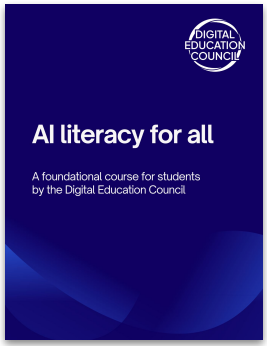
A white-label, foundational course designed to rapidly equip students with key knowledge and practical skills to navigate the impact of AI in their studies and career. It covers key concepts such as best practices for prompting, evaluate AI output, critical thinking, respect academic integrity, and emerging workforce skills.

## Course for Education Professionals




Download Brochure

## Course for Students




Download Brochure

## Experts include

### Sean McMinn
Director of the Center for Education Innovation
**Hong Kong University of Science and Technology**

香港科技大學
THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

### Erfan Mojaddam
Deputy Chief Academic Technology Officer and Director of Learning Technologies and Spaces
**University of California, Berkeley**

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UNIVERSITY OF CALIFORNIA

### Francesca Rossi
AI Ethics Global Leader
**IBM**

IBM

# Digital Education Council Meetings

**Thematic Working Groups**
DEC Thematic Working Groups serve as a global platform for collaborative discussions for DEC members, fostering knowledge sharing and establishing best practices to drive innovation. The Thematic Working Groups are focussed on practical outcomes and run on a one-year cycle.

**DEC Global Summit**
The DEC Global Summit is an in-person and outcome-focussed event exclusively for DEC members. The Global Summit is a key opportunity to address global challenges and explore actionable strategies for positive integration of digital and artificial intelligence technologies.

Become a Member

## Examples of Meetings


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