

# Digital literacy and artificial intelligence (AI)

## Three-minute read

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Digital literacy can help educators and schools across Queensland respond to the emergence of generative AI (genAI). It is important to help students develop into digitally literate young people able to make critical, creative and ethical use of emerging technology.

In the Queensland Curriculum and Assessment Authority (QCAA)'s third webinar on AI in education, we explored the intersection between the school curriculum and AI. This is where digital literacy plays a key role, providing a positive path forward. As Melanie Hughes, Curriculum Specialist — Technologies at the Australian Curriculum, Assessment and Reporting Authority (ACARA) emphasised, digital literacy is more than a skill set, it is a mindset. We want to build this mindset in students through their understanding of digital literacy across their schooling, applying values, ethics and critical thinking to their use of technology. Version 9 of the Australian Curriculum provides space for this. Melanie's insight into the development of digital literacy in the updated curriculum showed that AI formed part of the thinking around 'doing more' in this space.

It is also important that students and teachers have some technical knowledge of genAI. Melanie explained that to be critical and ethical users of genAI we need to understand what is inside, i.e. knowing genAI tools are very sophisticated algorithms trained on very large data sets. By understanding this, teachers and students can be conscious of the implications of using genAI tools and make informed decisions about when and where it is appropriate to use them.

In implementing digital literacy at Whitsunday Anglican School, Deputy Principal Natalie Sunner focused on a whole-of-school approach. At her school this meant starting with the school's teaching and learning intentions, embedding digital literacy and an understanding of AI across the entire curriculum. To enable this, and considering the need to understand the tech behind genAI, teachers were also provided with the information to improve their own understanding. Teacher confidence in using genAI tools increased as they worked with students across all year levels. Natalie also emphasised the importance of having an ethical framework to guide school leaders and teachers in the safe use of these tools.

As educators navigate the AI landscape, it is reassuring to find that the principles that can guide us, whether in the Australian Curriculum or the Queensland Certificate of Education, already exist. Through digital literacy and 21st century skills, we have a holistic approach to navigating.

To help you learn more about digital literacy and AI, we hope to share a recording of the third webinar in the future. If you want to catch up on the first two webinars from this series, [Academic integrity and AI](#) and [Assessment design and AI](#), you can find recordings of them on [our website](#).

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au) and search for 'artificial intelligence'. Alternatively, email the Professional Learnings Programs Unit at [professionallearning@qcaa.qld.edu.au](mailto:professionallearning@qcaa.qld.edu.au).

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