

Assessing AI Literacy Skills among the Faculty of Andhra University: A Comprehensive Study

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ABSTRACT

AI Literacy is defined as “an individual's ability to clearly explain how AI technologies work and impact society, as well as to use them ethically and responsibly. The present study explained that AI plays an important role in Higher Education, Teaching, and Research. The study surveyed 121 faculty members at Andhra University to assess AI Literacy skills, which help improve their teaching and research Skills. It shows that the majority of the respondents use AI tools regularly, and they have a moderate level of understanding about AI and its Tools. Most of the respondents are familiar with AI and opined that peer discussions, YouTube, and podcasts are major sources of AI Knowledge. The research also identified that the highest percentage of members use AI Tools for Literature Review, followed by paraphrasing and plagiarism detection in teaching and research environments. ChatGPT is the highest-percentage AI Tool used by all participants in this research, and Grammarly and QuillBot are the next-highest-percentage AI Tools. The participants agree that AI Literacy is a mandatory and highly beneficial component of higher education and has a significant impact on faculty roles and responsibilities. The research concluded that the challenges and concerns faced while using AI Tools include a lack of Proper training, dependence on Technology, Data Privacy, job displacement, and ethical implementation. To overcome these challenges, respondents required proper training and hands-on experience workshops, seminars, Guest Lectures and AI integration guides for teaching and research. Hence, the authors finally suggested that AI Literacy plays an important role in teaching and research nowadays. To use these tools, techniques will be developed and improved through proper training, hands-on experience workshops, and faculty development programs, which help ensure the proper and ethical utilisation of AI Tools in their teaching and Research Environments.

KEYWORDS: Artificial Intelligence, AI Literacy, faculty, AI Literacy Skills.

INTRODUCTION

Artificial Intelligence (AI) is rapidly reshaping higher education from automating administrative tasks to empowering new methods of teaching, assessment, and research. As AI-powered tools become embedded in

everyday academic workflows, faculty members need not only technical familiarity but also the critical knowledge and ethical judgment to use these tools effectively. The concept of AI literacy has therefore appeared as a main ability for teachers: it incorporates understanding how AI schemes work, skilful and thoughtful use of AI tools, and the skill to evaluate their social and ethical implications (Long & Magerko, 2020).

AI literacy is the knowledge and skills that enable humans to critically understand, evaluate, and use AI systems and tools to safely and ethically participate in an increasingly digital world.

AI literacy is the ability to understand various characteristics of artificial intelligence, including its proficiencies, confines and ethical considerations and to use it for practical purposes. It might involve learners exercising critical thinking in their understanding of AI technologies and the applications of AI.

Andhra University, a multi-faculty public university with a long academic tradition, has signalled increasing institutional interest in future skills and digital partnerships, creating an opportune setting to explore faculty alertness for AI-enabled academic exercise. Understanding faculty AI literacy at the departmental and discipline level is vital for tailoring capacity-building initiatives, aligning pedagogy with ethical guidelines, and supporting research that responsibly leverages AI.

Recent empirical studies of academic and library staff internationally reveal uneven familiarity with AI concepts, limited hands-on experience with AI tools, and substantial gaps in ethical awareness and confidence to integrate AI into teaching (Lo, 2024; Zhou, 2025). These findings suggest that, absent targeted assessment and professional development, universities risk uneven adoption, missed pedagogical opportunities, and unintended harms from inappropriate or opaque AI use. A systematic, institution-specific assessment therefore serves both diagnostic and planning functions: it identifies strengths, uncovers discipline-specific needs, and supplies evidence for prioritised interventions.

OBJECTIVES OF THE STUDY

The main objectives of this study are mainly focused on the faculty

- To evaluate the use and understanding levels of AI in Teaching and Research.
- To identify the familiarity and sources of AI knowledge.
- To assess the purpose and use of different types of AI tools to improve teaching and research ideas.
- To identify the role and impact of AI in Higher education.
- To examine the challenges and concerns faced while using AI Tools.

REVIEW OF LITERATURE

Artificial Intelligence (AI) is pointedly influencing education, necessitating that educators obtain a multifaceted literacy encompassing technical, affective, behavioural, cognitive, and ethical competencies. **Bohari et al. (2025)** scrutinised these dimensions of AI literacy among 265 pre-service teachers at the Institute Pendidikan Guru Kampus Pendidikan Teknik (IPGKPT) through the AI Literacy Questionnaire (AILQ). The results indicate that Ethical Learning (EL) and Affective Learning (AL) are well-established, while Cognitive Learning (CL) reveals gaps in

foundational knowledge. No important variances were found between STEM and non-STEM groups in AL and behavioural learning; however, STEM participants showed moderate advantages in CL and EL. These findings underscore the need for a comprehensive, interdisciplinary approach to AI literacy in teacher education. The study mentioned integrating practical, ethically focused AI training into curricula and developing a national competency model to enhance educators' capacity to implement AI in classrooms, thereby promoting an ethically responsible and inclusive educational environment in the post-pandemic era.

Research on AI literacy and its consequences for art and design education is still ongoing. **Lopez-Leon and Rivero-Mata (2025)** observed papers that contribute to the conversation about the nature of AI literacy and its consequences using a documentary research method. According to research, AI literacy encompasses three skills that go beyond technical expertise: understanding and interpreting AI systems, assessing their ethical implications, and recognising their broader societal and cultural influence in art and design.

As artificial intelligence (AI) increasingly permeates our daily lives, enhancing AI skills among non-experts becomes crucial and will continue to grow in importance. While children should be introduced to AI's potential early on, adults in higher education and professional settings also require a foundational understanding of AI—or AI literacy—to engage effectively with this technology. To assess the current landscape of literature on AI literacy in higher and adult education, **Laupichler et al. (2022)** conducted a scoping review. This review aimed to identify key themes and recent research trends by searching ten databases. From an initial 902 records, 30 studies met the predefined eligibility criteria and were included in the review. The findings suggest that research in this field is nascent, highlighting a need for clearer definitions of AI literacy in adult education and guidance on curriculum content for non-experts. The review concludes with several recommendations for future research and practical applications.

Artificial Intelligence (AI) has permeated various sectors (such as business, science, art, and education) to boost user experience, increase work efficiency, and generate numerous future employment prospects. Nonetheless, the public comprehension of AI technologies and the definition of AI literacy remain insufficiently examined. This perspective presents future difficulties for the next generation to understand AI. In this regard, **Ng et al. (2021)** performed an exploratory review to conceptualise the emerging notion of “AI literacy,” aiming to establish a solid theoretical basis for defining, teaching, and assessing AI literacy. Based on a review of 30 current peer-reviewed articles, this study suggested four components (i.e., know and understand, use and apply, evaluate and create, and ethical issues) to enhance AI literacy by adapting traditional literacies. This research illuminates the unified definition, instruction, and ethical issues related to AI literacy, laying the foundation for future investigations, including competency enhancement and evaluation standards concerning AI literacy.

Teachers' knowledge, self-assurance, and training are crucial for integrating artificial intelligence (AI) into the classroom. In a study including 242 teachers (79% female) in grades 3 through 12, **Philippakos and Rocconi (2025)** looked at the teachers' usage of AI tools, confidence levels, needs for professional development (PD), and complications integrating AI into their training. Less than half of educators regularly used AI in the classroom, despite the fact that the majority were familiar with ChatGPT and other AI applications. Compared to primary

instructors, secondary teachers had far greater AI assurance and knowledge. Clear regulations and best practices, as well as seminars to boost instructor confidence, mainly in AI-based scoring and troubleshooting, were the primary PD needs highlighted.

Lademann et al. (2025) evaluated an online training program intended to improve AI literacy among 436 German in-service teachers. The program used both synchronic and asynchronous formats, such as webinars and practical projects. The results showed significant improvements in AI literacy scores and positive changes in attitudes toward AI usage, with teachers reporting improved confidence in integrating AI into their teaching practices. Therefore, structured teacher training curricula are effective in endorsing AI literacy and positive attitudes toward AI in education.

Artificial intelligence is a means that has grown rapidly since its proclamation to the public. It will disturb the industry and higher education. Although several faculty members are concerned about the effects of AI, professional staff are utilising AI more frequently than their faculty colleagues. In certain administrative fields, the application of AI must overlay; assessment is one of these areas. **Willkomm (2022)**. However, evaluation professionals cannot require faculty at their institutions to utilise AI for assessment, leading to a dilemma. The author will illustrate two particular approaches through which assessment professionals can inspire faculty to integrate AI and assessment, emphasising the benefits for the instructor, student, and assessment expert.

Just as advanced technology is fast-tracking progress across various industries, artificial intelligence (AI) is developing as a key driver of transformation and innovation within the education sector. Enhancing AI literacy and understanding how to integrate AI effectively in the classroom are now vital goals for educators aiming for constant success in their professions. To develop the effectiveness of classroom teaching and promote extensive AI utilisation, **Sagheem (2025)** discovers the networks among various extents of educators' AI literacy, drawing from an analysis of 280 survey responses that evaluated teachers' AI literacy across four domains: AI conception and knowledge, AI application, AI assessment, and AI ethics. All three of these additional variables were significantly and positively influenced by the AI Application (AAI). The author proposes that the government should support programs to enhance educators' understanding of artificial intelligence. Ensuring AI literacy as a vital architect for teachers' long-term growth requires a comprehensive curriculum, resources, methods, and hands-on assistance for specialised training to enhance teachers' AI literacy.

Educator training is gradually requiring teachers to interact with generative AI tools, but opportunities for critical and insightful engagement remain limited. Although Artificial Intelligence is often seen as an automation tool, its comprehensive educational and ethical consequences are not as much emphasised. To fill this breach, **Dilek et al. (2025)** utilised a critical co-discovery strategy in an online AI in Education (AIEd) course to progress educators' Artificial Intelligence literacy and explore which components of AI literacy can be educated through critical co-discovery and how this technique encourages educators' reflective, perilous, and participating involvement through AI. Results showed that through collective discovery actions, educators built a shared understanding of AI perceptions, ethical issues, and context-relevant applications. The research emphasises the importance of sustained

involvement in Artificial Intelligence literacy by embedding it in teacher training programs, enabling educators to critically understand and articulate their influence on AI's intricate role in education.

METHODOLOGY AND RESEARCH DESIGN

The present study was conducted to analyse and assess the levels of familiarity and usage of Artificial Intelligence for teaching and Research purposes among the faculty of the university. A mixed method of research was used to perform this research; the survey method was chosen for the data collection among the faculty, and a structured questionnaire was distributed and shared through Google Forms to collect data from the selected sample. The universe of population selected for the survey was around 204 members. The questionnaire was shared with these members, but 121 responses were received from participants. The collected data was analysed and interpreted by using Google Sheets and MS Excel.

DATA ANALYSIS AND INTERPRETATION

Designation of the Faculty

Designation	No of Respondents	Years of experience in teaching	Years of experience in Research
Assistant Professors	24(19.83)	5-15 years	3-5years
Associate Professors	46 (38.01)	16-20 years	10-15 years
Professors	51(42.14)	More than 20 years	More than 15 years
	121		

The above table shows that the total number of faculty who participated in the research was around 121 members; among these, the majority were professors (42.4%) with more than 15 years of combined teaching and research experience, followed by associate professors (38.01%) who had 16-20 years of teaching experience and 10-15 years of research experience. In the case of Assistant Professors (19.83%), having 5-15 years of teaching experience and having gained 3-5 years of research experience correspondingly.

Use and understanding of AI Tools.

Use of AI tools	No. of Respondents (N=121)	Percentage	Understanding of artificial intelligence (AI)	No. of Respondents	Percentage
Regularly	43	35.54	Very High	19	15.70
Occasionally	37	30.58	High	28	23.14
Rarely	35	28.93	Moderate	53	43.80
Never	6	4.96	Low	15	12.40
	121		Not at All	06	4.95

The study revealed that most of the faculty use AI tools regularly (35.54%), and the majority of the respondents have a moderate level of understanding about Artificial Intelligence (nearly 44), followed by the faculty who used AI Tools occasionally (30.58) for specific applications when needed, and nearly 5 percentages of them have no understanding at all of AI.

Familiarity with AI knowledge

Familiarity With AI Knowledge	No. of Respondents	Percentage
Awareness	114	94.21
Understanding	109	90.08
Usage	121	100.00

About familiarity with AI tools, the above table analysed that the majority of the faculty were familiar (100%) with the usage of AI tools, followed by the awareness about AI tools, which occupied second place with above 94. Compared to usage and awareness, the understanding of AI Knowledge was a little bit less. Hence, it shows that the majority of the respondents were more familiar with the usage of AI Tools in their regular activities.

Sources of AI Knowledge

Source of AI Knowledge	No. of Respondents	Percentage
Seminars/Conferences/ Workshops	107	88.42
YouTube/Podcasts	119	98.34
Peer discussions	120	99.17
Social media	115	95.04
Online courses (e.g., Coursera, edX)	97	80.16
Academic journals	111	91.73

The above data interpreted that the sources of AI knowledge from the respondents include knowledge of using and understanding AI. The majority of the respondents got knowledge through peer discussions (above 99), followed by YouTube or podcasts, which were available on the internet (98.34). The respondents can get knowledge of AI through social media (95.04), which occupied third place among the different sources of AI knowledge. Fourth place was attained by academic journals (91.73), which play an important role in developing and writing articles within the relevant subject area. The respondents gain knowledge by attending different seminars, conferences, or workshops (88.42), which provide hands-on experience. Finally, the least percentage of respondents gained knowledge of AI through online courses (80.16). Hence, the analysis shows that the new knowledge can be easily adopted through knowledge sharing among peer groups.

Purpose and Use of Different Types of AI Tools

Purposes of Using AI Tools	No. of Respondents	Percentage	AI Tool used in teaching/research	No. of Respondents	Percentage
Lesson planning	98	85.22	ChatGPT	115	100
Content generation	97	84.35	Grammarly	111	96.52
Student assessment	79	68.70	Quillbot	113	98.26
Student Feedback	83	72.17	Mendeley/Zotero (AI-based features)	98	85.22

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Proofreading and grammar checking	106	92.17	Turnitin (AI for plagiarism check)	93	80.87
Literature review	115	100.00	TeachAid	84	73.04
Data analysis	103	89.57	Gradescope	32	27.83
Plagiarism detection	111	96.52	Magic School	12	10.43
Paraphrasing	113	98.26	Quizizz	37	32.17

The above inferences analysed the purpose of using the different types of AI tools in teaching and research activities among the faculty. The majority of the respondents use AI tools for Literature review (100), which plays an important and key role in doing research. The majority of the respondents are using ChatGPT (100) for their teaching and research purposes, followed by the second place was occupied by Quillbot (98.26) in second place in the use of AI tools among faculty members, followed by Grammarly (96.52) in third position in AI Tools used in teaching and research, which helps in grammar checking and paraphrasing. The second highest purpose of using AI Tools among the respondents was for paraphrasing (98.26) the newly developed content and text in an academic environment. Followed by third position occupied by plagiarism detection (96.5), which helps to identify the copied work and original work later on, Proofreading and grammar checking (92.17) attained fourth position in the purpose of using AI among the faculty members in teaching and research environments. The least number of faculty using Magic School AI tool for teaching and research purposes. Finally, the least number of faculty use AI Tools for student assessment (68.70). Hence, this analysis concludes that the majority of the respondents use AI Tools for literature review, and the most commonly used AI Tool is ChatGPT for teaching and research purposes.

AI literacy as a mandatory component in teaching and research environments

AI literacy as a mandatory component in teaching and research environments	No. of Respondents	Percentage
Yes	114	94.21
No	7	5.79

The above table shows that the highest percentage (94.21) of faculty members opined that AI Literacy should be a mandatory component in teaching and research environments, and the lowest percentage of respondents opined that AI Literacy is not a mandatory component in academic environments.

Opinion on the role of AI in higher education

The role of AI in higher education	No. of Respondents	Percentage
Highly beneficial	49	40.50
Somewhat beneficial	38	31.40
Neutral	19	15.70
Risky or problematic	11	9.09
Not beneficial	4	3.31
	121	100.00

The above analysis explored the faculty members' opinion on the role of Artificial Intelligence in higher Education. The majority of the respondents opined that Artificial Intelligence is highly beneficial (40.50) in higher education, followed by somewhat beneficial (31.40) and the least number of respondents opined that AI is not beneficial in higher education environments. Some of them thought that it was risky or problematic (9.09) in higher education.

Opinion on the Impact of AI on Faculty Roles

Significant impact of AI on faculty roles	No. of Respondents	Percentage
strongly agree	39	32.23
Agree	51	42.15
Neutral	17	14.05
Disagree	11	9.09
Strongly disagree	3	2.48
	121	

The above information shows that the majority of the respondents agree (42.15) with the significant impact of AI on faculty roles, followed by strongly agree (32.23) with the impact of AI on faculty members, and last but not least, very few respondents strongly disagree (2.48) with the significant impact of AI. It shows that the majority of the respondents agree with the impact of AI on faculty roles.

Opinion on the Benefits of AI in Education

Benefits of AI in Education	No. of Respondents	Percentage
Enhanced Learning	107	88.43
Personalised learning	91	75.21
Increased efficiency	117	96.69
New Learning Opportunities	93	76.86
Engagement	83	68.60

The above data analysed the opinion on the benefits of AI in Education. Most of the respondents opined that AI will increase efficiency (96.69) among the users of AI, followed by the fact that it will play a role in enhancing learning (88.43) activities. It also shows that AI will help to provide new learning opportunities (76.86), followed by personalised learning, which occupied fourth place in the benefits of using AI in higher education, and lastly, engagement stand least percent of benefit using AI in higher education.

Opinion on the need and importance of conducting an AI training program

The need and importance of conducting an AI training program	No. of Respondents	Percentage
Yes	111	91.74
No	3	2.48
Maybe	7	5.79
	121	100.00

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The above results show the information about the need for training programmes for the use and applications of AI Tools in teaching and research activities. The majority of the respondents express their positive opinion, as they need training programmes for the usage and application of AI Tools in teaching and research activities, followed by some of them saying maybe (5.79), due to the need and importance of conducting an AI training program. Lastly, some of them deliberately rejected (2.48) to conduct an AI training program for the faculty members to improve their teaching and Research skills.

Opinion on the type of training required

Types of training required	No. of Respondents	Percentage
Hands-on workshops	118	100
Online certification courses	93	78.81
Seminars and guest lectures	99	83.89
Peer mentoring programs	87	73.72
AI integration guides for teaching	83	70.33

The above data showed that the different types of training required for the respondents were for the proper utilisation and application of AI Tools in research and teaching methods. Most of the respondents chose hands-on workshops (100), which help to improve themselves in the proper use of AI Tools in their academia, followed by seminars and guest lectures (83.89), which occupy second position, and online certificate courses (78.81) occupy third place. As a part of different types of training programmes required for the faculty, peer mentoring programs (73.72) stand as the fourth choice for the respondents, and finally, the least percentage of respondents chose AI integration guides for teaching (70.33) as a training program required to develop their teaching and reading skills by using AI Tools.

Opinion on the Challenges and Concerns of Using AI Tools

Challenges and Concerns of using AI	No. of Respondents	Percentage
Data privacy	97	80.17
Ethical implications	83	68.60
Job displacement	79	65.29
Bias in AI algorithms	87	71.90
Dependence on technology	99	81.82
Lack of proper training	113	93.39

The data indicated that various types of Challenges and concerns were encountered by the faculty when using AI Tools in teaching and research methods. Among them, a Lack of proper training (93.39%) was considered the topmost challenge faced by the respondents. Dependence on Technology (81.82) occupies the next position of concern while using and implementing AI Tools, followed by data Privacy (80.17), which was another of the biggest concerns while using AI Tools in their academic purposes, occupied the third position. Bias in AI algorithms and Job displacement stand fourth and fifth positions, respectively, among the challenges and concerns of using AI Tools. Finally, the last position stands by ethical implications, which will be considered as a minor concern when

compared to the remaining challenges and concerns while using AI Tools by the faculty in teaching and research work.

FINDINGS AND CONCLUSIONS

The above research shows that the majority of the faculty are professors with more than 20 years of teaching experience and more than 15 years of research experience. Hence, it shows that the university possesses highly qualified and experienced faculty. The study revealed that most of the faculty use AI Tools regularly, and the majority of the respondents have a moderate level of understanding about Artificial Intelligence usage and its applications in research and teaching activities. The research proved that one hundred per cent of the faculty were familiar with the usage of AI Tools in their academic activities. The study also showed that the majority of the respondents opined that they got the knowledge of AI through peer discussions among the faculty it helps to improve their teaching and research skills. It also shows that different sources of AI knowledge, like attending Seminars or conferences or workshops and through YouTube or Podcasts, and also social media, online courses, help to develop and improve the teaching and research activities.

The result shows that the highest percentage of respondents use AI Tools for doing Literature review, which plays an important and key role in doing research, and paraphrasing plays a vital role in avoiding plagiarism, enhancing flow, and demonstrating understanding of academic works and research activities. The majority of respondents use ChatGPT to automate repetitive tasks, reduce human error, enable 24/7 operations, make smarter decisions, personalise experiences, improve healthcare diagnostics, streamline supply chains, enhance security, solve complex problems, and boost overall productivity and innovation across various industries.

The results show that many of the faculty opined that AI literacy is a mandatory component in teaching and research environments, and respondents also agreed that the role of AI is highly beneficial in higher education for developing their ideas and ethically using AI tools. The research also highlights that the major benefits of using AI in teaching and research activities are increased efficiency, Enhanced Learning, Personalised learning, and New Learning Opportunities. Based on these benefits, the majority of respondents proposed to conduct AI training programs for the usage and application of AI Tools in teaching and research activities. Most of the respondents opted for the training required for the proper use and application of AI Tools is most of them preferring to conduct hands-on workshops, followed by seminars and guest lectures, and so on. These help to develop and improve proper and ethical use of artificial intelligence in teaching and research environments. Along with the benefits, respondents also raised some challenges and concerns, such as data privacy, Lack of Proper training, more dependence on technology and also job displacements, etc., while using and implementing AI in teaching and research measures.

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