Real or fake? Artificial intelligence and media literacy

Overview:
AI is creeping into every digital corner, and as a widely used emerging technology it is essential to talk about. It is increasingly hard to identify what is real and what is AI generated. We found presenting students with real and AI images and audio alongside each other, and tasking students to identify the AI and with reasoning was a popular activity. Here are some tips for finding and presenting this material to students.

Summary:
Students will become more familiar with common tips to identify AI-generated images and audio.

Learning objectives:
- Find clues that help identify a fake image, audio, etc.
- Know how to use fact-checking to uncover truth
- Know how to identify trustworthy sources
- Social media feeds will reinforce what we already believe-get out of your algorithm to verify information!

Grade levels:
Grades 2-12

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Steps:
This can be a **quick, simple** exercise.
Share slides with real and fake images side-by-side. Ask students to share which they think is fake and why. Reveal the answer and share how they could have noticed clues (details like hands and text are usually blurred and funny looking, does the audio sound robotic or unnatural, etc.)

We used these for our 2023-24 presentations:
Britannica Education has a "Real or AI Quiz"
The Guardian has an AI audio quiz

Reinforce the need to check sources, and know how to find credible ones.

Or, you can **take a deep dive**.
Find and share images, audio clips, headlines, videos, social media screenshots, websites, etc. that are AI generated. Use newsletters and websites from Newsguard and The News Literacy Project to find recent examples. Or you can create your own AI generated content to share as examples.

Teachers have shared that students know about these things, but feel like they are not susceptible to being fooled. So, being able to show students how easy it is to be fooled, but also find ways to identify trustworthy sources is important.

Breakout into groups and give each group two examples, one that is real and one that is AI generated. Have students fact-check both examples and see what they find.
- Is the source listed and are they credible?
- Who is the author? Are they an expert, researcher, are they qualified, etc.
- What is their motivation for writing this? Is it supported by evidence and/or peer-reviewed?
- Can you identify any bias?
- Is what they found verified by other sources that are credible?
- Do they share details about when and where it took place?

Additional resources:
News Literacy Project's 6 things to know about AI