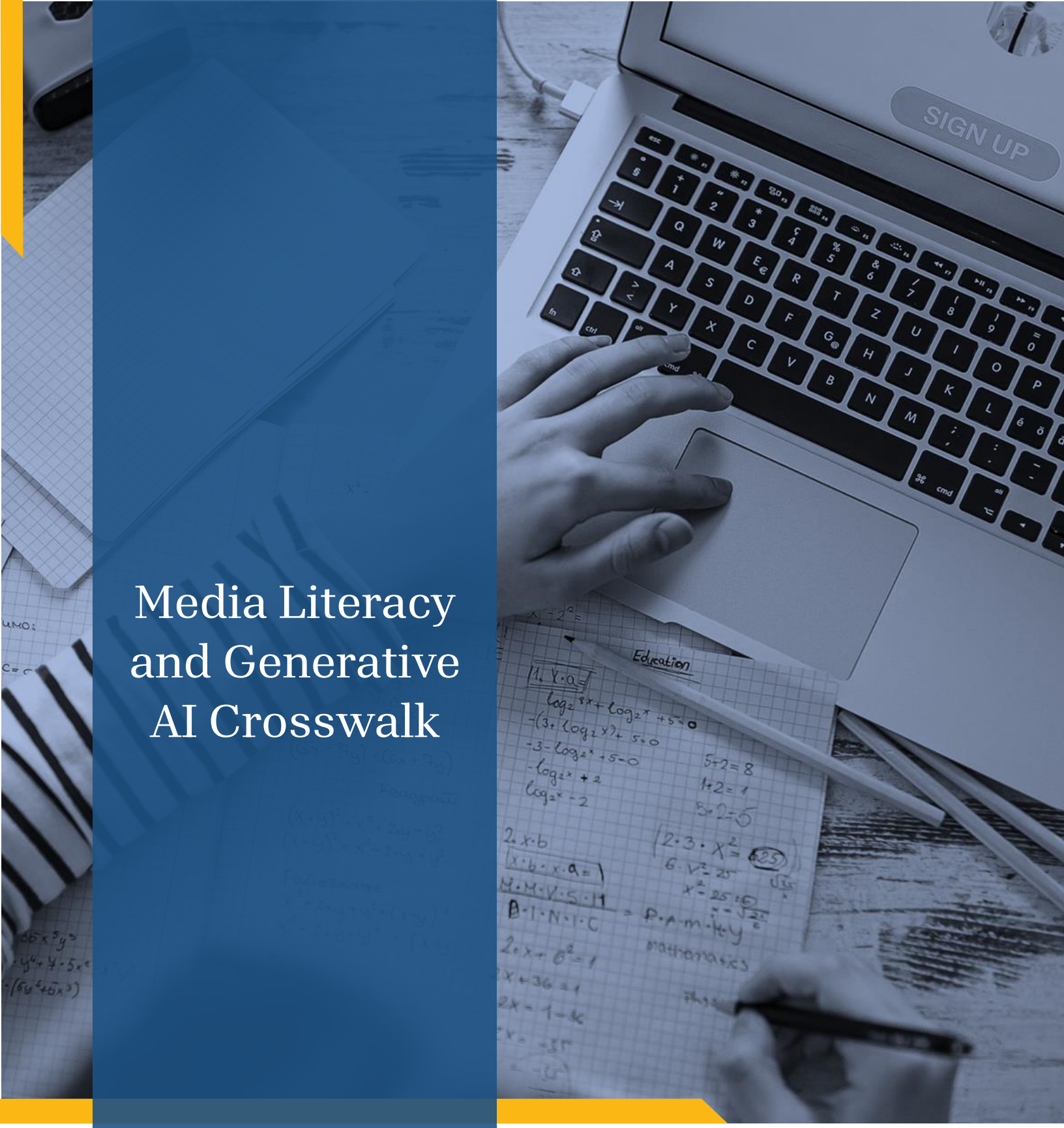
Media Literacy and Generative AI Crosswalk



Delaware Department of Education

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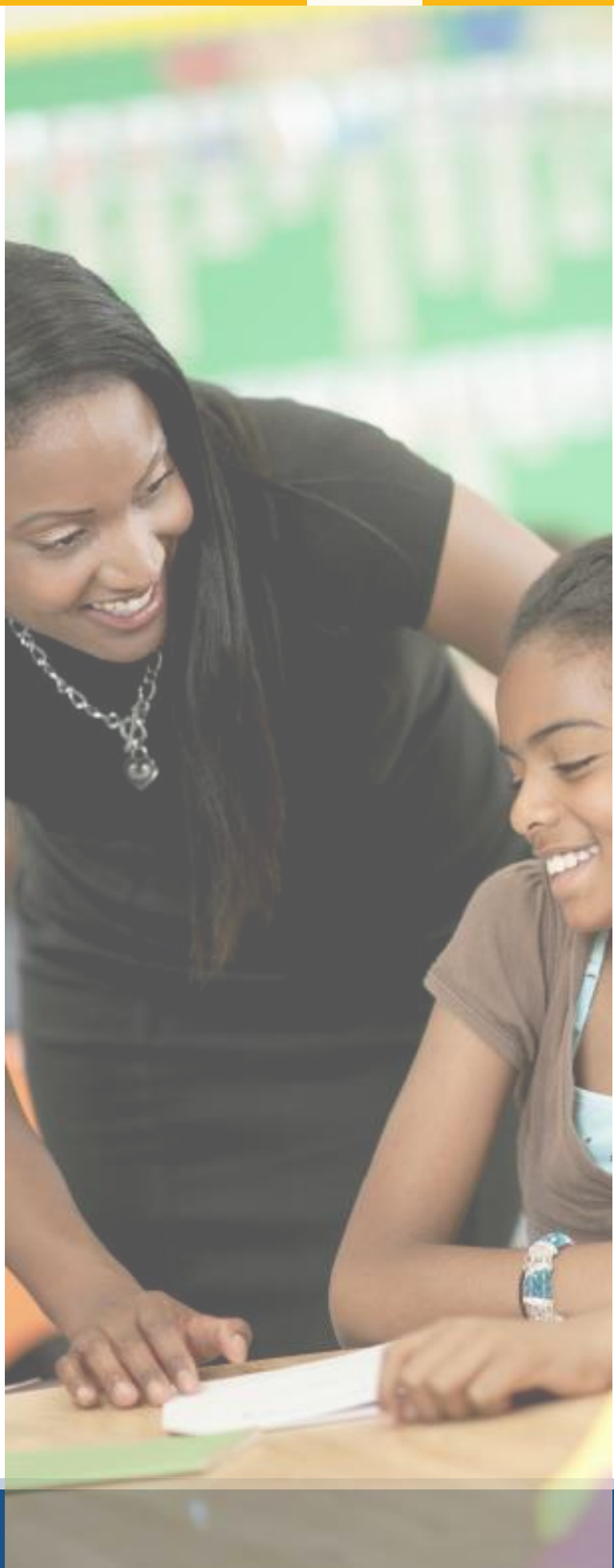

Purpose of this Document

This quick reference guide is designed to support the implementation of The Delaware Digital Citizenship Act Media Literacy Standards in the age of Generative Artificial Intelligence (AI). As Generative AI tools become increasingly prevalent in students' daily lives and educational environments, traditional media literacy instruction must evolve to address new challenges and opportunities. This document provides connections between the Media Literacy bill elements and Generative AI, providing educators with the information needed to support students in transferring media literacy skills to working with Generative AI.

K–5 considerations are included to ensure that AI skill development aligns with the Delaware Digital Citizenship Act while remaining developmentally appropriate and compliant with age restrictions on generative AI tools. Because most generative AI platforms are not designed for or permitted to be used by elementary-age students, guidance at the K–5 level focuses on conceptual understanding rather than hands-on use.

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Section 1: Appropriate, Responsible, and Healthy Online Behavior

Bill Element 1.a: Purpose and Acceptable Use of Different Social Media Platforms

What Teachers Need to Understand:

- AI-powered content algorithms: Understand how AI curates feeds, recommends content, and creates filter bubbles on social media platforms
- Bots, deepfakes, and brigading: Recognize how bot "armies" are used to drive trends, reactions, and manipulate algorithms
- AI detection tools: Familiarize yourself with platforms' AI systems for content moderation and how they impact user experience
- Teaching applications: Use AI tools to analyze platform purposes and help students understand how AI shapes their platform experiences
- Classroom strategy: Employ AI writing assistants to help students craft appropriate content for different platforms and understand platform-specific communication norms
- K-5 Consideration: Elementary teachers should focus on concrete, age-appropriate platforms and explain AI recommendations in simple terms, such as "The computer remembers what you like and shows you more of that, but you can choose what to watch instead of just clicking what the computer suggests."

Bill Element 1.b: Understanding Negative Impact of Inappropriate Technology Use (including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy)

What Teachers Need to Understand:

- AI-Amplified Cyberbullying and Harassment: Understand how AI enables sophisticated harassment through deepfake creation, voice cloning technology, and automated bot networks that can coordinate attacks on individuals
- AI-Generated Malware and Security Threats: Familiarize yourself with how generative AI can create more sophisticated malware
- Privacy in the AI Era: Understand data scraping practices: how AI companies harvest publicly available social media content, images, and writing to train models without explicit consent
- Teaching Implementation Strategies: Use AI simulation tools to create realistic scenarios of AI-enhanced threats in safe, controlled environments
- K-5 Consideration: For young learners, keep messages simple and actionable without creating fear. Teach the core rule "Don't tell computers your real name, address, school name, or phone number," and explain that "computers can make fake pictures that look real."

Emphasize "If something online makes you feel uncomfortable, tell a trusted grown-up right away."

Bill Element 1.c: Social Media Behavior Promoting Cybersafety, Cybersecurity, and Cyberethics (including etiquette, safety, security, and identification of hate speech

What Teachers Need to Understand:

- AI bias and fairness: Understand how AI systems can perpetuate discrimination and hate speech - trained on biased data, AI repeats bias; "bias rules" created by companies shape results
- Ethical AI use: Know principles of responsible AI development and use, including transparency, accountability, and human oversight (critical question: whose oversight?)
- AI detection skills: Help students identify AI-generated content, including text, images, and videos that might spread misinformation through self-reflection: "Why am I seeing this? Who wants me to see this, and how do they want me to react?"
- Teaching applications: Use AI ethics scenarios, employ AI tools to demonstrate bias detection, and engage students in discussions about AI's role in promoting or hindering inclusive online communities.

- K-5 Consideration: Frame AI ethics through familiar classroom values of kindness and fairness, such as "We treat others kindly online just like in person," and connect to academic integrity with "If AI does your work for you, you're not learning, that's like copying."

Bill Element 1.d: Identifying Credible Sources of Information

What Teachers Need to Understand:

- AI-generated misinformation: Understand how AI creates convincing but false text, images, and videos, making source verification more complex due to "hallucination" - AI confidently generating false information
- AI fact-checking tools: Know how to use and teach AI-powered verification tools while understanding their limitations - AI detecting AI is inherently problematic
- Source verification evolution: Recognize that traditional credibility markers (professional websites, citations) can now be AI-generated, creating "AI slop" in information ecosystems
- Teaching applications: Use AI tools to create examples of credible vs. non-credible sources, teach students to cross-reference AI-generated content, and demonstrate how to verify information in an AI-enhanced information landscape. Have teachers generate false but viable-sounding resources as teaching examples.

- K-5 Consideration: Teach young students that "computers are really smart, but they can make mistakes and tell us things that aren't true." Introduce the "Three Source Rule" (check

information in a book, a website, and with a trusted grown-up), and model verification in action: "That's interesting! Let's check that in our encyclopedia to make sure."

Bill Element 1.e: How to Access, Analyze, Evaluate, Create, and Participate in All Forms of Digital Communication

What Teachers Need to Understand:

- AI communication tools: Understand the capabilities and limitations of AI writing assistants, translation tools, and content generators. Note: AI "hallucinations" occur even with closed resources, and they become more frequent as conversations continue.
- Critical evaluation skills: Know how to assess AI-generated content for accuracy, bias, and appropriateness - look for "AI hallmarks."
- Creative collaboration: Understand how AI can enhance student creativity while maintaining academic integrity and original thinking
- Digital participation ethics: Know the guidelines for transparent AI use in digital communication and collaboration
- Teaching applications: Integrate AI tools for research, writing support, and content creation while teaching students to maintain critical thinking, proper attribution, and ethical use of AI-generated materials
- K-5 Consideration: Emphasize that "AI is like a helper that gives us ideas, but we still do our own work and thinking," and build foundational skills with minimal AI assistance while celebrating original student work: "You thought of this yourself! That's your brain working!"

Section 2: Critical Thinking Skills

Bill Element 2.a: Understanding How Media Messages Shape Culture and Society

What Teachers Need to Understand:

- AI's role in message amplification: Understand how AI algorithms determine which messages reach which audiences, creating echo chambers and influencing cultural narratives at scale. Note: often, "widespread" misinformation comes from a small number of accounts; it's the echo/amplification of algorithms and humans that "push" it.
- AI-generated cultural content: Recognize how AI creates music, art, news articles, and social media posts that increasingly shape cultural conversations and societal norms. Examples: Fake bands trending on Spotify, deceased artists "covering" new songs.
- Algorithmic influence on society: Know how AI recommendation systems affect everything from political opinions to consumer behavior, fundamentally altering how culture evolves
- Teaching applications: Use AI tools to analyze trending topics and their spread, demonstrate how AI curates different cultural experiences for different users, and help students understand their role as both consumers and creators in an AI-mediated cultural landscape

- K-5 Consideration: Help young children understand in concrete terms: "The computer decides which videos to show you next based on what you've watched before, your friend might see different videos because the computer remembers what each person likes."

Bill Element 2.b: Identifying Target-Marketing Strategies and Naming Techniques of Persuasion Used

What Teachers Need to Understand:

- AI-powered personalization: Understand how AI creates hyper-targeted advertising based on individual data profiles, behavioral patterns, and predictive analytics—ads for YOU vs. people like you
- Persuasion technique evolution: Recognize how AI enhances traditional persuasion methods through dynamic content optimization, A/B testing at scale, and real-time emotional manipulation - foot-in-the-door technique, small yes technique, false "scale" impressions
- AI-generated persuasive content: Know how AI creates personalized marketing messages, influencer-style content, and even fake reviews designed to persuade specific audiences - no longer targeting "audiences" but individual users personally
- Algorithmic manipulation tactics: Understand the techniques AI uses, such as sentiment analysis, psychological profiling, and behavioral nudging, to influence decision-making. Ask: "What does my social media account know about me?"

- Teaching applications: Use AI marketing tools to demonstrate targeting capabilities, analyze how AI personalizes advertisements for different student profiles, and teach students to recognize when AI is being used to influence their choices
- K-5 Consideration: Teach foundational advertising literacy in age-appropriate ways: "The computer remembers you like superheroes, so it shows you ads for superhero toys," help children identify persuasion words ("best," "amazing," "you need this"), and teach the pause: "When you see something you want, wait and think, do I really need this, or does the ad just make me think I do?"

Bill Element 2.c: Recognizing Bias and Misinformation by Discovering Parts of the Story That Are Not Being Told

What Teachers Need to Understand:

- AI bias in information curation: Understand how AI systems can systematically exclude certain perspectives, sources, or voices from search results and news feeds. Examples: "professional haircut bias," "diverse Nazis bias."
- AI-generated misinformation at scale: Recognize how AI can create convincing false narratives, manipulated evidence, and coordinated disinformation campaigns. Counterpoint: how AI allows people to claim real content is "AI/deepfake" to deny accountability
- Algorithmic blind spots: Know how AI training data limitations can create gaps in representation and understanding of diverse experiences and viewpoints - know your AI's source and goal
- AI's role in information suppression: Understand how AI content moderation and ranking algorithms can inadvertently or intentionally suppress certain stories or perspectives through upvoting/downvoting to control narratives
- Teaching applications: Use AI tools to demonstrate how different prompts yield different perspectives, show students how to query AI systems to reveal potential biases, and teach techniques for identifying missing voices in AI-curated information
- K-5 Consideration: Help young learners understand missing perspectives through familiar concepts: "Whose story are we hearing? Whose story are we NOT hearing?", teach that "computers might not know about all people and all places, not everyone's stories are in books and websites," and use concrete examples like noticing who appears in pictures and who doesn't: "Do these pictures show all the different kinds of families we know?"

Bill Element 2.d: Evaluating Media Messages Based on Personal Experiences, Skills, Beliefs, and Values

What Teachers Need to Understand:

- AI personalization vs. critical thinking: Understand the tension between AI systems that cater to existing beliefs and the need for students to challenge their own perspectives - critical question: WHOSE beliefs and values?
- Value-based AI evaluation: Know how to help students assess whether AI-generated or AI-curated content aligns with their personal values while remaining open to growth - consider personal, company, and source values. Example: Changing "Grok" views demonstrates how AI values can shift
- AI as a reflection tool: Understand how AI can help students articulate and examine their own beliefs by providing alternative viewpoints and challenging assumptions, but recognize the danger of AI "therapy" - AI lacks human understanding
- Personal agency in AI interactions: Know how to teach students to actively shape their AI interactions rather than passively consuming AI-recommended content
- Teaching applications: Use AI tools to help students explore different perspectives on issues they care about, demonstrate how AI responses can vary based on how questions are framed, and guide students in developing personal frameworks for evaluating AI-mediated information

- K-5 Consideration: Validate young children's lived experiences: "You know things about your own life, your family, and your community, that knowledge is real and important," teach them to check AI information against what they know: "Does what the computer said match what you know from your own life?", and empower them: "You know more about your neighborhood and your family than the computer does."

Section 3: Identifying the Purpose of Media Messages and How They Are Created

Bill Element 3.a: Explicit and Implicit Media Messages

What Teachers Need to Understand:

- AI's layered messaging capabilities: Understand how AI can embed subtle, implicit messages through word choice, image selection, and content sequencing that may not be immediately apparent to users
- Algorithmic implicit bias: Recognize how AI systems carry forward implicit biases from training data, creating subtle messaging patterns that reinforce stereotypes or exclude certain perspectives - implicit bias built in by design
- AI-generated subtext: Know how AI tools can create content with implicit messages that even the AI user may not fully recognize or intend
- Pattern recognition in AI content: Understand how AI systems learn to replicate implicit messaging patterns from existing media, potentially amplifying subtle biases
- Teaching applications: Use AI tools to generate content and then analyze both explicit and implicit messages with students, demonstrate how different AI prompts can create different implicit messages, and teach students to identify subtle patterns in AI-generated media
- K-5 Consideration: Introduce explicit vs. implicit messages in concrete terms that young children can understand: "What did AI say directly? What is it suggesting without saying it?"

Bill Element 3.b: Values and Points of View That Are Included and Excluded

What Teachers Need to Understand:

- AI training data limitations: Understand how AI systems reflect the values and perspectives present in their training data while potentially excluding underrepresented voices and viewpoints, and those of the programmer/code/company
- Algorithmic representation gaps: Recognize how AI may systematically exclude certain cultural, socioeconomic, or ideological perspectives due to data biases or design choices
- AI democratization vs. exclusion: Know how AI tools can both amplify marginalized voices and inadvertently silence them through algorithmic filtering
- Global vs. local perspectives: Understand how AI systems trained primarily on certain languages or cultures may exclude important regional or minority viewpoints
- Teaching applications: Use AI tools to explore how different prompting approaches surface different perspectives, demonstrate gaps in AI knowledge about certain communities or

viewpoints, and teach students to actively seek out excluded voices when using AI for research

- K-5 Consideration: Help young students notice who is and isn't represented: "If AI learned from books and websites, whose stories might be missing?", validate their expertise about their own communities: "You and your family are the real experts about your culture, not the computer," and have children compare AI descriptions of their communities with their actual lived experiences.

Bill Element 3.c: How the Media May Influence Ideas and Behaviors

What Teachers Need to Understand:

- AI's behavioral influence mechanisms: Understand how AI uses persuasive design, personalization, and psychological triggers to influence user behavior in ways that may be more sophisticated than traditional media
- Algorithmic behavior modification: Recognize how AI recommendation systems and content curation can gradually shift ideas and behaviors through repeated exposure and reinforcement
- AI-powered social proof: Know how AI can create artificial social validation through fake engagement, reviews, or testimonials that influence real behavior
- Psychological profiling for influence: Understand how AI analyzes user data to identify psychological vulnerabilities and tailor content for maximum behavioral impact
- Teaching applications: Use AI tools to demonstrate how personalized content can influence decision-making, show students how AI algorithms learn from and respond to their behavior, and teach recognition of AI-driven influence techniques

- K-5 Consideration: Teach young children to recognize AI influence in simple terms: "How do you feel after using this app? Does it change what you want to do?", practice the "Stop and Think" method before accepting AI suggestions: "Did I want this before the computer suggested it?", and celebrate when children make independent choices over AI recommendations.

Bill Element 3.d: Values and Points of View That Are Included and Excluded

What Teachers Need to Understand:

- AI source synthesis capabilities: Understand how AI can appear to synthesize multiple sources while drawing from limited or biased datasets, creating an illusion of comprehensive research - LLMs "guessing the next word," not providing comprehensive ideas
- AI-generated source diversity illusion: Recognize how AI might present information that seems to come from multiple perspectives but reflects similar underlying biases or limitations - AI guessing the next word, not providing comprehensive analysis

- AI as a starting point, not endpoint: Know how to teach students to use AI as one source among many, rather than as a comprehensive research tool
- Cross-verification in the AI era: Understand methods for verifying AI-generated information against primary sources, expert analysis, and diverse human perspectives
- AI source transparency issues: Recognize that AI systems often cannot provide clear attribution or explain exactly where specific information originated
- Teaching applications: Use AI tools alongside traditional research methods to demonstrate the importance of source verification, teach students to triangulate AI-generated information with human sources, and show how different AI systems may provide different information on the same topic.

- K-5 Consideration: Introduce the simple "Three Source Rule" for young learners: "If you want to know if something is true, check it in three different places, a book, a website, and ask a grown-up."

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