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TJHSS Aims and Objectives:

To promote interdisciplinary studies in the fields of Languages, Humanities and Social Sciences and provide a reliable academically trusted and approved venue of publishing Language and culture research.

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أ. د. حسين محمود حسين حمودة
رئيس تحرير

(TJHSS) Transcultural Journal of Humanities & Social Sciences

تحية طيبة وبعد ،،،

تتقدم إليكم جامعة بدر بالقاهرة بالشكر على ما تبذلونه من جهد مادي ومعنوي لإصدار المجلة،
فتميزكم المشهود خير قدوة، ممتنين لعملكم الدؤوب وتفوقكم الباهر، ونتمنى لكم المزيد من
النجاحات المستقبلية.

تحريراً في يوم الأربعاء الموافق 2024/08/07.

رئيس مجلس الأمناء

د/ حسن القلا

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¹ *AI Literacy in K-16 Classrooms*, First Edition (Edited by Davy Tsz Kit Ng , Jac Ka Lok Leung Maggie Jiahong Su , Iris Heung Yue Yim Maggie Shen Qiao , Samuel Kai Wah Chu) ISBN: 978-3-031-18879-4. Book link : <https://doi.org/10.1007/978-3-031-18880-0>

A Review of
***AI Literacy in K-16 Classrooms*²**
Edited by Davy Tsz Kit Ng , Jac Ka Lok Leung Maggie Jiahong Su ,
Iris Heung Yue Yim Maggie Shen Qiao , Samuel Kai Wah Chu

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This publication offers a comprehensive exploration of AI literacy, presenting a diverse collection of articles and case studies that stimulate both thoughtful reading and robust discussion. Beyond the confines of the educational sphere, the book delves into the multifaceted implications of AI, providing a rich resource for a broad audience.

After completing this book, I've become convinced that AI literacy should be a cornerstone of education, from kindergarten through university. This realization is central to why I've chosen to discuss it today. The title of the book “AI Literacy in K-16 Classrooms” is trying to convince the readers that AI literacy is pivotal for navigating the digital age. It calls for fostering a comprehensive understanding of AI from foundational to advanced levels, to empower individuals to be active participants in shaping the future. The main clear message from the introduction and the conclusion of the book is that cultivating AI proficiency from kindergarteners to university students, equips learners with the skills to contribute to societal progress, economic growth, and personal fulfillment. The message of the book is valuable especially in time that AI technology continues to evolve rapidly.

Given the imperative to instill AI literacy across all educational levels, as discussed earlier, the absence of AI curricula in Egyptian media schools, as highlighted by El-Saman (2024), is particularly alarming. This obvious gap in AI education, particularly within universities, necessitates the development of effective teaching strategies that the chapter 13 of the book offers a promising framework for addressing this challenge.

The book started with providing a comprehensive overview of AI literacy and examining the current educational landscape from fundamental AI concepts to practical K-16 classroom applications. Through proposed instructional designs, the authors create a roadmap for educators to equip students with essential AI skills, they offer a comprehensive roadmap for navigating the complexities of AI integration from tool utilization to critical thinking.

Drawing upon a robust foundation of scholarly research, the publication incorporates a comprehensive array of citations from books, journals, and reports. Each constituent article and case study within this volume offers a unique perspective

² *AI Literacy in K-16 Classrooms*, First Edition (Edited by Davy Tsz Kit Ng , Jac Ka Lok Leung Maggie Jiahong Su , Iris Heung Yue Yim Maggie Shen Qiao , Samuel Kai Wah Chu) ISBN: 978-3-031-18879-4. Book link : <https://doi.org/10.1007/978-3-031-18880-0>

and methodological approach to the multifaceted domain of AI literacy, collectively contributing to a nuanced understanding of critical issues in the field.

The publication is structured into four primary sections: an introductory chapter, followed by three thematic parts. Part One presents four articles that explore the conceptual framework of AI literacy. Part Two offers four chapters dedicated to the integration of AI literacy within K-16 education. Finally, Part Three comprises three articles focused on the role of AI literacy for instructional designers.

Part I: Conceptualizing AI Literacy lays the groundwork for understanding AI literacy, providing essential theoretical underpinnings for subsequent discussions on educational applications. This section establishes a foundational understanding of AI literacy. It begins by introducing key research questions and outlining the book's structure. Subsequent chapters examine the historical context of AI education, differentiating it from AI literacy. The concept of AI literacy is then expanded to encompass its relevance in various life domains, including living, work, learning, and societal contributions. The final chapter provides a comprehensive overview of the current landscape of AI literacy, examining existing frameworks, educational initiatives, and policy developments.

Part III: AI Literacy for Instructional Designers focuses on the role of instructional designers in fostering AI literacy. It emphasizes human-centered design principles, including ethical considerations and the importance of understanding learners' needs and backgrounds. The section also highlights the crucial role of educators in developing AI digital competencies to effectively integrate AI into their teaching practices.

Of particular interest for the subsequent discussion is Part II: K-16 AI Literacy Education. It explores the practical application of AI literacy across different educational levels, examining its implementation in early childhood, primary, secondary and nanoengineering undergrounds education. This section provides insights into the challenges and opportunities of integrating AI literacy into existing curricula and pedagogical practices.

In this way the part addresses the critical question of why AI education should extend beyond computer science disciplines and presents a compelling argument for the universal nature of AI literacy, asserting its foundational importance for all learners. It starts with distinguishing between AI literacy and digital literacy. AI literacy focuses on the harms of AI technology on the moral powers of persons specifically given the timely nature of these harms.

This stance aligns with the increasing consensus that recognizes AI education as an indispensable core competency. Notably, this part emerges at a critical juncture where the academic community grapples with the challenge of establishing a unified framework for AI literacy. Echoing the concerns raised by Long and Magerko (2020), the book acknowledges the significant gap in defining and operationalizing AI literacy competencies.

The part 1 of the book acknowledges the need for tailored content and pedagogical approaches across different educational levels, and emphasizes the importance of introducing AI concepts early in childhood and extending its reach to ensure a comprehensive and inclusive approach to AI literacy. While the compelling case for AI literacy requires no further justification, the article 3 in part 1 explores deeper by outlining four key domains where AI knowledge is essential: AI for Living, or everyday life, the workplace, education, and societal contributions. This

comprehensive approach underscores the pervasive influence of AI and its potential to enrich various aspects of human experience.

Regarding AI for Living, the part calls for holistic approach that addresses not only the technical aspects of AI but also its ethical, social, and economic implications. The ubiquitous nature of AI in contemporary society necessitates a universal approach to AI literacy. The book calls educators to prioritize the development of AI competencies.

Under subtitle “AI for workplace”, the book underscores the transformative impact of AI on the contemporary workplace, demanding a workforce equipped with a sophisticated skill set. While concerns about job displacement are legitimate, the potential for AI to catalyze innovation, enhance productivity, and create new opportunities is equally significant. To thrive in this evolving economic landscape, educational institutions must cultivate a workforce characterized by AI literacy, critical thinking, and adaptability. The article necessitates a holistic approach that encompasses not only technical proficiency but also a deep understanding of AI's ethical, social, and economic implications.

Regarding its argument about AI for Societal Good, the article 3 in part 1 underscores AI's potential as a catalyst for addressing global challenges, emphasizing its transformative power across domains such as sustainability, healthcare, accessibility, culture, and humanitarian aid. To harness AI's full potential for social good and align with the UN Sustainable Development Goals. In this area, educational institutions must equip future generations with advanced AI competencies to create a more equitable and sustainable world.

The book acknowledges the significant challenges students encounter when attempting to effectively integrate AI tools into their learning processes. This comes in accordance with researches such as (Vincent-Lancrin & van der Vlies, 2020; Zhang et al., 2021) who consider technological proficiency, effective communication, and collaborative skills as the main obstacles that impede student success. To address these challenges and unlock the full potential of AI in education, the authors suggest the implementation of personalized instruction, intelligent tutoring systems, and adaptive learning environments.

The authors referred to many empirical evidence strongly supports the correlation between AI competency and enhanced learning outcomes. This comes in line with (Hwang et al., 2022) argument that students who possess strong AI skills are more likely to excel academically, develop critical thinking abilities, and demonstrate increased problem-solving capabilities.

The second part of this article explores the benefits of AI literacy across different educational levels. It begins by outlining why AI education is essential for fostering digital citizenship and improving society. Then, it looks into specific reasons for teaching AI to kindergarteners, primary and secondary students, and non-computer science university students.

The book proposes that early childhood is a prime stage for cultivating AI literacy, given the prevalence of AI-driven toys. By coupling children's innate curiosity, AI literacy can be effortlessly integrated into their learning experiences to foster essential skills.

The article underscores the critical role of AI literacy in primary and secondary education. The book refers to the significant knowledge gap that persists among students. To address this gap, the authors emphasize the imperative of

integrating AI ethics and cultivating appropriate mindsets within the curriculum in primary and secondary education. The article added that educators should focus on problem-solving, interaction, and communication skills in relation to AI tools and develop students' ability to critically evaluate, collaborate, and utilize AI ethically. Beyond mere consumption, students should be empowered to become active creators and problem-solvers in the AI domain.

Recognizing the evolving workforce demands, part 1 of the book emphasizes the need for AI literacy among university students for both STEM and non-STEM disciplines. It demands for empowering students to excel in tasks such as translation, image editing, and data analysis. As demonstrated by the success of the "AI for All" curriculum in Hong Kong, which produced initiatives like the AI-powered trash-collecting boat and AI-enhanced scarecrow, this part concludes that AI education can drive innovation and societal impact. To meet the industry's need for AI-proficient graduates, universities should increasingly offer diverse AI programs. The authors point out that the technical skills and applications should be the emphasize of AI curricula to meet industry demands and to align with employer needs through learning. They refer to curriculum about Python, machine learning, robotics, data science, to provide in-demand AI expertise.

The concluding chapters emphasize the need for a holistic approach to AI education. Recognizing the diverse needs of learners and the rapid evolution of technology, the book calls for ongoing research and collaboration among educators, policymakers, and technologists. This book's conclusion aligns perfectly with our perspective that AI literacy is indispensable in today's world.

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