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AI Literacy and Civic Resilience against Misinformation: Education for Schools and Adult Publics

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ABSTRACT

Artificial intelligence (AI) technologies are increasingly shaping the modern information ecosystem, influencing how information is created, distributed, and consumed. While these technologies offer significant opportunities for innovation in education and communication, they also intensify the spread of misinformation, disinformation, and malinformation across digital platforms. This paper examines the role of AI literacy in strengthening civic resilience against misinformation among both school-aged learners and adult publics. Drawing on theoretical perspectives of civic AI literacy and epistemic resilience, the study highlights how a critical understanding of AI systems, algorithmic processes, and data practices can empower individuals to evaluate information more effectively and engage responsibly in civic discourse. The paper further explores pedagogical approaches for integrating AI literacy into educational curricula, including inquiry-based, project-centered, and collaborative learning methods. It also considers the importance of community-based adult education initiatives, such as public seminars, workshops, and partnerships with libraries and civic organizations, in expanding AI literacy beyond formal schooling. Additionally, the research discusses challenges related to equity, access, digital divides, and cultural inclusivity in implementing AI literacy programs. The findings suggest that a comprehensive, multi-stakeholder approach involving educators, policymakers, civic institutions, and community organizations is essential for fostering informed digital citizenship. By equipping individuals with the skills to critically evaluate AI-generated content and verify information sources, AI literacy can play a crucial role in strengthening democratic participation and building societal resilience against misinformation in the digital age.

Keywords: Artificial Intelligence Literacy, Civic Resilience, Misinformation and Disinformation, Digital and Media Literacy, and Civic Education.

INTRODUCTION

AI systems can create, alter, falsify, or remove text and multimedia assets, which raises questions about the authenticity, credibility, accuracy, or veracity of information shared, transmitted, and disseminated to the public [1]. Educational systems at all levels, from kindergarten and elementary schools through secondary schools and postsecondary institutions, are introduced to these AI technologies and encouraged to integrate them into curricula, systems, and methodologies. The knowledge and comprehension of artificial intelligence systems, applications, and underlying political economies, selfish institutions, illiberal regimes, and intensified misinformation on non-AI systems, such as social media, video-sharing services, collaboration systems, ride-hailing services, and many more [2]. Formal education is not the sole avenue for learning and acquiring knowledge; education itself represents only a part of an overall information ecosystem, and educational systems remain susceptible to misinformation and disinformation. In addition to formal education, adult learning outside

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the school system is also activated in this portfolio; adult learning material and systems are a substantial part of the overall literacy material. Furthermore, given the societal pressure and public scrutiny upon educational systems, adult learning for knowledge transfer is incorporated into this portfolio [3].

Theoretical Foundations of AI Literacy

A civic definition of AI literacy specifies the competencies, knowledge, and dispositions required for informed participation in civic and public matters concerning software systems that use AI [1]. These include an understanding of the social and technical dimensions of algorithmic systems, as well as data practices [2]. Civic AI literacy aligns with a broader notion of epistemic resilience, which encompasses the capacities, knowledge, and attitudes necessary to maintain favourable levels of uncertainty regarding the truth of controversial claims; such claims are the focus of truth-seeking, or epistemically significant inquiry. Resilience of this kind is particularly important in the context of societal polarisation, when numerous events, policies, groups, or positions may provoke divergent opinions or support [2]. Civic participation is, moreover, a defining characteristic of democratic societies; thus, sustaining epistemic resilience against misinformation is a matter of public concern. Accelerator mechanisms amplify the effect of misinformation, cause people to hold beliefs that deviate more from prior positions, and dominate the subsequent correction process [3]. Tracking corrections further reduces the likelihood of belief updating when errors are made, and people are less likely to remember corrective information than erroneous statements. Omitting the time at which misinformation was first encountered delays the dissipation of its influence [2].

Defining AI Literacy in Civic Contexts

AI literacy is the knowledge, skills, and cultural disposition that enable critical engagement with AI systems in a range of informal and formal civic contexts [5]. It encompasses understanding the data AI systems use and the social influences on data collection and algorithmic model design, the limits of AI systems and AI-generated information, the integration of AI systems or AI-generated content into civil dialogue and inquiry, and the articulation of trustworthy and ethical data practices [7]. AI literacy supports participation in civic dialogues about the impacts of AI in public life and fosters individual and communal epistemic resilience against harmful misinformation amplified by AI systems. Awareness of algorithmic influences legitimises skepticism towards shared information, encourages the pursuit of independent, verifiable evidence, and promotes insight into the extensive range of possible public claims that unexplained AI-generated content can imply [1].

Epistemic Resilience and Misinformation Dynamics

Digital technologies underpin a constellation of social media sites, mobile applications, and online services that enable public engagement around society's most pressing issues: economic justice, environmental degradation, and political polarization [6]. In turn, such venues intensify the production and circulation of false information both deliberately and unintentionally. Understanding the emergence of citizen science as a means to tackle misinformation, along with website credibility indicators and media literacy campaigns designed to encourage verification of dubious claims or sources, requires grasping how epistemic resilience evolves and is disrupted across both online and offline contexts [3]. Epistemic resilience does not decouple from broader conditions of civic formation, such as trust in expert systems, corporate consolidation of public knowledge, declining verification of claims, or pre-existing political polarization. Yet specific articulation of the concept reveals formative dynamics by modeling misinformation uptake and correction sequences. Accordingly, civic ontology and its disruption form the central governing novel body of work [4]. Descriptive precision regarding the misinformation phenomenon yields greater traction on mechanisms of disruptive uptake and corrective possibilities. Misinformation comprises false or misleading claims disseminated regardless of intent; disinformation refers to the same intent-driven materials; and malinformation consists of true claims circulated or framed to enact harm [4]. A broad-ranging study of audiovisual disinformation targeting eight European countries indicates two formative upstream sources: establishment sources supplementing newspaper readership and untrusted populist sources. Analyzing a dataset of 1.2 million articles published online across 206 countries reveals rising attention to conspiracy content in countries experiencing economic decline, erosion of democratic norms, and heightened distrust of authoritative institutions, where prior attention to the issue influences uptake [5]. Disinformation propagates independently of the pan-viral interactions typically accompanying misinformation diffusion. False claims about COVID-19 elicited substantially greater engagement than accurate counterparts, dimensioning active misrepresentation as a different behavioral archetype. Notably, false claims deployed a greater span of video adjustment activity compared with true equivalents [6].

AI Literacy in Educational Settings: Schools

The curricula and learning goals apply concepts of artificial intelligence (AI) to address the role of nonhuman sources in the generation, dissemination, and remediation of misinformation and disinformation [3]. The curricular design aligns with the 2016–2021 Massachusetts Digital Literacy and Computer Science Framework

and the 2020 International Society for Technology in Education (ISTE) Standards for Students, specifying desired competencies (i.e., digital citizenship, knowledge, and safety) and identifying progression benchmarks for grades PreK–2, 3–5, 6–8, and 9–12[4]. The guidelines also consider the following additional learning frameworks that describe how students interact more broadly with technology and technology-mediated information: the 2016, 2017, and 2019 21st Century Skills Frameworks; the 2016 Advanced Placement History, AP Computer Science Principles, Computer Science Teachers Association, K–12 Digital Literacy Framework, and Seven Essential Skills Frameworks; a 2018 Learning Framework; and the 2018 and 2020 Digital Literacy Frameworks [5]. The pedagogical approaches emphasize project-centered, inquiry-based, and collaborative learning as a means of encouraging authentic exploration and encouraging critical engagement with AI-powered content-generation tools [1]. Pedagogical approaches and assessment rubrics are drawn from the Massachusetts Digital Literacy and Computer Science Curriculum Framework [3]. In addition to spelling out inquiry-based questions and project ideas for each grade level, the curricular guidelines supply a menu of curriculum-embedded performance tasks derived from the Six Essential Elements for Digital Literacy and Paul and Elder’s 2020 Critical Thinking Framework [9]. The material cites practical resources, exemplars, and other materials that illustrate the diverse forms of AI-powered content generation currently available and facilitate preparation. Accompanying the curricular content, links help educators locate external references that further explain different types of AI-generated content, broaden understanding of how these technologies operate, and both clarify potential risks and encourage responsible practice[2].

Curricular Design and Learning Goals

AI literacy addresses the skills needed for individuals to engage effectively with artificial intelligence. These skills are increasingly important due to the rapid technological advances transforming democratic discourse and political institutions [3]. To counter risks stemming from misinformation, misinformation mechanics and their impact on citizens’ beliefs must be examined. Some attempts have been made to offer AI literacy guidance adapted to students’ developmental needs [2]. To inform curricular design, a set of learning goals addressing misinformation has been developed for four age-based categories spanning primary, secondary, post-secondary, and adult education. These learning goals delineate civic objectives, learning outcomes, recommended approaches, and illustrative examples [3]. The learning goals can serve as a reference for the design of AI literacy curricula emphasizing civic resilience. The learning goals and the associated educational objectives will continue to evolve over time in conjunction with ongoing work in AI literacy and community feedback. Substantial progress has been made on adjusting the pedagogical design and detailing assessment criteria for the primary and secondary education levels [2]. Development of equivalent pedagogical frameworks and assessment rubrics for post-secondary and adult education is forthcoming [3].

Pedagogical Approaches and Assessment

Recent research on teaching and assessing AI literacy highlights inquiry-based, project-centered, and collaborative approaches that foster deeper learning and enhance engagement [2]. Educators may consider using formative assessment techniques such as achievement charts 1 to monitor student progress, promote reflective practice, and guide subsequent instruction [2]. For a summative evaluation, a performance task model 4 enables educators to assess student understanding while allowing flexibility in content and context. A structured design aligned with the Learning for Life and Work Area of Learning, as outlined in the Nova Scotia curriculum document, can further clarify the overall goal. Candidates can create a school or community-based AI intervention that explores a relevant artificial intelligence issue [5]. Examples of tasks aligned with this format include the development of a lesson plan that incorporates AI literacy into a specific subject, the design of a community workshop to share AI literacy strategies or tools, and the establishment of a fictional business that leverages AI and either promotes or undermines citizen engagement in serving a community-defined goal [6]. Educators can guide the creation of a performance task on AI-related subjects such as safety and security; environmental and climate issues; equity, access, and inclusion; content generation in text, images, and video; and disinformation and misinformation [7].

Equity, Access, and Inclusion in Classroom AI Literacy

The digital divide continues to be a notable hurdle for the effective implementation of AI literacy curricula. There is a significant technology gap between students who have access to computers and high-speed internet versus those who do not, which correlates with low-income students and rural students [2]. Language barriers also impose challenges to the equitable use of AI literacy resources. Resources for teaching AI literacy exist primarily in English, and common AI models often display cultural biases prevalent in English-language websites [1]. Accommodations to support the learning needs of students with disabilities must be considered. Non-inclusive pedagogy may impose obstacles for different learning styles and neurodiverse students [2].

AI Literacy for Adult Publics and Community Programs

Civic engagement hinges on the ability to access and use information that reflects, expresses, and shapes diverse viewpoints and lived experiences in one's community. Adults face challenges when navigating complex socio-political information ecosystems [3]. Many communities worry about the ability of their residents to access credible information, assess the trustworthiness of sources, or engage in public discourse that advances social good rather than leads to fracturing or violence [4]. Communities are thus investing in adult civic engagement and awareness of misinformation and disinformation campaigns [5]. Several communities use seminars and workshops to promote civic resilience, enhance public understanding of misinformation, and foster the development of AI literacy to help community members engage critically with socio-political information. Learning goals generally aim to build awareness and knowledge regarding the impact of AI on experiences with information, misinformation, and disinformation; to enhance the ability to verify the credibility of information and assess the reliability of its sources; and to encourage the formation of social networks and collegiality that supports informed and constructive public conversations about community needs and pathways for progress [6]. Learning activities focus on modelling and sustained inquiry into participants' existing approaches to assessing information credibility; examining the role of AI, specifically generative AI, in efforts to mislead and misdirect in today's information environment; and collaboratively considering specific strategies for enhancing personal and shared capabilities for revealing credible socio-political information and trustworthy sources of such information [1].

Community-Based Learning and Public Seminars

While many school-based educational programs are underway to promote AI literacy among children and youth, there is a parallel and growing need for adult education [3]. These programs can leverage existing community-based adult-education programs and can be especially impactful in partnership with civic organizations such as public libraries and community centers. Universities and other civic knowledge organizations can also play a role by offering public seminars for a wider audience. Drawn from surveys and service-learning frameworks in community-based learning programs, four strategies for success have been articulated [1]. Adopt participatory formats that engage community concerns to co-design relevant agendas and activities. Incorporate local civic issues around AI in response to requests from public libraries. 2. Build on existing community activities such as digital literacy and citizenship. Concentrate on AI literacy needs identified in community-based participatory research.[3]. Emphasize informal interactive seminars rather than formal workshops. Venture into creative activity with schools in music, theatre, art, and writing to broaden the series [2]. Outline a community-based learning framework to develop educational initiatives that respond to the needs of rural and indigenous communities [6]. Community collaboration with educators is emphasized to ensure that the learning solutions are relevant and to foster community ownership. Public libraries have been core partners in these efforts to address the engagement of remote learners [5].

Media Literacy Integration and Practical Tools

Misinformation often exploits trust in established platforms and formats by using familiar sites, such as social networks, and trusted forms, such as visual media. Many falsely assert or imply that factual knowledge contradicts agreed-upon societal norms [3]. To cope with such communicative tactics, community programs can incorporate practical heuristics that foster public engagement when evaluating trustworthy yet controversial information [5]. Adolescents and adults recommend appraising source, recency, and tone and cross-referencing with other sources, especially elite ones, based on prior media education experiences [3]. Since students commonly use various media, community-based citizen science projects can expose them to civic constellations beyond school. These projects can connect local governments and organizations, foster public discourse, build citizenship, and emphasize algorithmic and media literacy [2]. Verification and counter-misinformation activities frequently involve checking utility or integrity by applying, adding, subtracting, converting, or interpreting components 4. Simple workflows help systematically document thoughts and serve as prompts for further exploration. For instance, the public Kyoto City Biodiversity Questionnaire facilitates public dialogue through inquiry-based projects centered around an inquiry context, question, and field experience [6].

Trust, Credibility, and Information Verification in Public Discourse

Misinformation spreads rapidly and broadly on online platforms with minimal effort. People use various criteria to verify content [2]. General source quality, including familiarity and details related to reputation, as well as content, audio-visual quality, and soundness of reasoning, contribute to judgments of authenticity and fitness of use 7. Appraising prior information on advertisements, messages from the public, and assurances from authorities (scientists) assists general and specific assessments of content [5]. Conditions of risk shape decision-making strategies and modes of communication. Misinformation threatens individual and collective well-being. Minority rule, stochastic and systematically distorted communication, underestimation of risk and danger, a focal point of attention on an undesired event, and the notion to reject false alarms constitute signal extraction challenges [3].

Credibility and trust of information shape the foundation of society. Information trust considers information rather than just source trustworthiness [4]. False and misleading information circulates widely, creating mistrust, confusion, and panic, influencing decisions, and damaging reputations. The fast diffusion of erroneous information owes to social communication technology and particularly digital social networks, where unverified claims enjoy viral propagation [1]. The absence of journalist standards on social media aggravates the situation. Journalistic standards, including clear claims, source citation, and evidence provision, mitigate undesirable effects. Information trust and social trust exhibit close interdependence for information evaluation. A trust collapse prompts the size and speed of information spread [2].

Strategies to Strengthen Civic Resilience against Misinformation

Methods play an important role in shaping critical thinking skills, such as evaluating arguments, assessing the quality of evidence, and identifying bias [4]. Integrating these methods into educational activities increases civic resilience against misinformation, encourages students to develop and share their arguments, involves peer reviews of drafts, and helps discover online information that supports or contradicts their positions [3]. Young people perceive family and school members who hold contrasting viewpoints as more trustworthy than social media, demonstrating that messages from trusted people are more readily accepted, but direct discussions of alternative opinions among peers remain rare [2]. Fostering environments where students can discuss competing views in moderation balances respect and difficulty. Engaging students in these analyses through out-of-classroom or homework tasks aids participation while also deepening understanding of current public issues [5].

Critical Thinking and Source Evaluation

False claims propagate rapidly through the Internet, and in environments with a high frequency of rumours, participants seldom assess the truthfulness of any particular statement [4]. Instead, they are more likely to change their minds about whole topics rather than specific assertions; confirmation is significantly more prevalent than refutation [6]. Numerical ratings of online information sources correlate closely with search engine rankings, reflecting merely “popularity”, not “credible source” logic [5]. Critical thinking and source evaluation thus require higher-order skills, including assessing currency and credentials and understanding communication and publication in the digital age. Such reasoning stands at the core of AI literacy as a means of sustaining epistemic resilience [3].

Algorithmic Awareness and Transparency

Machine learning (ML) models are susceptible to biases present in the data they are trained on. Misleading data can even impact the model’s neutrality, ultimately shaping how it presents information to users [3]. Models have access to extensive datasets, and their training on unfriendly content can perpetuate hate speech and discrimination [9]. Users may not be aware when ML models have difficulty accurately interpreting their queries or commands since these systems seldom disclose any model uncertainties. Consequently, individuals receive illegitimate information without knowing the potential risk involved [2]. ML systems aim to fulfil users’ requests, even when a question lacks plausible answers or when a user provides potentially harmful requests [6]. For example, the public statement “Between the globe and a spatial model lies a spherical representation of the prosperity that circulates for six hours...” can be addressed. Users need to have knowledge regarding the restrictions of the system; otherwise, they may disregard the absence of valid explanations and proceed as if those statements were reliable information [7]. Last, well-thought-out data annotation has the capability of steering the ML model’s answer format, permitting the responsible deployment of ML content generation [8].

Policy and Institutional Roles in Fostering Literacy

A multi-stakeholder approach is needed to promote AI literacy in schools and among adult audiences effectively. Policymakers should provide governance frameworks and funding for educational initiatives that strengthen civic resilience against misinformation [1]. Relevant frameworks, such as the UNESCO Media and Information Literacy Policy Guidelines, emphasize the need for a whole-of-society approach to media and information literacy [4]. Education authorities are key actors in AI literacy provision, and several OECD member states have published national AI strategies with a preparatory phase for policy establishment (OECD, 2021). Furthermore, public and private foundations are crucial in funding implementation and research of the necessary curricula [3]. Trade associations, such as the Partnership on AI and the Global Partnership on Artificial Intelligence, can support these efforts through capacity-building initiatives [6].

Measurement and Evaluation of AI Literacy Outcomes

Artificial Intelligence (AI) permeates daily life, influencing decision-making in personal, educational, and professional spheres [3]. Simultaneously, widespread disinformation proliferates falsely regarding AI tools, exacerbating societal uncertainty and polarization. Integrating notions of epistemic resilience with AI literacy can foster informed engagement with civic discourse [4]. This promotes not only comprehension of AI but also critical faculties necessary to evaluate the veracity of any information, including messages about AI. This

convergence of AI literacy and epistemic resilience appears particularly pertinent for schooling and adult communities [9].

Indicators for Schools and Adult Programs

AI literacy, encompassing the knowledge and competencies to engage with systems that leverage machine learning, has emerged as a crucial competency to navigate the digital landscape [4]. Misinformation, disinformation, and malinformation, collectively referred to as misinformation, can distort the understanding of significant developments running from the ongoing COVID-19 pandemic to critical geopolitical events such as the conflict in Ukraine [6]. Misinformation builds on the epistemic belief systems of individuals, for example, through the lenses of trust; epistemic resilience is the ability of individuals to manage their belief systems and counter misinformation [7]. Through community-based programs for adult public audiences within universities and civic organisations or through curricula targeting younger audiences in schools and colleges, AI literacy can be positioned as a means to strengthen civic resilience against misinformation [2].

Research Design and Methodological Considerations

Information and misinformation propagate through online and offline networks, yet the nature of those networks and the factors governing interactions on different platforms are very different. Knowledge of these differences is essential for understanding how information and misinformation spread and what measures can be taken to mitigate the latter [8]. The capacity to distinguish between credible and false information, to appreciate how misinformation is crafted to induce emotional reactions, and to recognize the potential of social media to amplify falsehoods are highly relevant to both adult and youth communities [6]. Interactive community seminars and workshops designed for adult publics provide opportunities to engage with individuals across diverse socioeconomic and educational backgrounds [3]. These activities can be responsive to local community needs and concerns. Research has shown that community-based learning promotes civic engagement within the broader community and improves lifelong learning skills [4]. Topics of focus include strategies to strengthen civic resilience against misinformation, information verification, and the nature of AI-based technologies and services [1].

Challenges, Risks, and Ethical Considerations

AI literacy is a public good, yet there is a risk that some initiatives may not address the needs of all populations. Accompanying the rollout of AI literacy programming, it is important to put in place mechanisms and safeguards that promote equity, access, and the cultural relevance of materials within the AI literacy ecosystem, thus avoiding the pitfalls of historical misalignment in educational initiatives targeting diverse student groups [1]. The emergence of foundation, generalist, and instructional models has resulted in the widespread deployment of AI Authoring tools that engage vast swathes of today's population [4]. There is concern that a narrow focus on productivity or creativity may motivate selective instead of comprehensive exploration of models. This is a challenge because the same inputs typically generate invariant outputs, and deep knowledge about AI is difficult to establish [8]. Further, understanding how trained models work presupposes a solid grasp of conceptual knowledge as well as of the underlying mathematics [3]. Ongoing and pervasive formative assessments flag misconceptions and calibrate supporting content without requiring prior extensive knowledge of the domain [5]. Data about behavior fed into a generalized LLM enables individualized aptitude diagnosis and coaching, tailoring both content and feedback. Dedicated platforms exist that elucidate Internet-enabled and intelligent processes. In access frameworks, tools like Speech Ace, a Conversational Agent for Automated Speech Training, engender sustained engagement with text-to-speech and IoT interactivity [9].

Privacy, Surveillance, and Data Ethics

Tackling privacy, surveillance, and data ethics is crucial to the goal of building civic capabilities, and the topic is especially relevant to AI systems, which necessarily involve data collection [10]. For student populations, the recommended approach is to focus on concepts such as data rights, ethics of data use, and algorithmic or AI system tracking [9]. Underlying all those ideas is the broader concept of informed consent (implicit or active) and the notion of reasonable data collection for the intended purpose that, depending on context, either is allowed (for example, data used to identify pre-existing bias) or is of concern (for example, data that can identify an individual's sensitive characteristics) [1].

Equity and Representation in AI Literacy Initiatives

Empirical research has shown that many parents are not adequately aware of and do not consciously seek out supplementary AI literacy education for their children, an unfortunate indicator of the present overall societal status of AI literacy education [1]. Given this, it is likely that many family and community groups seeking AI literacy education or assistance today will still consist of those who, in a personal capacity, desire to engage with the topic but do not yet perceive the importance of teaching AI literacy to other individuals or community groups, and an organized community-based public initiative that provides such a service is one potential way to ameliorate

the situation [4]. In addition, educators who are encouraging activity involving AI technologies may already have access to the latest available models and wish to know a pipeline through which other community members can also acquire knowledge, and if this can be done at a pace suited for them [5]. While some may actively seek out such content through the mentioned but increasingly complicated process based mainly textual search engines, others may nevertheless prefer to acquire existing content in a more direct manner; thus, a community-based program that provides such content in simpler formats is also a viable approach to amelioration [7]. Certain community-based public initiatives featuring booster-to-nutrient (behind-the-scenes) services will not be shareable openly but can still be made visible in various curated-roadmap forms such as links to figures, documents, and datasets on the web currently available for public access, or a reference list highlighting only those extra materials that nevertheless contain step-wise information and require no prior knowledge or special guidance to follow correctly [2]. These formats can assist persons preparing to engage with interested children, learning designers, locally connected further education institutes, and other education-supporter types to prepare enabling boosts beforehand [9].

Policy Implications and Programmatic Recommendations

Adopting straightforward, intentional design principles is crucial for integrating AI literacy within existing curricula [7]. Various pedagogical strategies can facilitate equitable AI literacy implementations by promoting active learning and collaboration [8]. Programmatic measures, such as the provision of continuous professional development, the establishment of a national knowledge repository, and designation of lead institutions for networks of practice, play a supportive role in scaling AI literacy across schools [9]. Effective AI literacy may be further reinforced through initiatives targeting adult populations on civic and community levels. Relevant approaches include collaboration with community-based organizations to deliver public seminars within adult education programs, use of resources available through voluntary sector partnerships, and integration of relevant media-literacy concepts [1]. These adult-centric approaches may draw upon a range of frameworks and formats that extend beyond traditional schooling. Priority is given to practical tools that reinforce understanding of AI-generated text potential and limitations while simultaneously addressing foundational aspects of trust, credibility, and verification. Within this context, further and simpler verification routines, fact-checking workflows, and digital-literacy resources are highlighted [10].

CONCLUSION

The rapid advancement of artificial intelligence technologies has transformed the ways in which information is produced, distributed, and interpreted within contemporary societies. While AI offers significant benefits for education, governance, and innovation, it also amplifies the risks associated with misinformation and disinformation in digital information ecosystems. As AI-generated content becomes increasingly sophisticated and accessible, the ability of individuals to critically assess information, understand algorithmic processes, and recognize the limitations of automated systems has become an essential civic competency. This paper has highlighted the importance of AI literacy as a foundational tool for strengthening civic resilience against misinformation. By integrating concepts of epistemic resilience with AI literacy education, individuals can develop the skills needed to evaluate evidence, question algorithmic outputs, and engage constructively in civic discourse. Schools play a crucial role in cultivating these competencies through structured curricula that incorporate inquiry-based learning, collaborative projects, and critical thinking frameworks. At the same time, adult education initiatives and community-based programs remain essential for reaching broader populations that operate outside formal educational systems. The analysis also demonstrates that effective AI literacy initiatives must address challenges related to digital inequality, language accessibility, cultural bias, and inclusive pedagogy. Bridging the digital divide and ensuring equitable access to AI literacy resources are critical for preventing the exclusion of marginalized communities from emerging knowledge systems. In this regard, partnerships among governments, educational institutions, civil society organizations, and community networks are vital for scaling sustainable AI literacy programs. Ultimately, strengthening civic resilience against misinformation requires a holistic and multi-stakeholder approach that integrates policy support, educational innovation, and community engagement. By promoting widespread AI literacy, societies can enhance citizens' capacity to critically interpret information, participate meaningfully in democratic processes, and navigate increasingly complex digital environments with greater confidence and responsibility.

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