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FROM THE CLASSROOM TO THE ALGORITHM: THE DOMESTICATION OF THE MOBILE PHONE AND ARTIFICIAL INTELLIGENCE AS KEY ELEMENTS FOR MEDIA LITERACY IN HIGH SCHOOL

Abstract

The article looks at how high school students use AI tools and mobile devices in high school. Students watch and read whatever they want, and they often use ChatGPT to finish their work quickly. This practice makes us wonder about the quality of learning and the growth of critical thinking. The paper examines at four AI tools—Perplexity, Phind, Microsoft Copilot, and Google Bard—to see how they can be used in education. It states that high school students need to learn about media and information literacy (MIL) so they can judge what they see and use technology safely. The TRIC era changes the focus from technology itself to how people use it. Teachers need training to use AI in their lessons and turn facts into things to talk about in class. The goal is not to make AI illegal, but to show students how to use it well for real learning.

Keywords: Artificial Intelligence, school domestication of mobile phones, media literacy, students, high school.

Introduction

High school students are immersed in a digital world that also plays an educational role. They are constantly exposed to media content, often consumed without any restrictions, whether it involves explicit physical violence, offensive language, mockery, discrimination, or irreverence. Regardless of the nature of the content, it is watched, shared, and liked. Of course, there is also content that contributes to their learning, knowledge acquisition, or personal interests.

On the other hand, the debate over the use of Artificial Intelligence (AI) in education has intensified as students increasingly rely on it. In a culture of immediacy, they frequently turn to ChatGPT (Generative Pre-trained Transformer) to quickly obtain information and complete assignments. However, AI use extends far beyond this application—predictive text features in smartphone keyboards also utilize AI, making its integration into daily life broader and not as recent as it might seem.

Various AI applications are used daily, such as virtual assistants like Google Assistant and Siri or automatic translators like Google Translate. More sophisticated tools, such as Tesla Autopilot, also demonstrate the diverse applications of AI.

For students accustomed to immediacy and short-term thinking, using ChatGPT is a convenient solution. By simply typing or dictating a question, they instantly receive an answer, which they then copy and paste or transcribe into their notebooks, depending on their teacher's requirements. This raises important questions: Does this process foster real learning? Does it develop critical thinking? Do students analyze the information provided by ChatGPT? Or are they merely using AI to complete assignments quickly and efficiently, reinforcing their school domestication of mobile phones. [1]

However, if the information generated by ChatGPT is later discussed in class—where students engage in debates, arguments, and counterarguments—AI use could bring educational benefits. Instead of focusing on whether students should use AI, the discussion should center on how it is used—didactically, pedagogically, and ethically.

Therefore, the effective, educational, and constructive use of AI in learning goes beyond students 'personal use. It requires teachers to integrate AI into their strategies, transforming AI-

generated information into topics for discussion and analysis. This approach fosters reflection and critical thinking, regardless of the subject matter being taught.

Materials and methods of research

The integration of digital applications, specifically generative artificial intelligence, into the teaching-learning process has direct implications for the teaching community. Educators must become familiar with these tools and learn how to use them effectively as part of their strategies for designing both learning and assessment activities. This way, they can guide and support students in their use, whether inside or outside the school environment.

Although ChatGPT is currently very popular, it is not the only generative AI tool that students can use to complete academic tasks. AI can assist in searching for information or transforming it into a specific product for presentation to their teachers. What is remarkable about ChatGPT is the rapid growth of its global user base. However, it is important to remember that it is merely a language model, not an academic database. [2]

When OpenAI launched ChatGPT in November 2022, some feared that academic articles and essays would no longer be trustworthy, as this generative AI tool could potentially create them. [3] However, over time, it has become evident that, while ChatGPT can produce coherent and grammatically correct messages, this does not necessarily mean that they are accurate, truthful, or complete.

In the same vein, highlight that generative artificial intelligence is a type of technology designed to "produce synthetic data such as text or images based on patterns learned from real data." In other words, it involves using AI to generate content through models that perform various tasks while also carrying out preconfigured operations. One example of artificial intelligence, as mentioned earlier, is Siri, Apple's voice-controlled assistant, which responds to verbal commands. Another example is Mendeley, a tool that functions as a reference manager. [4]

Among generative AI tools, ChatGPT is one of the most widely used, primarily due to its high number of registered users. The latest version available is ChatGPT-4, but one limitation is that accessing its advanced features comes at a cost, while the basic version remains free.

On the other hand, it is worth mentioning the vast array of generative AI applications that have emerged, offering multiple options for providing information upon users' requests. Google has also developed its own AI platform, but according to a comparative analysis, Google Bard delivered "poor results."

This comparative analysis was conducted by, who evaluated Perplexity, Phind, Microsoft Copilot, and Google Bard to determine which AI performs best in content curation—defined as "a strategy in which the information obtained is part of a broader process of evaluating and verifying sources." For this analysis, the author submitted the same prompt to all four AI tools. A prompt refers to a specific question or instruction given to an AI application to execute. [5]

Codina's comparative analysis focused on four evaluation criteria regarding the responses generated by the AI tools when given a Chain of Thought prompt:

Quality of narrative synthesis

Relevance of sources

Depth of the AI-suggested prompts

Ease of exporting results from each AI tool

The comparative exercise and analysis conducted by the author serve as a clear example of both the potential applications and the implications of generative AI in education. This study helps "better understand the characteristics" of the AI tools used, as the chosen topic is related to journalism within the field of social communication. Specifically, it highlights the need for research on solutions journalism, a concept that can also be applied to any learning unit or subject within secondary or higher education curricula.

The task required the AI tool to structure the response into different sections, intersect two different topics, provide an example, and cite authoritative sources on the subject. Below is the exact prompt used in the author's study:

First, describe the main characteristics of solutions journalism. Second, outline the key features of local journalism.

Third, explain how solutions journalism can help local journalism improve its audience and provide examples of successful interactions between both types of journalism. Finally, recommend authoritative sources on the internet related to this topic.

After analyzing the results generated by the four AI tools tested, the study concluded that, in terms of content curation, Perplexity performed the best. However, the author clarifies that this finding is not a scientific result but a significant observation. This perspective is shared, as the study provides a practical demonstration of how various generative AI tools can be used for academic tasks, both inside and outside the classroom.

Of course, there is a wide variety of AI tools designed for different needs. For example, Socratic assists with math-related problems, Midjourney generates images and logos, and tools like GitMind and ChatMind help create mind maps. Additionally, platforms like Canva and Genially allow users to design interactive presentations, posters, announcements, and infographics. Ultimately, the list of available AI tools is extensive, with many offering free basic versions—proving that AI in education goes far beyond just ChatGPT.

It is important to clarify that content curation refers to "the interactive process of researching, finding, filtering, organizing, grouping, integrating, editing, and sharing the best and most relevant content on a specific topic". [6] Content curation is, in fact, one of the key skills needed to effectively navigate and make the most of the vast amount of information available on the web. When students are asked to conduct research to answer a question or develop a topic, the expectation is that they will go beyond simply copying the first lines that appear when they perform a Google search on their mobile device.

For high school students, the school domestication of mobile phones offers a practical and efficient way to complete academic tasks. [7] However, there are also students who, instead of reviewing and evaluating the information provided by Google, prefer to use ChatGPT, which instantly generates content on a given topic, answers a question, or produces a written text required by a teacher, regardless of the subject area. According to students themselves, this is a much more convenient alternative than searching for information on Google.

However, by relying on such AI tools, they neglect essential cognitive processes such as reflection, analysis, memorization, and critical evaluation of the content generated by artificial intelligence.

So, what can be done?

To address this situation, media and information literacy (MIL) becomes essential. An effective solution is to integrate it into the comprehensive education of high school students, given the urgent need to educate for the conscious exercise of individual freedom and the full practice of democracy. [8] This need is especially critical in the face of the rapid rise of generative artificial intelligence, the culture of immediacy, and short-term thinking, which are becoming increasingly widespread.

In addition to these challenges, it is important to reconsider the way educators question students. Instead of simply asking them to recall facts or reproduce explanations given in class—an approach that often leads them to immediately turn to ChatGPT for answers—teachers could design questions that require observation, comparison, deduction, relationships, and analytical thinking to actively engage students' cognitive abilities.

On another note, Project GIGA, a joint initiative by UNICEF and the International Telecommunication Union (ITU), aims to connect 500 million children and adolescents to the internet by 2030, providing access to digital technologies to help bridge the digital divide. [9] But

what does this really mean? Beyond simply providing internet access, it is crucial that students learn how to use digital tools effectively. In this context, media and information literacy (MIL) plays a key role in developing digital communication and socialization skills, enabling students to engage in harmonious interactions both in person and online.

Media and information literacy is defined as "a combined set of competencies (knowledge, skills, and attitudes) necessary for life and work in today's world. It includes all forms of media and information providers, such as libraries, archives, museums, and the internet" (United Nations Educational, Scientific and Cultural Organization. [10]

In other words, MIL is essential for the comprehensive education of high school students. It empowers them to critically evaluate information and media content, helps them avoid falling victim to misinformation, and equips them with the skills to combat it. Moreover, media and information literacy goes beyond information filtering—it serves as a tool to reduce informational gaps and promote the ethical use and management of digital social networks.

The Role of Media and Information Literacy in High School Education

Therefore, it is believed that media and information literacy (MIL) can help high school students avoid passively consuming all the media content they encounter. Instead, it can foster critical thinking, increase awareness of their responsibilities and social rights, promote the ethical use of digital social networks, and encourage a culture of peace both in face-to-face interactions and in online spaces. Furthermore, it enhances students 'abilities in information searching, selection, analysis, and transformation, which is crucial in a world where an overwhelming amount of information can lead to information overload.

According to, it is essential to educate students about how artificial intelligence tools work, not only within the educational field but also in other areas of life. While these applications offer benefits, they also pose risks, as they are present in entertainment, social interactions, and, eventually, in students 'professional lives. The authors emphasize the potential for manipulation and bias in AI tools and warn against assuming that just because they are human-made, they are inherently harmless. [11]

Meanwhile, UNESCO proposes Five Laws of Media and Information Literacy, suggesting that MIL should be considered a fundamental link to human rights. These laws state:

First Law: Information, communication, libraries, media, technology, the internet, and other information providers should serve critical civic engagement and sustainable development. They are equal in status, and none should be considered more relevant than the others.

Second Law: Every citizen is a creator of information and knowledge and has a message to share. They must be empowered to access new information and express themselves. MIL is for everyone—regardless of gender—and is a fundamental human right.

Third Law: Information, knowledge, and messages are not always value-neutral or free from bias. Any conceptualization, use, or application of MIL should ensure transparency and understanding of this reality.

Fourth Law: Every citizen seeks and desires to learn new information, acquire knowledge, and communicate, even if they are not fully aware of it or do not express it. However, their rights must never be compromised.

Fifth Law: Media and information literacy is not acquired instantly. It is a dynamic and ongoing experience that is only complete when it includes knowledge, skills, and attitudes—covering access, evaluation, use, production, and communication of informational, media, and technological content. [12]

These UNESCO principles align closely with the challenges and implications of artificial intelligence, both within and beyond educational settings. By recognizing the capacity and impact of information tools, they underscore the importance of fostering media and information literacy. Similarly, highlights in its Recommendation on AI Ethics that the advancement of AI tools requires

new educational practices and competencies to address their implications in the labor market and civic participation. [13]

The TRIC Era: Technology, Relationships, and Media Literacy

In this context, the TRIC Era (Technologies of Relationship, Information, and Communication) shifts the focus to users and their relationship with technology by incorporating the Relational Factor (R-Factor). This approach brings attention to issues like sexting and cyberbullying, which distance students from their holistic education by exposing them to digital violence. MIL emerges as a key tool to help students navigate both AI tools and TRIC technologies effectively and ethically.

According to Grané, incorporating the R-Factor into information and communication technologies creates "a framework that connects usage, consumption, and interactions occurring within digital networks" while encompassing "the three fundamental dimensions of human beings: cognitive, emotional, and social". This perspective aligns with discussions on AI implications and the necessity of media and information literacy, reinforcing the interconnected nature of these concepts. [7-19]

The Digital Expansion Among Students

To illustrate the mass adoption of digital technologies, data from the 2023 National Survey on the Availability and Use of Information Technologies in Households (ENDUTIH), conducted by the National Institute of Statistics and Geography, reveals that internet usage rates were: [14]

96.7% among individuals aged 18–24 years

94.1% among individuals aged 12–17 years

These age groups correspond to students in secondary and higher education. Moreover, 97.1% of users accessed the internet via a smartphone, highlighting the school domestication of mobile phones among students.

Furthermore, the reports that, as of the first quarter of 2024, Mexico had 144.8 million mobile phone lines, confirming the pervasive presence of smartphones. For high school students, these devices have become an essential part of daily life, to the point where they are considered indispensable tools, regardless of the environment they are in. [15]

Artificial Intelligence in the Fifth Industrial Revolution

According to Porcelli, we are now in the Fifth Industrial Revolution and Society 5.0, also known as the Human-Centered Society. [16] This era envisions a future in which machines handle most tasks, particularly through artificial intelligence, but for the benefit of people. Humans will continue to be responsible for creativity and imagination, driving innovation forward (n.p.). From this perspective, AI, like information and communication technologies (ICTs) before it, serves as a tool to simplify processes. However, the fundamental role of humans remains essential—a notion that aligns with the Beijing Consensus on Artificial Intelligence and Education (UNESCO, 2019), which stresses that AI development must remain under human control (paragraph 7). [17]

Artificial Intelligence in Education: Potential and Ethical Considerations

In the same vein, but focusing specifically on education, conducted a study revealing that most AI tools are designed for specific educational purposes, such as summarizing texts, generating videos or presentations, creating assessment rubrics, or assisting with writing tasks. However, the study also highlights the existence of numerous multifunctional AI tools, including content creation platforms and learning management suites that integrate multiple AI-based features. One of the most notable examples is Google Workspace for Education, which, upon subscription, provides registered institutional users with access to a wide range of AI tools to support the teaching-learning process. [18]

The authors emphasize the importance of preventing the over-technification of teaching and learning by fostering a critical and reflective approach to AI usage. While they acknowledge the vast range of AI tools available and their potential in education, they stress the urgent need for further research into the ethical implications of integrating these technologies into educational

settings. This perspective aligns with the earlier discussion on the necessity of implementing media and information literacy (MIL) programs for students.

The Beijing Consensus on Artificial Intelligence and Education also recognizes AI's multidisciplinary nature, while highlighting the need for public policies that address financial investment in AI education. Many AI tools, particularly those with advanced features, require paid subscriptions, which can widen the digital divide and exacerbate social inequality. The consensus further recommends teacher training in AI integration, curriculum updates, and the transformation of learning methodologies to accommodate AI-based innovations. It is important to note that this UNESCO declaration was issued in response to the challenges posed by AI development in education and contains 44 recommendations, including guidelines on public policy and education management. [19]

Therefore, while generative AI offers opportunities to enhance the teaching-learning process, allowing for personalized and adaptive learning experiences, it is not a magic solution that can instantly fulfill educational objectives. Education involves comprehensive student development, requiring commitment, responsibility, and active participation. Above all, students must be made aware that education is not just about completing tasks but about preparing for their future roles in the workforce. This preparation entails learning to follow instructions, respecting deadlines and performance expectations, and upholding integrity in their academic and professional pursuits.

This is how this research, using a documentary methodology, highlights the need for digital literacy, particularly among high school students, in light of the formal and informal incorporation of tools such as artificial intelligence and generative artificial intelligence.

Conclusions

It is undeniable that ICTs, TRICs, or AI permeate the being and existence of students and have implications in the educational field, as well as in societal dynamics. These conditions demand attention and action; the only thing that is not valid is being a spectator. Among the negative implications, one could consider the tendency of students to lightly perform learning activities when using these tools to immediately fulfill requests, thus setting aside reflective attitudes and constant revision, or the disposition to reason based on ideas, as well as intellectual discernment.

On the other hand, just as the printing press or the internet were once considered threats or risks, AI has not been an exception. However, there is agreement on the need to regulate its use within a legal framework. In the educational sphere, it is essential to incorporate these technologies into teaching-learning processes to maximize benefits for student formation through didactic-pedagogical strategies designed by educators.

In this sense, it has been proposed, even institutionally, that educators use generative AI to address administrative or planning demands, such as using ChatGPT for creating evaluation rubrics or didactic sequences.

Certainly, the challenges and implications of generative AI in education are not yet concluded. Recent news indicates that OpenAI is entering the search engine market with SearchGPT, a situation that may represent a threat to Google. While other AI applications provide direct answers when asked about a topic, this search engine offers a compilation of findings.

These conclusions are based on documentary research and empirical knowledge gained from teaching at the upper secondary level.

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СЫНЫПТАН АЛГОРИТМГЕ ДЕЙІН: ОРТА МЕКТЕПТЕГІ МЕДИАСАУАТТЫЛЫҚ ҮШІН МОБИЛЬДІ ТЕЛЕФОН МЕН ЖАСАНДЫ ИНТЕЛЛЕКТІНІ ИКЕМДЕУ

Аңдатпа

Мақалада орта мектеп оқушыларының жасанды интеллект құралдары мен мобильді құрылғыларды қалай пайдаланатыны қарастырылады. Оқушылар өздері қалаған бейнелерді көріп, мәтіндерді оқиды және көбінесе тапсырмаларын тезірек аяқтау үшін ChatGPT қолданады. Бұл тәжірибе білім алу сапасы мен сыни ойлаудың дамуы туралы ойлануға мәжбүр етеді. Мақалада төрт ЖИ құралы — Perplexity, Phind, Microsoft Copilot және Google Bard — білім беруде қалай қолдануға болатыны зерттеледі. Онда орта мектеп оқушыларына медиасауаттылық пен ақпараттық сауаттылықты (MIL) үйрету қажет екені айтылған, өйткені олар көрген ақпараттарды дұрыс бағалап, технологияны қауіпсіз пайдалана білуі тиіс. TRIC дәуірі (технология, қарым-қатынас, ақпарат және мәдениет) назарды технологияның өзінен оны қалай пайдалану жолына аударады. Мұғалімдерге ЖИ-ды сабақтарында тиімді қолдану үшін арнайы дайындықтан өту қажет, және олар тек ақпарат беріп қана қоймай, сол деректерді талқылауға арналған тақырыпқа айналдыра алуы керек. Мақсат — ЖИ-ға тыйым салу емес, керісінше, оқушыларға оны шынайы білім алу құралы ретінде дұрыс пайдалануды үйрету.

Негізгі сөздер: Жасанды интеллект, мектепте мобильді телефондарды иемдену (қалыпты қолдану), медиасауаттылық, оқушылар, орта мектеп.

ОТ КЛАССА К АЛГОРИТМУ: ПРИСПОСОБЛЕНИЕ МОБИЛЬНОГО ТЕЛЕФОНА И ИСКУССТВЕННОГО ИНТЕЛЛЕКТА КАК КЛЮЧЕВЫХ ЭЛЕМЕНТОВ МЕДИАГРАМОТНОСТИ В СРЕДНЕЙ ШКОЛЕ

Аннотация

В статье рассматривается, как учащиеся средней школы используют инструменты искусственного интеллекта и мобильные устройства.

Школьники смотрят и читают всё, что хотят, и часто используют ChatGPT, чтобы быстро завершить выполнение заданий. Такая практика вызывает вопросы о качестве обучения и развитии критического мышления. В работе анализируются четыре инструмента ИИ — Perplexity, Phind, Microsoft Copilot и Google Bard — с целью выяснить, как их можно использовать в образовательном процессе. Отмечается, что учащимся средней школы необходимо развивать медиаграмотность и информационную грамотность (MIL), чтобы они могли критически оценивать получаемую информацию и безопасно пользоваться технологиями. Эпоха TRIC (технология, коммуникация, информация, культура) смещает акцент с самой технологии на то, как ею пользуются люди. Учителям необходимо пройти подготовку, чтобы внедрять ИИ в свои уроки и превращать факты в темы для обсуждения в классе. Цель заключается не в том, чтобы запретить ИИ, а в том, чтобы научить учеников эффективно использовать его в целях реального обучения.

Ключевые слова: Искусственный интеллект, школьная адаптация мобильных телефонов, медиаграмотность, учащиеся, средняя школа

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