

Artificial intelligence literacy and content curation: challenges and opportunities for teachers and university students in France

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Context and purpose

The growing expansion of AI is redefining digital competencies in higher education. Integrating AI literacy is essential to promote critical digital citizenship, and to reduce ethical risks and bias. This study analyzes content curation as a key component of this literacy, aimed at training teachers and students to use AI with ethical and reflective judgment.



Exploration of the topic

A literature review was conducted to analyze academic publications, institutional reports, and European projects with French participation developed between 2018 and 2025. The information was organized using curation tools and analyzed through analysis-synthesis and induction-deduction methods.



Detected trends

AI literacy is consolidating as a transversal competency that combines comprehension, technical skills, ethical judgment, and critical thinking. Content curation emerges as a mediator between digital literacy and AI literacy, fostering skills in searching, selecting, and creating knowledge with AI assistance.



Challenges and opportunities

In France, digital divides and training gaps in AI and content curation persist among both teachers and students. Nevertheless, projects like AI4T, educational policies, local initiatives, and government support are driving the integration of AI into teaching. The core challenge lies in moving from an instrumental use of these tools to a pedagogical, ethical, and reflective one..



Synthesis and projection

Integrating AI literacy and content curation into the training of teachers and students would foster the development of an academic citizenship capable of using AI not as a substitute for human thought, but as a tool to enhance understanding, creativity, and responsibility in the collective construction of knowledge.

