



## Review: *Teaching AI Literacy Across the Curriculum: A K-12 Handbook*

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*Teaching AI Literacy Across the Curriculum: A K-12 Handbook* appears at a moment when artificial intelligence is reshaping educational practice with remarkable speed. Rather than presenting AI as a separate technical subject, Irina Lyublinskaya and Xiaoxue Du frame AI literacy as an interdisciplinary competency that all students should develop. In this way, their book offers a comprehensive, research grounded, and practical guide for educators who want to integrate AI concepts in ethical and meaningful ways within existing curricula. For scholars and teachers alike, particularly those in language and literature studies or fields already shaped by generative AI, the book provides timely insight into how students can engage critically, creatively, and responsibly with intelligent technologies.

The book is organized into three major parts, each building logically on the last. Part I lays out the theoretical foundations. Chapter 1 introduces global perspectives on AI literacy and highlights ethical concerns such as bias, surveillance, equity, and cultural impact. Importantly, the authors emphasize that AI systems are socially embedded and shaped by human values. As a result, students are encouraged to examine how algorithmic systems influence discourse and representation, an approach that aligns closely with humanistic traditions of critical reading and interpretation.

Chapters 2 and 3 elaborate on the authors' pedagogical framework, built around the Design–Create–Reflect (DCR) process. This framework guides students to build foundational knowledge of AI systems, apply AI concepts to real-world problems, and cultivate ethical awareness. Moreover, the authors connect this framework to the Five Big Ideas in AI—perception, representation and reasoning, learning, natural interaction, and societal impact—offering teachers a conceptual anchor for designing lessons that demystify AI. Chapter 3 illustrates how the framework supports cognitive,

social-emotional, and technological skill development through concrete examples.

Chapter 4 concludes Part I by preparing educators for implementation. Here, the authors emphasize that AI literacy can be woven into existing learning goals and offer strategies for professional development, curriculum planning, and resource selection, supported by scenarios, examples, and web-based templates.

Part II shifts from theory to practice. Chapters 5 through 8 provide subject-specific examples in science, mathematics, English language arts, and social studies. The language arts chapter is particularly compelling, exploring how AI tools can support reading, writing, and literary analysis while prompting reflection on authorship, originality, and textual authority. At the same time, the authors acknowledge both the affordances and risks of generative AI, encouraging assignments that foreground metacognition, revision, and rhetorical awareness. Activities such as comparing human and AI-generated texts speak directly to debates about creativity and the ethics of machine-produced language.

Part III turns to assessment. Chapter 9 introduces an Assessment of AI Literacy Framework that gives priority to formative evaluation, authentic performance tasks, and reflective judgment. Rather than measuring rote knowledge, the framework emphasizes reasoning, ethical decision making, and collaborative problem solving, qualities that align closely with process-oriented assessment traditions in language and literature education.

Methodologically, the book is grounded in current research yet remains accessible. Its clarity is enhanced by classroom scenarios, lesson templates, and reflective questions that invite educators to examine their assumptions. A glossary supports readers new to AI terminology, and the companion website extends the book's utility with ready-to-use materials.

Although the book's interdisciplinary scope is a strength, it would benefit from deeper engagement with multilingual, Indigenous, and postcolonial perspectives, as well as more sustained attention to educational contexts in Europe, the Middle East, Africa, and Asia. Such expansion would not only enhance its relevance for a wider international readership, including Canada and other culturally diverse settings, but would also address the complex intersections of language, identity, and epistemic justice that shape AI literacy globally. In doing so, the book could further strengthen its commitment to cultivating critical thinking about how AI systems shape knowledge and representation across cultural and linguistic landscapes.

Despite these areas for future development, *Teaching AI Literacy Across the Curriculum* remains a clear, ethically grounded, and practical contribution to contemporary educational discourse. Its interdisciplinary design is especially valuable for language and literature educators navigating AI's influence on reading, writing, and interpretation. By framing AI literacy as both a humanistic and technical endeavor, the book underscores the centrality of language, culture, and ethics in shaping pedagogical responses to technological change. Most importantly, it positions AI literacy as a foundation for lifelong

learning, inviting students to cultivate curiosity, reflective judgment, and adaptive expertise in a rapidly evolving digital world. Ultimately, the authors offer a forward-looking guide for developing informed, responsible learners who can engage with intelligent technologies not only with skill, but also with insight, creativity, and moral awareness.