

Critical AI Literacy

Why AI Literacy Alone Isn't Enough: The EDIA Framework

Hauck, Moore, & Wright (2025) | The Open University

Core Argument: Standard AI literacy teaches people to evaluate, collaborate with, and use AI tools. It does not ask who benefits from these systems, who gets marginalized, or whose knowledge counts. Critical AI Literacy adds that missing dimension by placing power, equity, and social justice at the centre of every AI interaction.

The EDIA Lens

Every skill, prompt, and output evaluation in the framework runs through the EDIA lens:

E

Equality

Fair access and outcomes across all learners

D

Diversity

Whose knowledge and voices are represented

I

Inclusion

Active participation without barriers

A

Accessibility

Usable by people with all abilities

Six Components of Critical AI Literacy Through EDIA Lens

AI Concepts & Applications

Understanding what AI is, how it works, and what its limits are

Learning & Teaching with AI

Using AI tools in educational contexts with critical awareness

AI Creativity

Iterative prompting, detecting cultural bias, challenging model defaults

AI Ethics

Carbon footprint, labour exploitation, data privacy, consent

AI in Society

Digital divide, corporate concentration of power, epistemic injustice

AI Careers

Workforce implications, equitable access to AI-related opportunities

What Makes This Framework Different

- **Power at the Centre** Every AI interaction becomes a chance to ask who wins, who loses, and what gets taken for granted.
- **Epistemic Justice** LLMs amplify dominant voices and flatten minority ones. Students learn to recognize and challenge that pattern.
- **Social Practice, Not Checklist** Literacy is ongoing and context-bound, not a fixed skill set to master once and move on from.
- **Action-Oriented** Advanced Critical AI Literacy connects to social justice action, asking how AI might help redress power imbalances.

Try This: Run the same prompt across two AI tools. Whose faces appear? What names are used? What dialects come through? Then ask students to write two paragraphs on what the tool helped with, what it missed, and whose perspective was underrepresented.