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Educational Insight on the visible and  
invisible uses of AI  
Between Digi Comp 3.0 and Unesco



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## Why AI in DigComp 3.0?



Rapid diffusion of AI systems across sectors

AI increasingly embedded and invisible in digital tools

Strong impact on educational and social work practices

Growing need for AI literacy for all, not only specialists

# How DigComp 3.0 Defines AI

AI is a machine-based system with varying levels of autonomy

It generates outputs such as:

- predictions
- content
- recommendations
- decisions

These outputs influence physical or virtual environments

Includes generative AI systems



# Explicit and Implicit AI Competence

DigComp 3.0 distinguishes between:

AI-explicit competences (AI-E)

→ AI systems are directly mentioned

AI-implicit competences (AI-I)

→ AI is embedded in tools or processes

Competence statements:

14% → AI-explicit

68% → AI-implicit

At **Basic** level, with  
guidance as needed,  
individuals

**CS1.1.01:** Acknowledge the benefits of using different digital search tools and methods, depending on one's purpose. **[AI-I]**

**CS1.1.02:** Identify the main features of commonly-used AI-driven and traditional search tools. **[AI-E]**

**CS1.1.03:** Recognise that digital search results or outputs can contain information that may not be relevant, and that they depend on the digital search tool used and the way that an individual specifies the search. **[AI-I]**

**CS1.1.04:** Use digital search tools to implement, refine and update basic information searches. **[AI-I]**



# AI and Digital Identity

Management of digital identity

Online reputation and professional presence

Digital footprints generated by automated systems

Algorithmic influence on visibility and representation



# AI, Content Creation and Education

Use of generative AI for:

- text
- images
- educational materials

Need to:

- evaluate quality and reliability
- recognise bias
- ensure transparency and ethical use



# AI, Ethics and Wellbeing

Digital wellbeing

Psychological and relational impacts

Environmental impact of AI systems



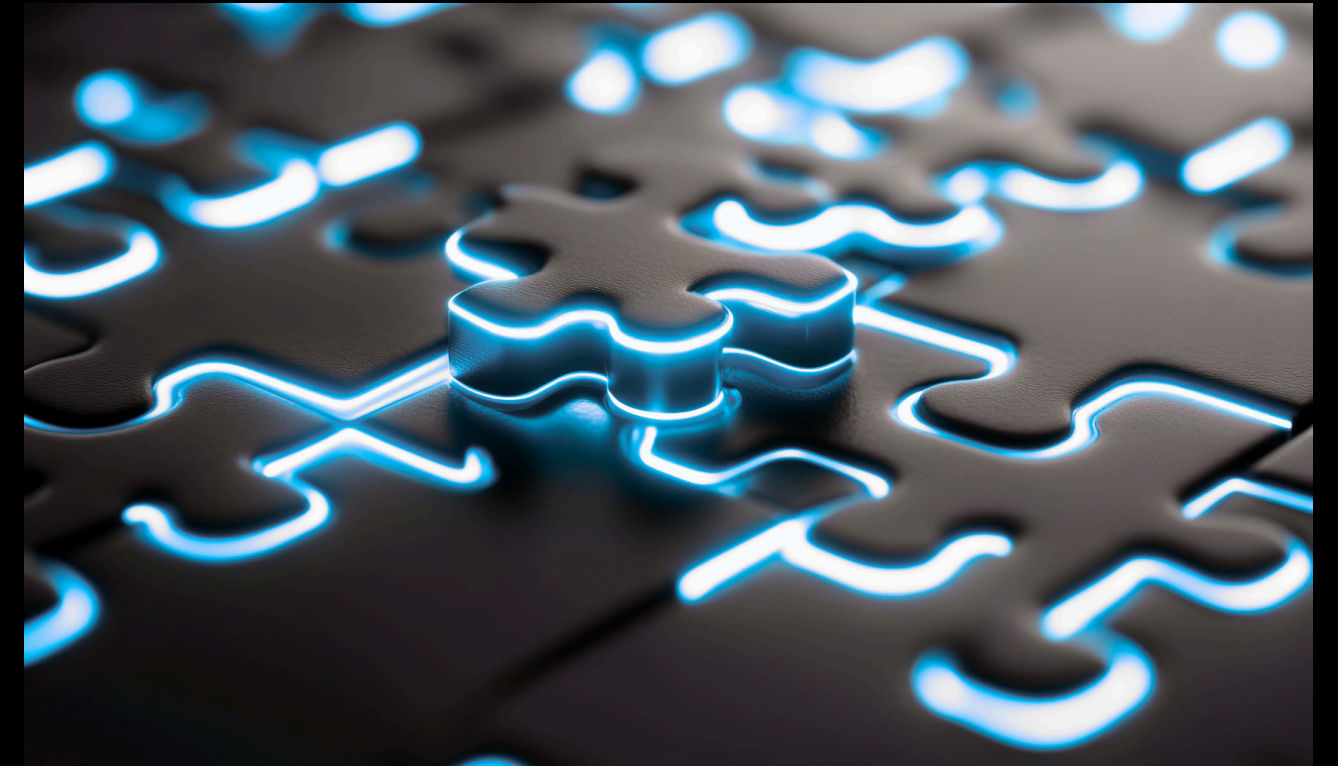
# AI and Problem Solving

Deciding when and why to use AI

Understanding limitations and risks

Adapting tools to specific educational needs

Supporting autonomy rather than full delegation



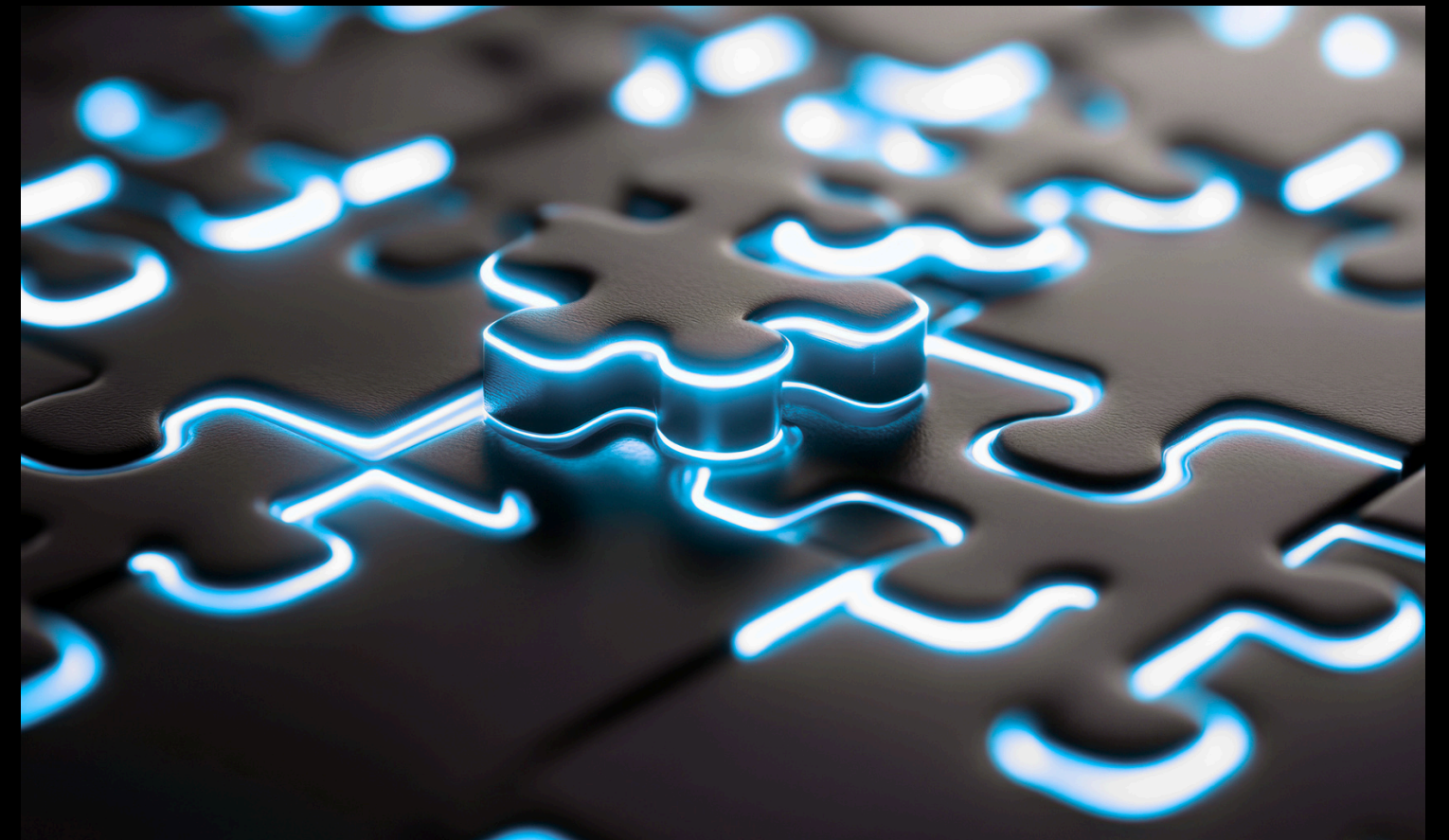
# Human-Centred Mindset and Ethics of AI

Debunking AI hype

Awareness of bias and exclusion

Protection of privacy and data

Responsibility for ethical use



# AI Pedagogy and Invisible Technologies

UNESCO highlights:

AI mediates:

- teaching
- assessment
- interaction

Risk of reducing education to automation  
Need for intentional pedagogical design



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