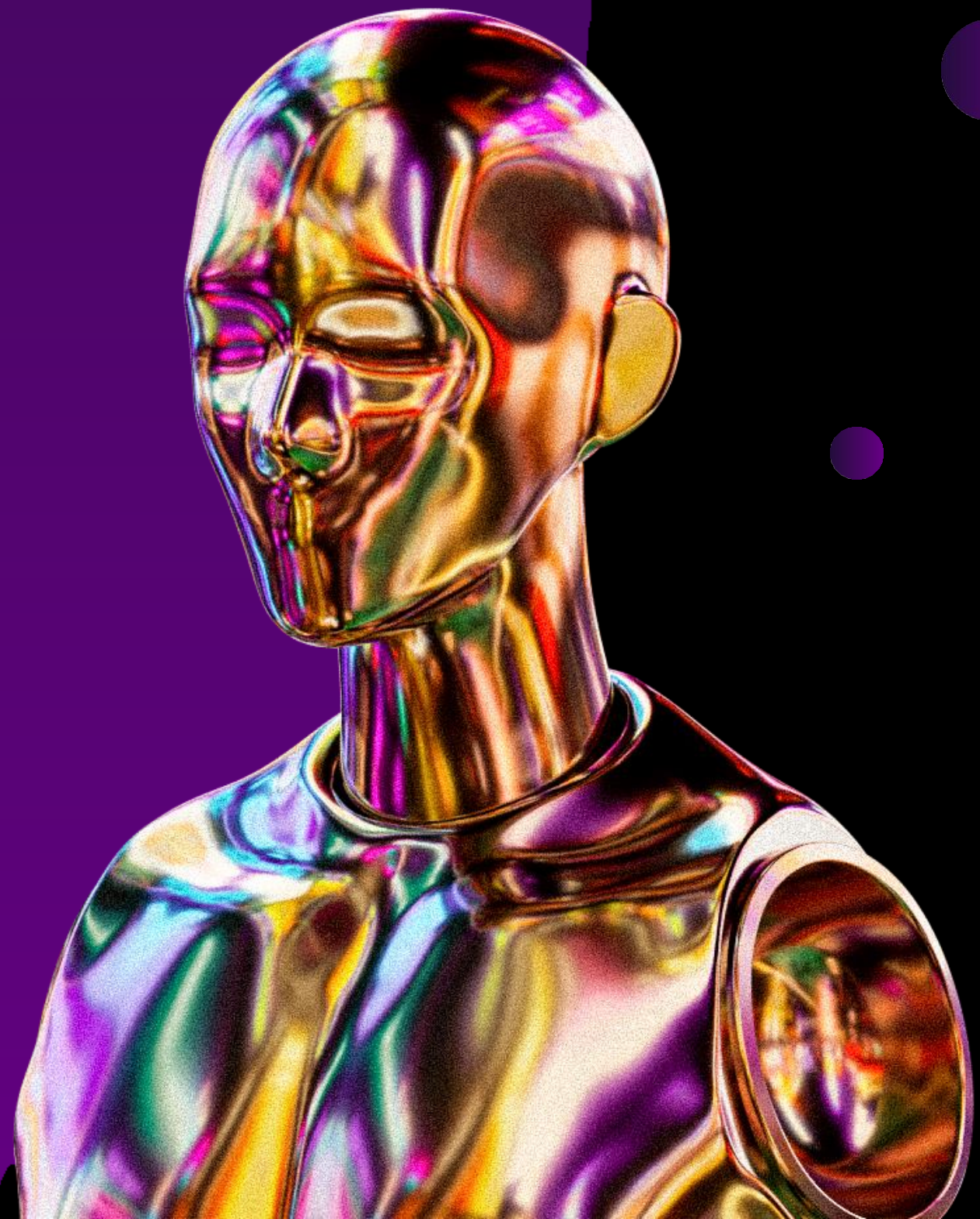


DATA ANALYSIS SURVEY

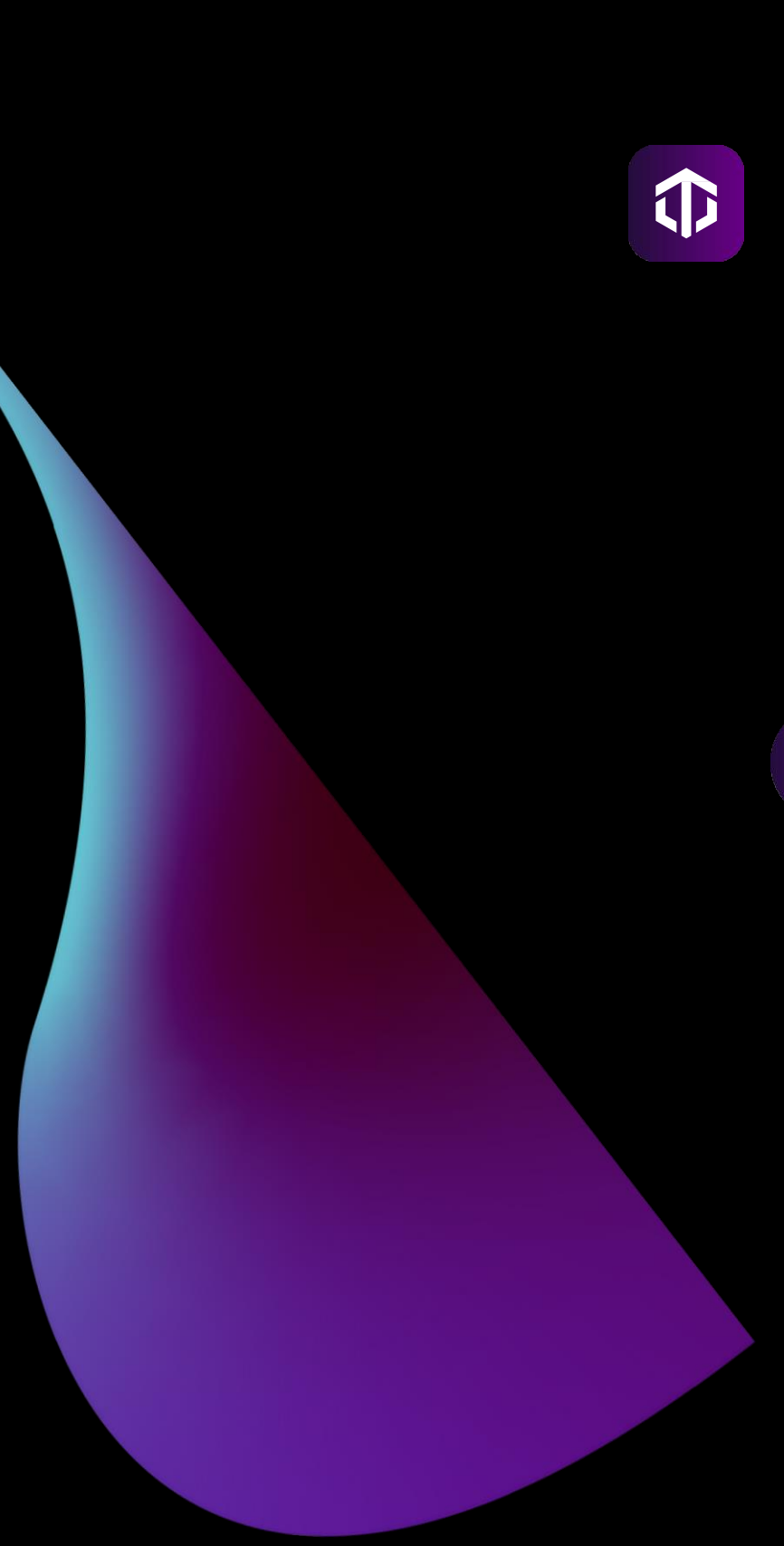
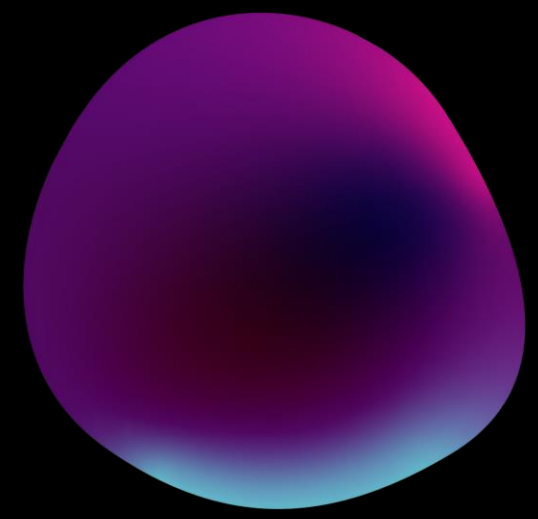
What do students know about AI?



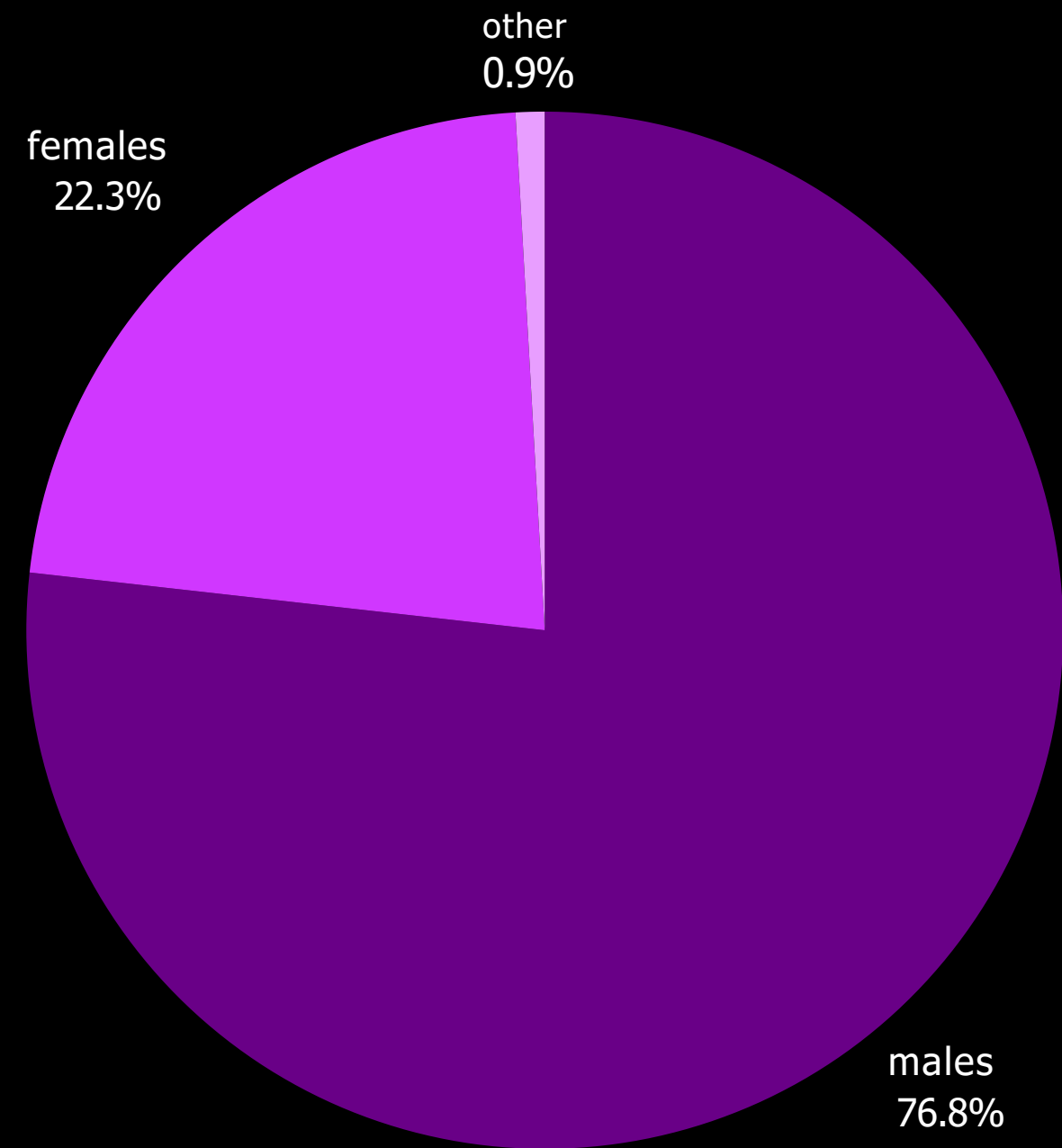


Goal Survey

- The aim of the survey is to understand what students know and think about Artificial Intelligence (AI), its risks such as fake news and deep fakes and whether they know how to defend themselves.



Target Groups



The students who responded to the survey were 76.7% male, compared to 22.4% female and 0.9% identified as something else.

The year with the highest number of responses was the 3rd (29.2%), the year with the least response was the 1st (12.3%).

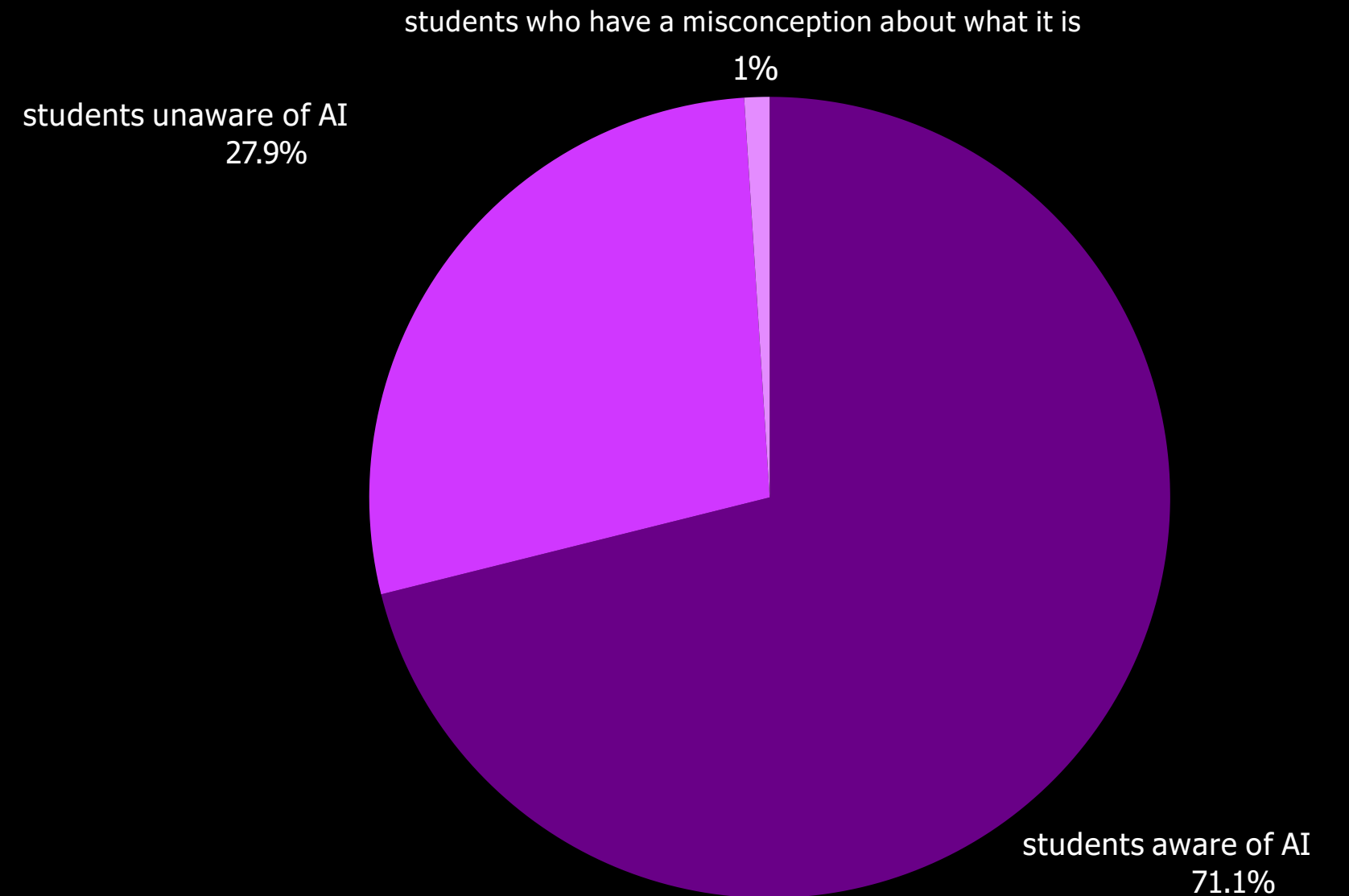
Most of the participants, however, are students attending the Computer Science and Telecommunications sector.



Knowledge basic

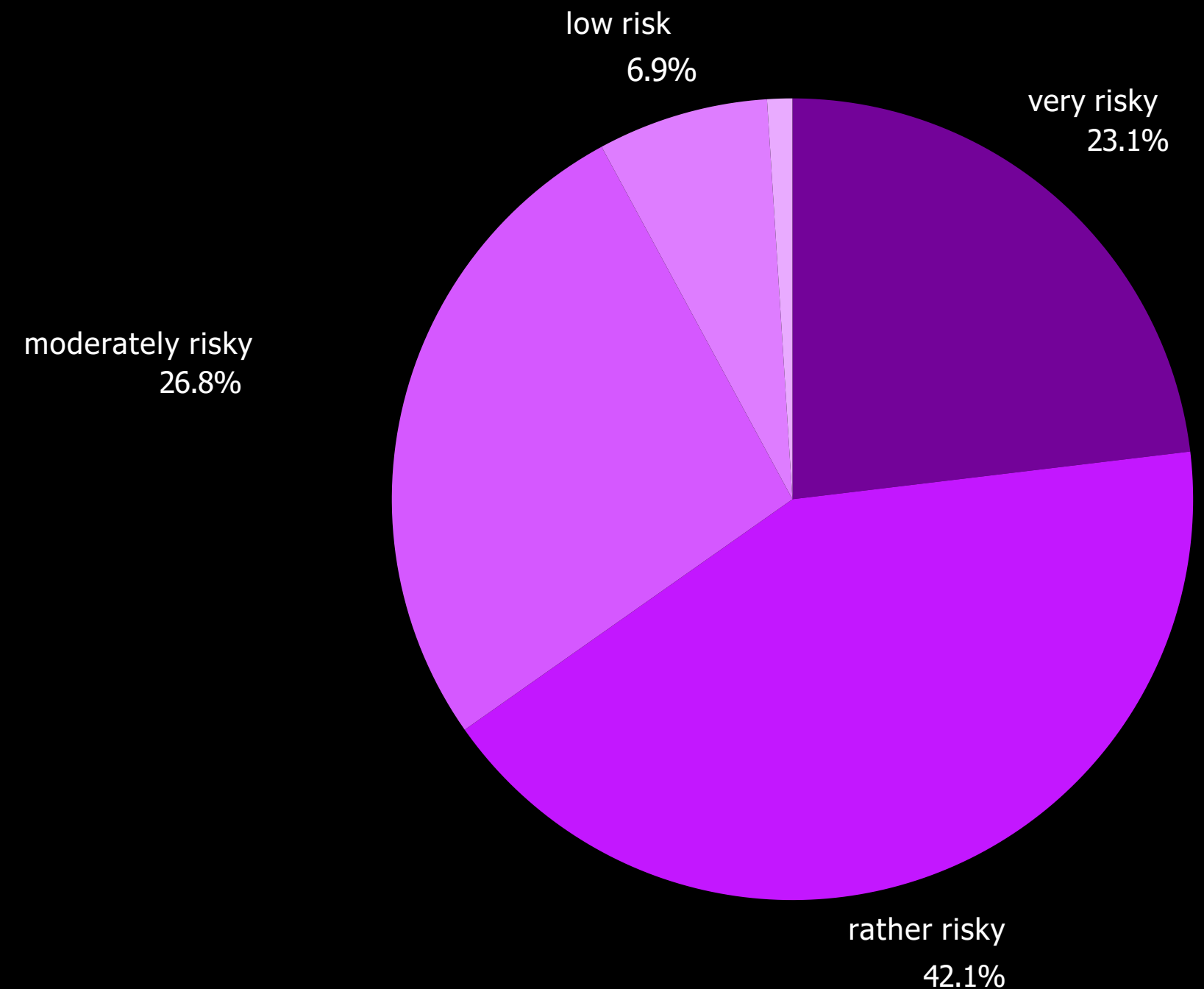
When asked what Artificial Intelligence is, 69.9% of respondents were able to give the correct answer; 30.1% gave the wrong answer.

When asked if they had ever heard of deep fakes, 61.6% answered yes and were able to give a correct definition, 32.9% said they had never heard of them and the remaining 5.5%, despite having declared they knew what they were, were not able to give a correct definition of what they were.

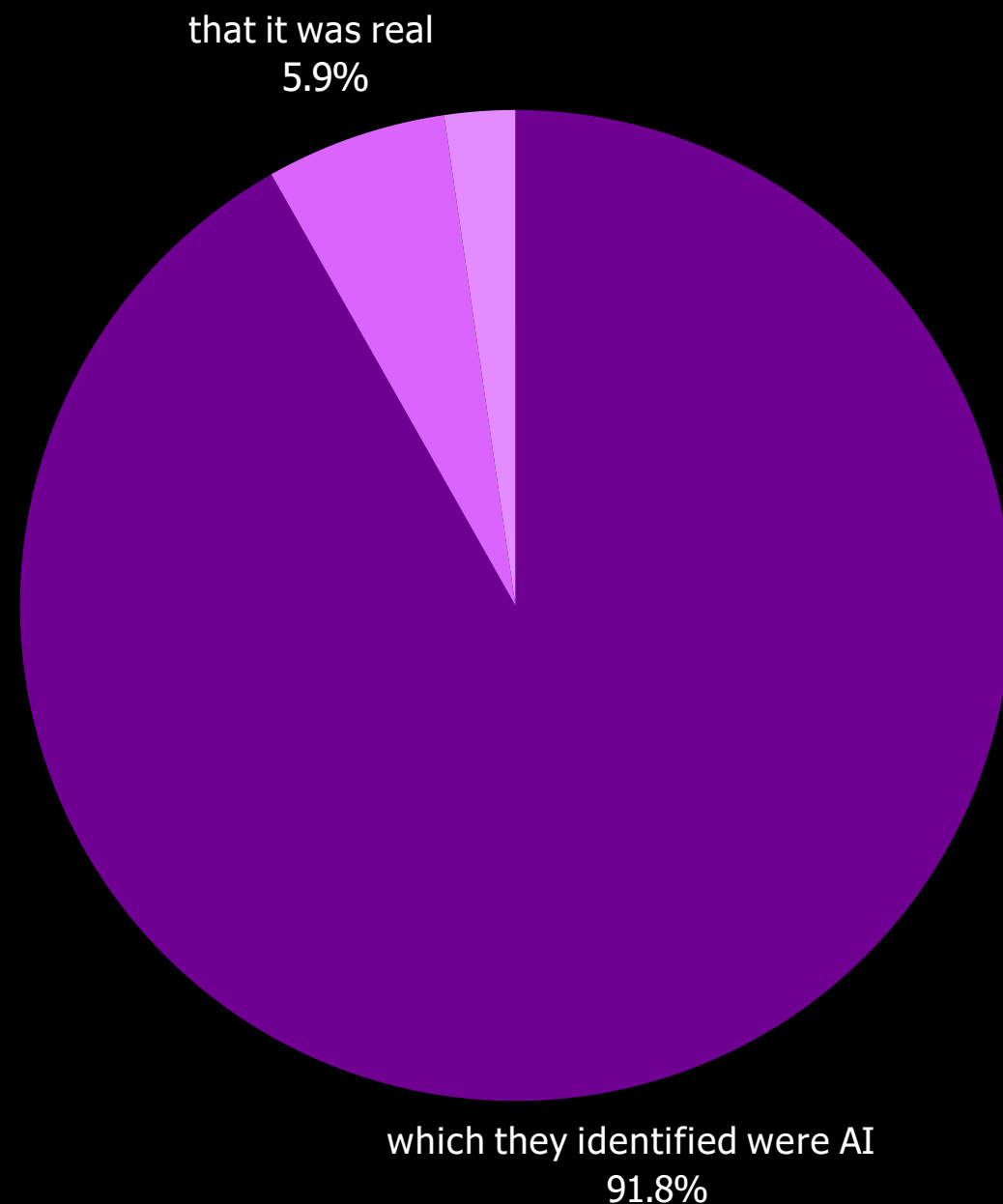


Perception of the risk

To the question "Have fake news ever influenced your way of thinking or that of someone you know and then realized it in the future?", the most popular answer was "I don't know", which can make us understand how most of the kids could have been victims of fake news without even knowing it. However, to the next question, where they were asked if they had ever witnessed an example of fake news, 83.6% answered yes, thus assuming that their recognition ability is good.



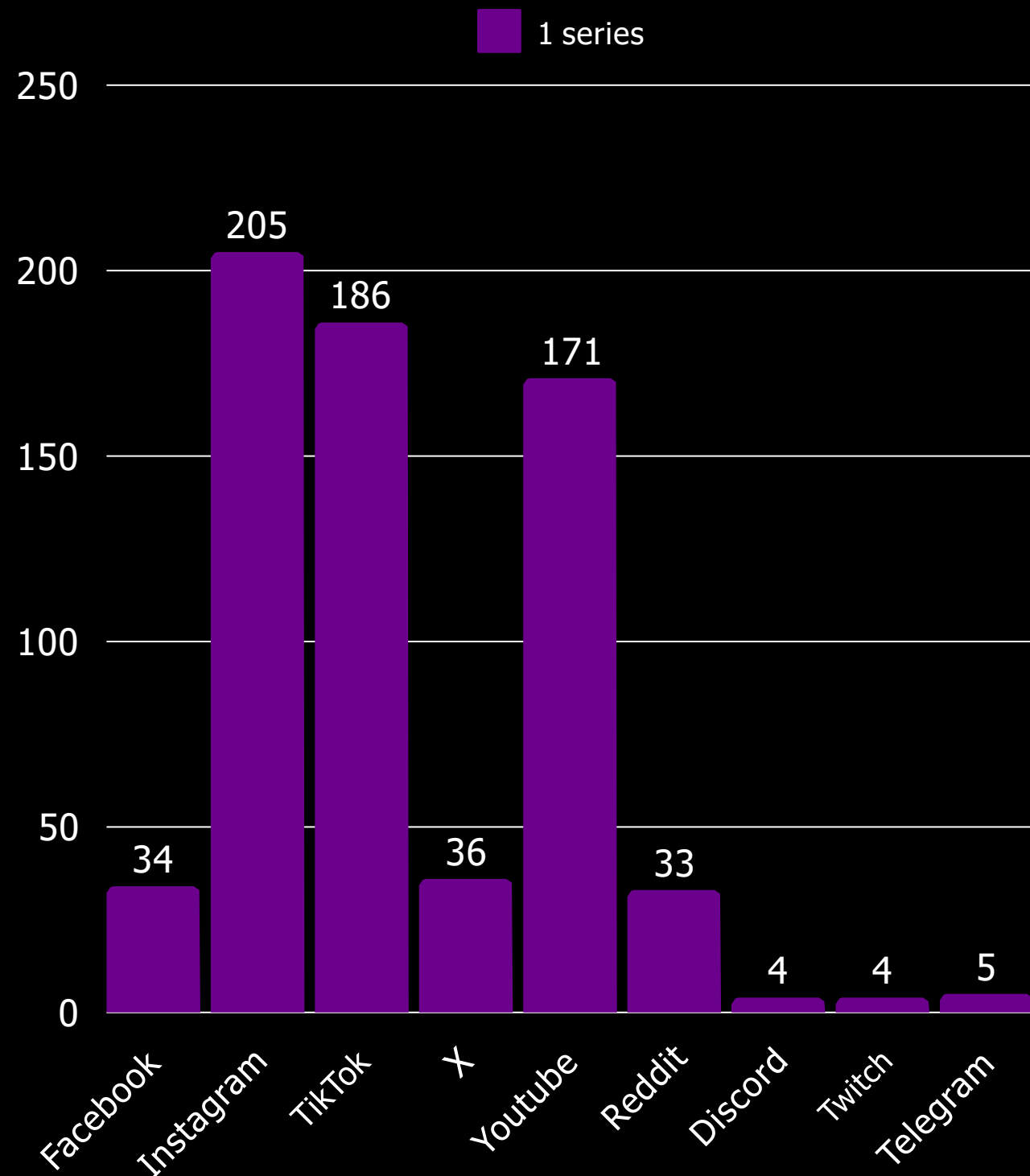
Ability to Recognition



- When asked whether they could distinguish an image generated by AI, 78.1% answered yes; however, when asked to recognize whether an image, specifically created with the use of AI, had been created artificially or if it was real, 91.8% were able to understand that it was AI, unlike only 5.9% who thought it was a real image. The remaining 2.3% abstained, probably not being able to give an answer.
- On a scale of 1 to 5, most gave themselves a 4 in terms of how capable they were of distinguishing fake news from real news.



Behaviors and habits

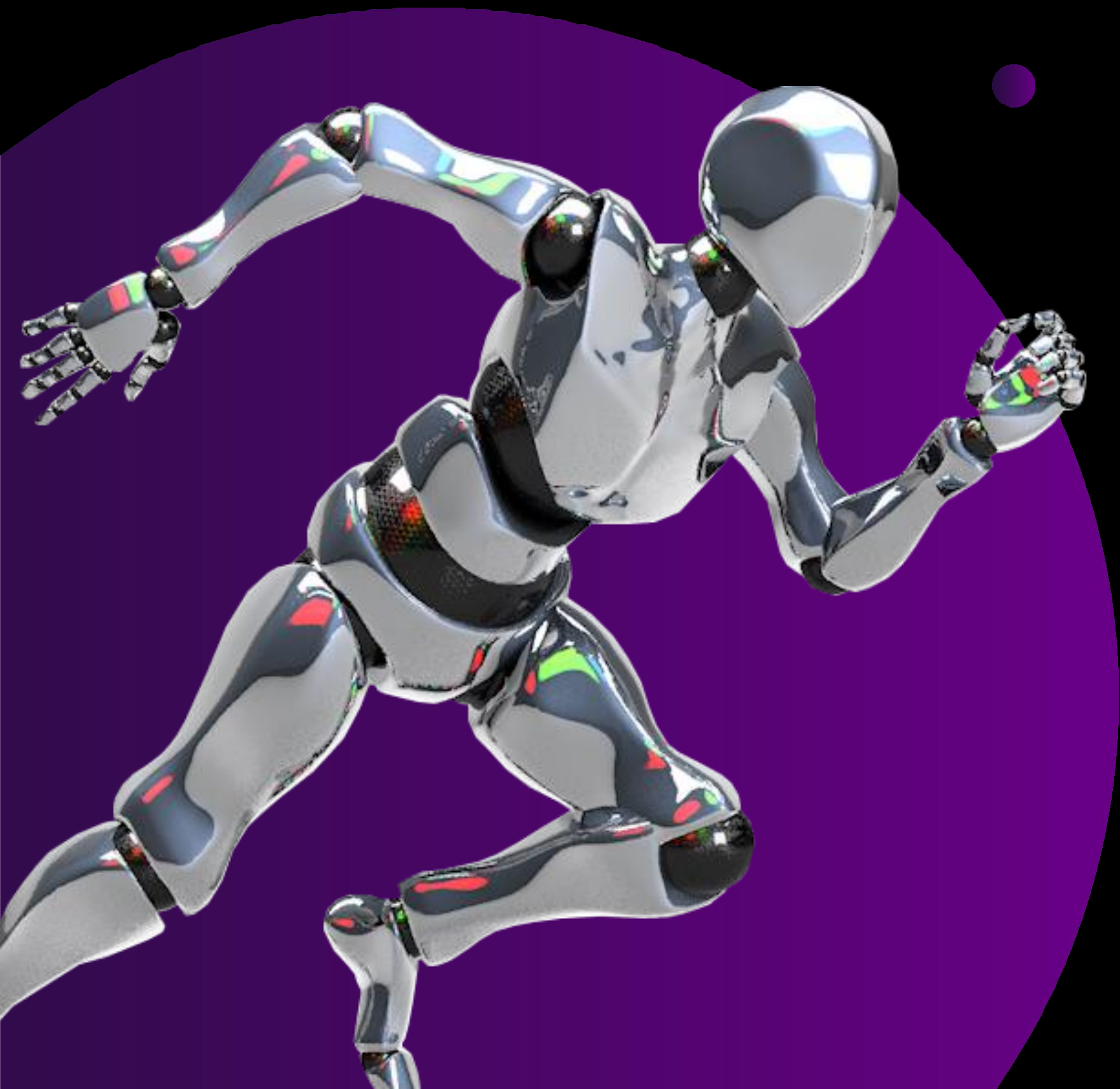


- The 64.4% say that when they come across fake news, the first thing they do is look for the source and report it, when possible. Another 17% say they share it with friends and acquaintances to inform them.
- Unfortunately, 32% say they have unknowingly shared fake news in the past; however, this figure is balanced by 32.4% who say they have never done so.
- 50.7% say they spend between one and three hours a day on social media to read daily news, followed by 29.2% who spend less than an hour, 14.6% between three and six hours, and finally 5.5% who spend more than six hours.

Strengths

- The students showed an excellent ability to recognize fake content and also showed an excellent ability to counteract this content when used maliciously, ranging from warning acquaintances to reporting when available. They also showed that they are aware of the danger of this content towards subjects who do not have excellent digital literacy, demonstrating that they know what it is.





Areas of improvement

- We think that one area of improvement could be to show more attention before sharing a fake news, which at first glance may not seem so but in the long run can cause damage.

THANK YOU

for your attention

Presentation of : Group A

We learned how essential digital literacy is today, and creating the survey led the group to learn about using tools to protect themselves from these materials.

