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Utilizing digital story writing as a pedagogical approach to foster Artificial Intelligence (AI) literacy in students

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Abstract: Artificial intelligence literacy is a comprehensive set of skills, knowledge, and ethical considerations that are essential for the responsible and efficient integration of artificial intelligence into daily activities. Nevertheless, there is currently a lack of a comprehensive framework that enables the comprehensive analysis of all aspects of digital stories in a broad sense. By providing an analytical framework that allows the authors to evaluate digital stories generated by students from a variety of perspectives, this study endeavors to address this gap. The authors employ this paradigm to illustrate how learners can leverage the diverse modalities of digital tales to improve their comprehension of the curriculum, while simultaneously creatively expressing their identities and perspectives. Throughout their involvement in AI learning and digital story writing activities, the interviews with students were designed to investigate their perspectives on learning.

Keywords: Artificial Intelligence ; Digital story; Pedagogical Approach; Writing

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INTRODUCTION

Artificial intelligence (AI) literacy is the comprehensive set of knowledge, skills, and ethical understanding required to effectively and responsibly integrate AI into daily activities. Numerous researchers have acknowledged this concept (Kandlhofer et al., 2016; Long & Magerko, 2020). The term "literate" is now employed by experts to describe proficiency in AI, similar to how it is used to imply competence in multiple areas, as a result of the growing significance of AI in a variety of professional and personal contexts (Long & Magerko, 2020).

In the present day, it has expanded into emerging disciplines, including artificial intelligence, information science, computing, digital technology, and media (Ng & Chu, 2021). These aptitudes enable students to employ computers and related technologies in highly sophisticated ways to acquire new knowledge and skills in collaboration with their peers (Hafner & Miller, 2011; Hill & Grinnell, 2014). It is essential for educators to integrate AI and literacy into their teaching methods, given the importance of AI as a critical technological skill in the present era. This will provide students with the fundamental skills and perspectives necessary to succeed and navigate in our digitally-driven world, which is heavily reliant on AI-powered devices. In other words, it is imperative to integrate AI literacy into the curriculum for

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students in grades K-12 (Kandlhofer et al., 2016). Students will develop an AI-driven stylized image and acquire knowledge about AI through online collaboration and gamification on a social networking site.

Multiple research studies have found that digital story writing (DSW) is an effective teaching method that promotes 21st century digital skills, such as information, media, and technological literacy. This approach is beneficial in various fields, including STEAM education, computer science, and health studies (Frazel, 2010; Hill & Grinnell, 2014; Wu et al., 2020). As previously mentioned, AI literacy is seen as a crucial digital talent that individuals must acquire. We suggest that the utilization of digital narrative creation has significant potential to integrate pedagogical approaches such as inquiry-based learning, as well as develop digital skills like information retrieval, digital illustration, and the use of AI-powered tools. This could improve children's capacity to learn and utilize AI knowledge, as well as enable them to build narratives that organize their knowledge and showcase their comprehension of AI (Julie et al., 2020; Wong et al., 2020). By engaging in reading and writing tales, students can enhance their understanding of artificial intelligence (AI) and utilize their knowledge to create stories and exchange ideas with their peers. This collaborative process allows them to collectively build knowledge while appreciating and evaluating the work of other students. Currently, there is no all-encompassing framework available to assess all the components of digital stories as a whole. This study addresses the existing research gap by constructing an analytical framework that assesses student-generated digital stories from many perspectives. This paradigm is utilized to elucidate how students might leverage the multimodal nature of digital storytelling to enhance their comprehension of the curriculum and articulate their emotions and identities.

However, there is currently a lack of a comprehensive framework for examining all aspects of digital stories in a broad manner. This study seeks to address this gap by introducing an analytical framework that allows the authors to analyze digital stories produced by students from different perspectives. The authors apply this paradigm to illustrate how learners can exploit the multimodal attributes of digital stories to augment their comprehension of the curriculum, while also artistically expressing their viewpoints and identities.

METHODS

This study utilized a strategy to collect self-reported data via semi-structured interviews (Creswell & Creswell, 2018). More than 30 students from a private university were enlisted to engage in the acquisition of digital story writing and artificial intelligence (AI) expertise. Interviews and student-written documentation were used to acquire qualitative data.

The purpose of the interviews with students was to investigate their perceptions of learning while engaging in digital story writing activities and AI learning. Additionally, the interviews attempted to evaluate the degree to which these activities could improve their development of AI literacy. During the interviews, the initial stage involved verifying the authenticity of the kids' digital stories to confirm that they were genuinely produced by the students. Subsequently, the researcher transcribed and coded the talks and meticulously recorded their papers for subsequent examination. Prior to completing the interviews, consent forms were distributed to the students. Each interview had a duration of roughly 10–15 minutes in the respective language.

The Digital Storytelling Process can be aligned with the steps of conducting digital story. It starts with coming up with an idea and writing a proposal, just like identifying a research problem and drafting a research plan. Next, the research phase involves exploring and learning more about the topic, which parallels the literature review and data collection in research.

Writing a script in storytelling is similar to organizing your research findings and writing your paper. Next, the storyboarding step helps structure the content logically, ensuring a clear flow in your research presentation. Gathering and creating images, audio, or video in storytelling is akin to collecting data and creating visual aids in research. Once everything is gathered, you put it all together, like compiling your final research report. Finally, sharing your story aligns with publishing your research, receiving feedback, and reflecting on the work to improve it further.

RESULTS AND DISCUSSION

In the finding, we embarked on a journey to uncover the multifaceted relationship between individuals and artificial intelligence, exploring a spectrum of research questions. From probing into the motivations behind the pursuit of AI knowledge to examining the dynamics within peer groups, our dialogue illuminated intriguing insights into the intersection of human curiosity and technological advancement. As we delved deeper, we navigated through the challenges encountered in learning AI within the context of Digital Story Writing, shedding light on the intricacies of integrating AI into creative processes. Through these inquiries, we sought to unveil not only the extent of interest in AI but also the practical understanding of its application in everyday life. Join us as we unravel the fascinating discoveries gleaned from these exploratory questions, providing valuable perspectives on the evolving landscape of AI education and integration.

Table 1. Interested in Learning Artificial Intelligence

Theme	Frequency	Excerpt
Lecturers provide references and educational materials.	13	Yes, I do like it because AI is more user-friendly and extremely useful, as it provides easy access to a wealth of information. (ST 11)
A lecturer assigns homework.	19	I was very interested in learning how to use AI to make a story, and my lecturer taught me that. He also taught me about the risks of using AI in the wrong way. (ST 14)
Real-world applications of AI's advantages	7	He keeps the lectures very interesting by showing us how the concepts work in real life and even lets us play with some basic AI code in class. It really does inspire me! (ST 21)

Through a recent series of interviews, we examined the changing role of lecturers in the digital era, with a specific emphasis on their methods of providing references and educational materials to boost student learning. The debates emphasized the growing use of technology in education, as educators utilized digital tools to enhance the accessibility of resources. A student expressed their positive opinion, stating that they appreciate AI due to its user-friendly nature and its ability to provide convenient access to a vast amount of valuable information. This feeling emphasizes a more extensive pattern in which artificial intelligence (AI) and other digital advancements are transforming the educational environment. Through the utilization of artificial intelligence (AI), educators have the ability to provide individualized suggestions and current resources, so enhancing the educational experience and promoting a more dynamic and knowledgeable classroom setting.

During a separate interview focused on the topic "A lecturer assigns homework," a student recounted a profound event that had a significant impact on their academic progress. The student displayed a strong enthusiasm for acquiring knowledge on how to utilize AI for storytelling. Their inquiry led to a valuable educational experience, as their instructor not only provided guidance on the technical complexities of utilizing AI to create tales but also

highlighted the ethical implications involved. "I had a strong inclination to acquire knowledge on utilizing artificial intelligence for storytelling, and my instructor imparted that knowledge to me." The student recalled that he was also educated about the perils of misusing AI. The lecturer's commitment to cultivating knowledge and conscientiousness in their students was demonstrated through a holistic approach that emphasized both skill development and ethical awareness. This approach helped students gain a deep appreciation of the power and responsibility associated with AI technology.

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Collectively, these interviews paint a vivid picture of how AI and digital tools are revolutionizing education. They highlight the essential role of lecturers in not only imparting knowledge but also in motivating and guiding students through the evolving technological landscape. Digital storytelling includes user-generated content, which shifts the classroom from a teacher-dominated environment to one in which students can express their personal and academic voices (Ivala et al., 2013). The integration of AI in education not only enhances learning outcomes but also prepares students to navigate and contribute to an increasingly digital world.

Table 2. Pleasure in writing and studying AI-themed with peers

Theme	Frequency	Excerpt
Delight in the act of composing stories.	21	My friends really enjoy using AI to learn. They study with AI tools that help them quickly find and understand material. AI lets them do things like look at hard material and figure out problems. They think that technology helps people learn.(ST 3)
Intelligent Machines (AI) are extraordinarily advantageous in every situation.	3	Undoubtedly, my friends and I believe that AI is valuable regardless of the circumstances. Using AI can be challenging, especially when attempting to craft a narrative. However, by employing appropriate techniques and engaging in extensive dialogue, the process can become more straightforward. (ST 9)

In our most recent interview, "Delight in the Act of Composing Stories," we explore the captivating realm of storytelling and its intersection with contemporary technology. An enlightening perspective was shared by one of our guests regarding the manner in which AI has transformed the learning process for her peers. "AI is a learning tool that my friends find to be quite enjoyable." They utilize artificial intelligence (AI) tools to expedite the process of locating and comprehending material. AI enables them to perform tasks such as analyzing challenging material and resolving issues. They believe that technology facilitates the learning

process. The fusion of traditional storytelling with cutting-edge technology is a broader trend that is underscored by this enthusiasm for AI. In the same way that AI facilitates learning, it also provides novel perspectives on story composition, enabling storytellers to investigate and resolve narrative obstacles in unconventional manners. The creative process is not only elevated to a new level of delight, but the learning experience is also improved by the synergy between AI and storytelling.

In a recent series of interviews, we investigated the changing role of lecturers in the digital era, with a particular emphasis on the manner in which they provide educational materials and references to supplement student learning. The discussions underscored the growing incorporation of technology into education, as lecturers utilize digital tools to enhance the accessibility of resources. An individual stated, "Yes, I do like it because AI is more user-friendly and extremely useful, as it provides easy access to a wealth of information." This sentiment highlights a more general trend in which the educational landscape is being transformed by artificial intelligence (AI) and other digital innovations. Lecturers can enhance the learning experience and cultivate a more interactive and informed classroom environment by providing personalized recommendations and up-to-date references through the use of AI.

In a separate interview that focused on the theme of "A lecturer assigns homework," a student shared a transformative experience that had a significant impact on their academic trajectory. The pupil demonstrated a strong desire to acquire the knowledge necessary to utilize AI in the context of storytelling. The lecturer provided an enriching educational opportunity by not only guiding them through the technical intricacies of using AI to construct narratives but also emphasizing the ethical considerations involved, which satisfied their curiosity. "My lecturer instructed me on the utilization of AI to create a narrative, which piqued my interest." Additionally, the pupil reported, "He educated me on the hazards of employing AI in an inappropriate manner." The lecturer's dedication to cultivating their students' knowledge and conscientiousness was underscored by this dual emphasis on skill development and ethical awareness, which provided a comprehensive comprehension of the power and responsibility that are inherent in AI technology.

Additionally, we investigated the practical implementations of AI, investigating the ways in which it is revolutionizing a variety of industries and daily life. The pupil, who is a seasoned AI educator and practitioner, provided his insights on the practical advantages of AI technologies. He emphasized the necessity of hands-on experience in order to comprehend the true potential of AI, emphasizing the significance of making AI concepts accessible and engaging. The discussion underscored the fact that AI is not merely a theoretical concept, but rather a dynamic instrument that can be employed to address real-world issues, improve productivity, and stimulate innovation in various industries. "He maintains the lectures' interest by demonstrating the practical application of the concepts and even allowing us to experiment with some basic AI code during class." It truly serves as an inspiration to me. The theme of our interview is perfectly encapsulated by the enthusiasm of a student. Our guest not only demystifies intricate AI concepts but also incites a fervor for AI in his students through the incorporation of interactive coding sessions and practical examples into his instruction. This method emphasizes the application of AI in the real world and illustrates how education can bridge the divide between theoretical knowledge and practical application, thereby motivating the next generation of AI innovators.

In an insightful interview titled "Intelligent Machines (AI) are extraordinarily advantageous in every situation," we explore the transformative impact of AI across a variety of domains. The universal value of AI is underscored in our discussion, which aligns with the sentiment

expressed by my peers and me: "Undoubtedly, AI is valuable regardless of the circumstances." The conversation recognizes the inherent obstacles associated with incorporating AI, particularly in the context of narrative construction. Nevertheless, it is demonstrated that these obstacles can be alleviated by employing efficient methodologies and engaging in thorough discussions. The potential for seamless and impactful implementation is made evident by navigating the complexities of AI with the appropriate strategies, thereby reinforcing the overarching message of AI's unparalleled advantages.

Collectively, these interviews provide a vivid depiction of the ways in which AI and digital tools are transforming the field of education. They emphasize the critical role of lecturers in not only transferring knowledge but also in guiding and motivating students as they navigate the changing technological landscape. The integration of AI in education not only improves learning outcomes but also equips students to participate and navigate an increasingly digital world.

In our latest interview themed "Delight in the Act of Composing Stories," we delve into the captivating world of storytelling and its intersection with modern technology. One of our guests shared an enlightening perspective on how AI has revolutionized the learning process for her friends. "My friends really enjoy using AI to learn. They study with AI tools that help them quickly find and understand material. AI lets them do things like look at hard material and figure out problems. They think that technology helps people learn." This enthusiasm for AI underscores a broader trend: the fusion of traditional storytelling with cutting-edge technology. Just as AI aids in learning, it also offers new dimensions in story composition, allowing storytellers to explore and solve narrative challenges in innovative ways. This synergy between AI and storytelling not only enhances the learning experience but also brings a new level of delight to the creative process.

Table 3. The difficulties to learn Artificial Intelligence in Digital Story

Theme	Frequency	Example
The structure and wording of the prompts.	18	The difficulty I have experienced in learning AI so far is the way the prompts are written. Because it is not uncommon for a prompt that has been prepared in such a way to not be explained by the AI in 100% accordance with what I want. (ST 13)
Character depictions	11	To be honest, there are many difficulties in making a story, especially in finding images that I want to use in the story assignment, because there are so many images available that it makes me dizzy and confused to choose some of the images that will be needed in it. (ST 26)
AI's inability to populate images to our specifications	4	The difficulty I experienced was the limitation of AI in depicting photos that match our wishes. For example, when we wanted a picture of a Pesut (freshwater dolphin), what came out was a picture of a dolphin instead of a Pesut, which was certainly different from what we wanted. (ST14)

In a recent series of interviews, we explored the evolving role of lecturers in the digital age, particularly focusing on how they provide references and educational materials to enhance student learning. The discussions highlighted the increasing integration of technology in education, with lecturers leveraging digital tools to make resources more accessible. One student noted, "Yes, I do like it because AI is more user-friendly and extremely useful, as it provides easy access to a wealth of information." This sentiment underscores a broader trend where artificial intelligence (AI) and other digital innovations are reshaping the educational

landscape. Creating digital stories can also stimulate students' creativity by combining aspects to make them more attractive to the audience, as well as improve critical thinking through analysis and reflection during the process (Boase, 2013). By utilizing AI, lecturers can offer personalized recommendations and up-to-date references, thus enriching the learning experience and fostering a more interactive and informed classroom environment.

In our recent interview, we delved into the intricate theme of "The Structure and Wording of Prompts," shedding light on the complexities faced by users in crafting effective AI prompts. One poignant excerpt from the discussion captures this challenge vividly: "The difficulty I have experienced in learning AI so far is the way the prompts are written. Because it is not uncommon for a prompt that has been prepared in such a way to not be explained by the AI in 100% accordance with what I want." This highlights a common frustration where the precision and clarity of prompts can significantly impact the AI's ability to deliver accurate and desired responses. By exploring the nuances of prompt construction, we aim to uncover strategies to bridge this gap and enhance the overall user experience with AI technologies.

In another recent interview, we explored the fascinating theme of "Character Depictions," examining the intricate process of crafting compelling narratives and the visual elements that bring them to life. Our guest, a seasoned storyteller, shared candid insights into the challenges faced when creating a story, highlighting a particularly daunting task: selecting the right images. "To be honest, there are many difficulties in making a story, especially in finding images that I want to use in the story assignment," they confessed. "There are so many images available that it makes me dizzy and confused to choose some of the images that will be needed in it." This reflection underscores the overwhelming abundance of visual resources and the critical role of imagery in enhancing the storytelling experience.

Furthermore, we delved into the intricacies of AI's capabilities, particularly its struggle in accurately generating images tailored to our specific desires. Investigation is the learning process of planning exploration or experimenting, as well as gathering and analyzing data based on that investigation (Scanlon et al., 2011). This exploration illuminated a fundamental challenge: the gap between human intention and machine interpretation. A poignant example arose when discussing the depiction of a Pesut, a distinctive freshwater dolphin. Despite our clear instruction, the AI's output failed to capture the essence of our request. Instead of presenting us with an image of the elusive Pesut, it offered a generic dolphin, highlighting the nuanced discrepancy between our expectations and the AI's understanding. This discrepancy underscores the ongoing complexity of imbuing artificial intelligence with the contextual understanding necessary to fulfill our visual requirements accurately.

Collectively, these interviews paint a vivid picture of how AI and digital tools are revolutionizing education and storytelling. They highlight the essential role of lecturers in not only imparting knowledge but also in motivating and guiding students through the evolving technological landscape. The integration of AI in education not only enhances learning outcomes but also prepares students to navigate and contribute to an increasingly digital world. Additionally, the discussions reveal the challenges and potential strategies for optimizing AI's utility in creative processes, from constructing effective prompts to selecting and generating precise visual elements. By addressing these complexities, we can better harness AI's capabilities to enrich both educational and storytelling experiences.

During our recent interview, we focused on the crucial significance of artificial intelligence (AI) in contemporary education and the strong desire to explore its applications in greater detail. The candidate shown a deep passion for participating in the collection of educational resources, acknowledging the significant impact that AI has in making learning processes more

efficient and improving access to knowledge. Their enthusiasm for studying AI arises from its many benefits in daily life, ranging from streamlining work to promoting innovation in various industries. Their desire to investigate the use of AI highlights a proactive effort to utilize advanced technology to enhance educational experiences and empower learners globally.

Table 4. Interested in Learning Artificial Intelligence

Theme	Frequency	Example
Assist in gathering educational resources	11	I am interested in learning AI because AI has many benefits in everyday life. AI makes many of our tasks easier, helps us find ideas, helps in work, and so on. I want to learn more about AI and its utilization in various fields. (ST 23)
The inspiration that AI can provide to develop a story is limitless.	7	im interested learning with AI. Besides the tool that really useful, AI can give us so many inspirations to develop our story, with AI we can realization whats on our mind to be express with the picture so people can together feel the same way with the illustration or writer. (ST 17)
Time is saved, writing is corrected, learning is organized, and AI assists humans in learning foreign languages.	6	I think AI can significantly improve the storytelling process as well as the interest of readers by providing tools that can help with tasks such as character development, plot creation, and dialog writing. These tools can help me focus on the creative aspect of storytelling, allowing me to produce more engaging and immersive narratives. Not only that, there are also many kinds of AI that are useful and can help students, college students, and even workers with their work. (ST 2)

During another interview, the discussion focused on the limitless potential of AI in narrative. The chat highlighted the significant influence of using artificial intelligence as a source of creative inspiration. ICT provides numerous new options for students to learn actively and creatively instead of merely seeking ready solutions (Sormunen et al., 2014). A participant stated their curiosity with the potential of AI to augment the creative process, emphasizing its dual function as both a practical instrument and a source of novel concepts. "I am fascinated by the idea of learning alongside AI," they commented, highlighting its ability to not only assist in implementing ideas but also to generate new ones. They effectively expressed how AI functions as a medium for transforming the complexities of imagination into real manifestations, whether it be through powerful visuals or captivating storytelling. By combining human creativity and technology expertise, they imagined a future where stories are not only delivered, but collaboratively developed using AI. This would allow audiences to fully engage in shared experiences that are constructed from a wealth of communal inspiration.

During our interview, we also explored the profound impact of AI in the field of language learning and other areas. An intriguing feature that was mentioned is how AI not only simplifies work but also improves the caliber of the results. AI not only enhances writing by saving time and removing mistakes, but it also transforms the learning process by efficiently organizing instructional resources. Aside from understanding and applying AI principles and practices, research have expanded AI literacy to include other competences that allow students to critically evaluate AI technologies, interact and collaborate effectively with AI, and produce AI-driven artifacts (Long & Magerko, 2020).

Furthermore, our discussion shed light on how AI can enable individuals to effortlessly become proficient in foreign languages, through personalized support and well-organized learning modules. The respondent perceptively noted that artificial intelligence (AI) not only

increases narrative by facilitating the construction of characters and formulation of plots, but also improves learning outcomes by providing adaptive tools. This sentiment emphasizes the wider influence of AI, expanding its advantages beyond the field of literature and into the fields of education and professional growth. By harnessing the potential of artificial intelligence (AI), individuals in different industries may enhance their workflows, ranging from creating engaging stories to effortlessly navigating intricate paperwork, resulting in increased productivity and creativity.

Together, these interviews provide a clear and detailed depiction of how artificial intelligence and digital tools are transforming education and narrative. They emphasize the crucial role of lecturers in not just conveying knowledge but also in inspiring and directing students through the changing technological environment. Integrating AI in education improves learning outcomes and equips students to navigate and contribute to a rapidly advancing digital world. In addition, the discussions highlight the difficulties and potential approaches to enhancing the usefulness of AI in creative processes, ranging from creating effective prompts to choosing and producing accurate visual elements. By tackling these intricacies, we may more effectively utilize the powers of AI to enhance educational and storytelling experiences.

Table 5. Use Artificial Intelligence in Daily

Theme	Frequency	Example
A delightful experience	4	One example is using AI in virtual such as Google Assistant. These helpful tools use AI to understand my voice commands and answer questions or perform tasks. Another example is using AI in recommendation systems, like those found on streaming platforms such as Spotify. These systems analyze our preferences and behavior to suggest songs that I like, making it easier for me to discover new content I enjoy. (ST 18)
Translate	9	Yes I do. I use AI in everyday escpecially when we need to help from the AI. I use Deepl to translate of the word that i dont know about the meaning in english to Indonesia. Then, I use You.com to search the article (ST21).
Search material	14	I use this AI to find learning materials. Unlike other AIs like ChatGPT, Claude, and HyperWriting, Perplexity provides answers along with their sources. This makes it easier for me to cite if needed. It also helps me find English-language journals. (ST 7)
Visual	8	I know, AI can be used to help us for assignment through chatgpt and the other example is AI can generating a picture from only our command through Canva AI. (ST11)
Idea	2	AI is being used to come up with ideas and look for ideas to help with tasks and other things. AI helps us come up with new ideas and keep going with the ones we already have. (ST 25)

In our delightful interview, we delved into the captivating realm of AI integration, exploring how it intertwines seamlessly with our virtual experiences. One standout example we explored was the utilization of AI in platforms like Google Assistant, where the marvel of artificial intelligence harmonizes with our voices, comprehending commands effortlessly and providing insightful answers or executing tasks with remarkable precision. Another enchanting facet we explored was the realm of recommendation systems, epitomized by platforms like Spotify, where AI discerns our unique preferences and behaviors, weaving together a symphony of

personalized song suggestions that resonate deeply with our tastes, transforming the journey of music discovery into a delightful voyage of exploration and enjoyment.

In a recent interview centered on the theme of "Translate with AI," the interviewee expressed a keen reliance on artificial intelligence tools in their daily routine. "Yes, I do," they affirmed, highlighting the integral role AI plays in aiding their tasks, particularly when faced with language barriers. Their preferred tool, Deepl, seamlessly bridges the gap between unfamiliar words in English and their Indonesian equivalents, facilitating smooth comprehension. Moreover, they emphasized the utility of You.com in their research endeavors, leveraging AI to sift through vast troves of articles efficiently. This testimony underscores the transformative impact of AI in enhancing language fluency and information access, offering a glimpse into the evolving landscape of human-machine collaboration.

In our insightful discussion centered around the theme of "Search Material," the interviewee shed light on their innovative approach to sourcing learning materials. They emphasized leveraging advanced AI technology, specifically highlighting their preference for Perplexity over other AI counterparts such as ChatGPT, Claude, and HyperWriting. What sets Perplexity apart, they explained, is its unique capability to not only deliver answers but also provide accompanying sources, a feature notably absent in other platforms. This distinction significantly streamlines the process of citing references when necessary and facilitates access to a diverse range of English-language journals, thereby enriching the depth and credibility of their research endeavors. According to the experiential learning cycle (Kolb, 2020), during the learning process, a learner shifts their attitude from "actor to observer" and then back to actor. This shift from direct involvement to temporary detachment enables students to engage with the "unprocessed, raw material of experience" in order to make sense of what has happened (Boud, 2001).

In the captivating world of visual arts, the interview delved into the profound impact of technology, particularly artificial intelligence (AI), on creative endeavors. As the conversation unfolded, the interviewee highlighted the transformative role AI plays in assisting artists and designers. "I know," they remarked, "AI can be used to help us for assignments through ChatGPT and the other example is AI generating a picture from only our command through Canva AI." This acknowledgment underscored the fusion of human creativity with technological prowess, illustrating how AI serves as a catalyst for innovation in visual expression. From generating stunning digital artworks to streamlining design processes, AI emerges as a versatile tool, empowering creators to explore new frontiers in the realm of visuals. Through this lens, the interview shed light on the symbiotic relationship between human ingenuity and AI, shaping a dynamic landscape where imagination knows no bounds.

In this enlightening interview, we delve deep into the realm of innovation, where the fusion of human ingenuity and artificial intelligence ignites a powerful synergy. Our conversation unfurls against the backdrop of the transformative role AI plays in the ideation process. As our guest articulates, AI emerges not only as a facilitator but as a catalyst for ideation, seamlessly integrating into our creative endeavors to unearth novel concepts and solutions. Gone are the days of solitary brainstorming sessions; AI now stands as a collaborative partner, augmenting our cognitive capabilities and expanding the horizons of possibility. With its remarkable ability to traverse vast data landscapes and analyze patterns, AI not only sparks inspiration but also sustains the momentum of existing ideas, propelling innovation forward with unprecedented efficiency. As we navigate the ever-evolving landscape of creativity, this interview offers a glimpse into the symbiotic relationship between humanity's creative prowess and the boundless potential of artificial intelligence.

CONCLUSION

Utilizing digital story writing as an inquiry-based instructional technique has proven to be highly effective in many academic fields, offering learners a wide range of direct and indirect benefits. This study examined how the use of DSW as a teaching method contributes to the development of four characteristics of promoting AI literacy among University students. All students had a good perception of the DSW learning process and obtained higher levels of cognition. During student interviews, some students expressed their thoughts on the impact of DSW on their daily AI learning. They mentioned that DSW helped them assess and produce AI artifacts, such as stories, hence enhancing their ability to evaluate and develop AI. In addition, students can gain an understanding of the significance of AI ethics and its societal ramifications, such as algorithmic bias and the repercussions of AI misuse, through various educational exercises. This requires students to conduct information retrieval, compile evidence, engage in introspection, and articulate their understanding in a personalized manner. Ultimately, students have the ability to create and share their own narratives and convey their thoughts utilizing various media and technologies on the digital story creation platform. They identified and created images and artifacts to enhance the significance of their words and content. Students must possess critical awareness in order to effectively convey the meaning of their stories and, in the process, improve their media, technology, and AI literacy. The current study has identified certain limitations that should be taken into consideration in future research. Initially, it is important to note that the sample size was limited to a mere 30 students who were interviewed and had their work analyzed. Nevertheless, it is possible that the results obtained may not be applicable to a broader population, and therefore, future studies should aim to include a more diverse sample.

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