

Teaching About AI Art

1. Start with QuickDraw

[Steve Dembo](#) gave me this one at ISTE. I started with QuickDraw, which recognizes doodling along with [the curriculum from the MIT Media Lab on AI ethics](#). I adapted their [first Introduction to AI slide deck](#) to incorporate Quick Draw and teach of data sets.

2. Understand Our Inability to Detect AI-Generated Artwork

We then headed into:

- <https://thsecatsdonotexist.com/>
- [This Person Does Not Exist](#)
- Finally to [Which Face is Real](#) so my students could understand that they really are not as good at detecting faces as they think.

3. Discuss Reality Monitoring and Our Inability to Detect Real from Fake

Anymore

In class we have discussed the article [Deep fakes: can you](#)

[distinguish between fake and genuine photos?](#) and a concept called “reality monitoring.”

Again, more on Adobe Firefly later. But right now, I just wanted to mention that AI art generation -ethics and all – is here.

In psychology, we use a term called “reality monitoring” for how we correctly identify whether something is coming from the external world or from within our brains. The advance of technologies that can produce fake,

yet highly realistic, faces, images and video calls means reality monitoring must be based on information other than our own judgments. It also calls for a broader discussion of whether humankind can still afford to default to truth.

It's crucial for people to be more critical when evaluating digital faces. This can include using reverse image searches to check whether photos are genuine, being wary of social media profiles with little personal information or a large number of followers, and being aware of the potential for deepfake technology to be used for nefarious purposes.

The next frontier for this area should be improved algorithms for detecting fake digital faces. These could then be embedded in social media platforms to help us distinguish the real from the fake when it comes to new connections' faces.