

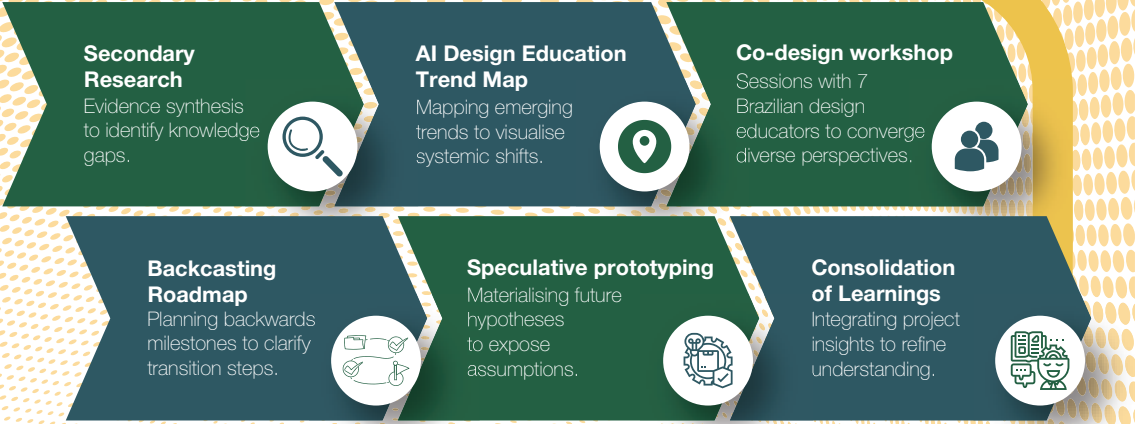
Designing AI literacy futures for design education in Brazil by 2035

A participatory speculation with Brazilian higher education faculty

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Process and Methodology



Preferable Future

By 2035, Brazilian design educators lead classrooms in higher education as living studios where students and algorithms co-create solutions to complex, locally grounded challenges. These educators go beyond tool fluency—they shape how AI supports inquiry, cultural relevance, and creative growth.

Classes begin with AI-generated visuals that students critique for bias and missing perspectives from their lived experience. Prototyping involves simulations with synthetic users, always paired with human insight. Educators shift from teaching how to build to guiding students in selecting, questioning, and reframing what is built—and why.

Rather than promoting speed or perfection, these classrooms cultivate critical thinking. AI is used to surface blind spots, pluralize perspectives, and support serendipitous discovery. Teachers foster student agency by making visible the choices behind each design and the values those choices affirm. The true impact of this future lies in a new pedagogy: one where students don't just use AI, but learn to think with and against it, building both technical fluency and ethical imagination grounded in Brazilian realities.



Project Statement

AI-Literate Design Faculty for Critical Brazilian Futures — By placing Brazilian design faculty at the project's core, this initiative confronts the looming erosion of students' critical thinking driven by the exponential uptake of generative AI. If unaddressed, such automation risks entrenching superficial cognition, whereas empowering educators with rigorous AI literacy can reconfigure classrooms into dialogic spaces where algorithms spur reflective inquiry and cultivate designers able to critically steer technology toward futures attuned to Brazil's socio-cultural realities.

Brazilian Educators Perspectives for the Future

Educators as Orchestrators

Brazilian design lecturers should move from transmitting content to curating socio-technical collaboration: teach bias-aware prompt writing, critical interpretation of AI outputs, and co-create ethical protocols so students learn to navigate rather than erase ambiguity.

Local Authorship

Generative workflows must foreground Brazil's own data, cultural codes, and lived experience. AI becomes a means of reclaiming authorship, ensuring outcomes express local complexity instead of defaulting to imported aesthetics.

From Making to Curating

With AI producing limitless sketches, the pedagogical premium shifts to curatorial judgement: define the problem space, filter what is contextually relevant, and justify every keep/remove/discard decision—so critical thinking resides in shaping the search field, not merely executing outputs.



Outcome & Impact

Backcasting Roadmap

Milestones and enablers toward 2035 goals

Bias Identifier

Artifact provoking institutional reflection

AI Design Education Toolkit

Low-cost interventions faculty can deploy today

Projected impact: Create a repertoire that shows how AI can be used in classrooms to foster, rather than replace, students' critical thinking inspiring Brazilian educators to envision this future and take the first steps toward making it a shared reality.

Insights

Pedagogical AI Fluency
Many Brazilian faculty lack training or confidence to use AI critically in the classroom—especially in underfunded institutions. Pedagogical AI fluency development means enabling educators to experiment with purpose.

Critical Algorithmic Awareness
In a country marked by racial, cultural, and regional inequality, AI literacy must teach students to critically examine data sources, detect embedded bias, and question whose knowledge is being prioritised.

Embedded Ethical Praxis
Educators should embed structured reflection into classroom activities, asking students to consider how AI-generated outputs could reinforce stereotypes, automate exclusion, or misrepresent local realities.

Educational Futures
AI Literacy
Ethical AI
Speculative design
Participatory design
Brazil

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