

Gender Gaps in AI Literacy — UNSW's Day of AI Workshop Study on Deepfake Awareness

AI in Education · Good practice · Australia

Quality score: 47/100

Evidence strength: Observational / pre–post

Summary

A UNSW/Day of AI Australia study of a one-day AI-literacy workshop with 199 NSW students found girls made larger post-workshop gains in AI understanding and confidence, narrowing a STEM gender gap; boys reported far higher rates of making or sharing deepfakes.

Key dimensions

Dimension	Score
Evidence of learning impact	2/3
Equity & inclusion	3/3
Transparency, ethics & data protection	1/3
Teacher capability & pedagogy	0/3
Scalability & sustainability	1/3

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-08-12

[UNSW Sydney / Day of AI Australia](#) — accessed 2026-08-12

[arXiv preprint](#) — accessed 2026-08-12

[Springer companion study](#) — accessed 2026-08-12

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