TOPICS COVERED

- INFORMATION LITERACY DEFINITION & APPLICATION
- AI'S PLACE IN INFO LIT
- SUPPORTING STUDENTS
- DEVELOPING AN INFO LIT FRAMEWORK
- HELPING STUDENTS DEVELOP AN INFO LIT FRAMEWORK
- APPLYING FRAMEWORK
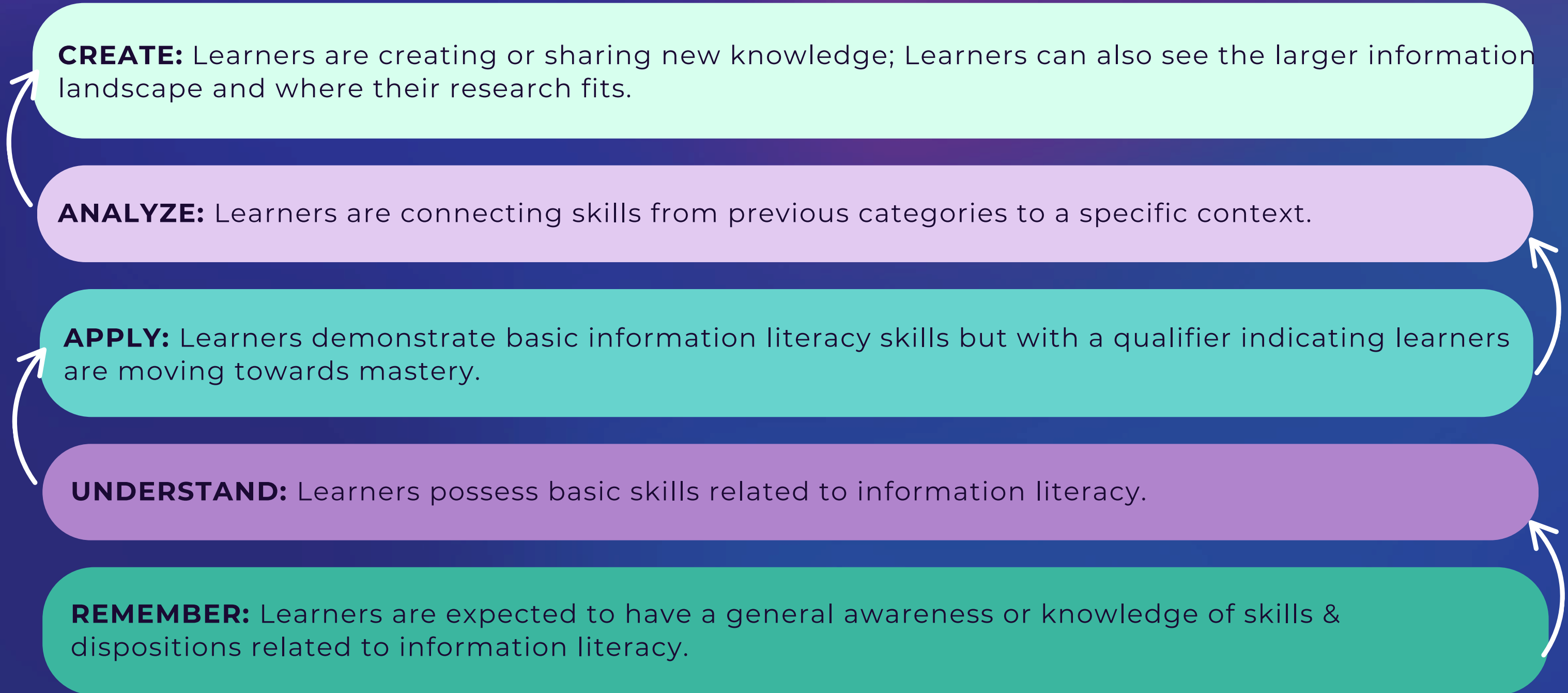- CONCLUSIONS/QUESTIONS

INFORMATION LITERACY

"The set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning."

Association of College & Research Libraries

INFORMATION LITERACY TAXONOMY

Based on Bloom's Taxonomy

CREATE: Learners are creating or sharing new knowledge; Learners can also see the larger information landscape and where their research fits.

ANALYZE: Learners are connecting skills from previous categories to a specific context.

APPLY: Learners demonstrate basic information literacy skills but with a qualifier indicating learners are moving towards mastery.

UNDERSTAND: Learners possess basic skills related to information literacy.

REMEMBER: Learners are expected to have a general awareness or knowledge of skills & dispositions related to information literacy.

ARTIFICIAL INTELLIGENCE FUNDAMENTALLY ALTERS THE INFORMATION LANDSCAPE

We began addressing AI literacy as its own entity (and in many ways, it is), but ultimately one of its largest impacts is to rapidly expand and confuse the information landscape.

Ultimately, we still have to consider our sources and ask many of the same questions.

HOW HAS IT CHANGED?

- Content generation is faster, and less authentic.
- AI-generated content is becoming more difficult to spot, and due to its nature, will be virtually undetectable.
- Disinformation is more common, and harder to spot.
- Is the internet...dead?

WHAT STAYS THE SAME? (AND WHY IT DOESN'T)

- Identifying the source of information is paramount, but also becomes more difficult.
- Peer-review process remains vitally important, but AI-generated content is slipping through.
- Reproducibility remains important, but will be increasingly impossible if AI is hallucinating data.

SUPPORTING STUDENTS DEVELOPING AN INFO-LIT FRAMEWORK


Some facts about Gen Z and AI:
- 55% primarily learn about AI through social media (Empowering Learners, 2025)
- 49% of 17 to 27 year old's struggle with critical evaluation (Merriman & Sanz Saiz, 2024)

Why do we need AI literacy frameworks?
- Clear understanding of how AI tech works
- Understanding benefits & pitfalls
- AI development affects research, critical thinking, and compromises academic integrity (Empowering Learners, 2025)

Empowering Learners for the Age of AI (2025)

GEN Z AND AI LITERACY
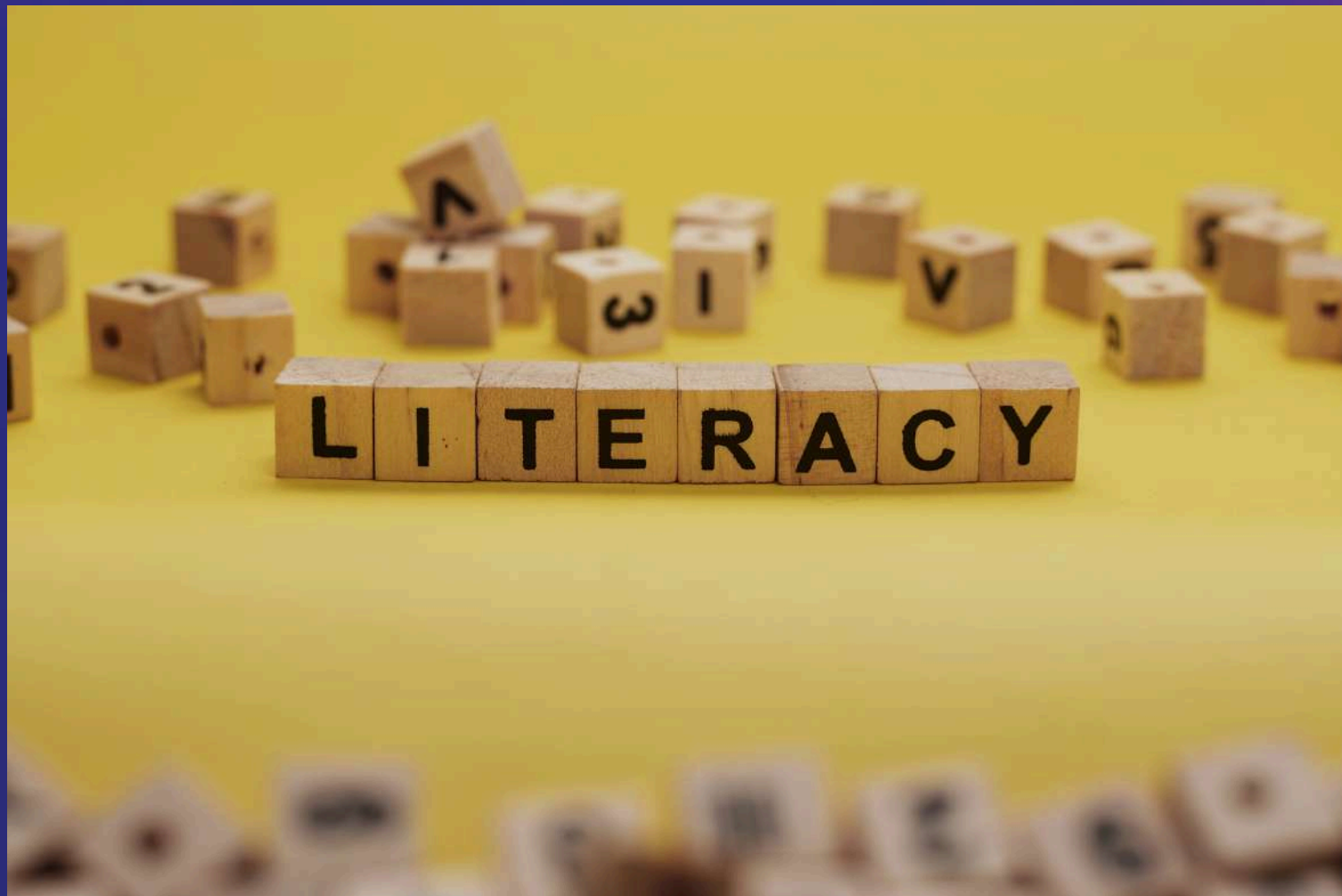
Gen Z Struggle TO UNDERSTAND:
- Which tasks to assign to AI
- Unsure bout how to write prompts for their needs
- Least confident when it comes to evaluating & identifying the critical shortfalls with AI
- Don't understand how AI makes up facts

Understanding Gen Z:
- Survey's show they are knowledgeable
- Looking to be empowered not discouraged
- Aware most jobs will require them to interact with AI

AI LITERACY FRAMEWORK

Basics of the framework: Use, Understand, Evaluate

INTERACT
Use various products to increase experience

CREATE
Create your own elements using the tools

PROBLEM SOLVE
Is this an effective or useful tool

INFORMATION
Does this provide information or disinformation

ETHICS & IMPACT
Can the tool be used ethically or is it ethical to use is there bias

DATA & PRIVACY
Data collection & privacy/security concerns

ALGORITHIMIC THINKING
Is the tool thinking for you

HUMAN JUDGEMENT
Evaluate based on your judgement & knowledge base

Evaluate AI information for falsification, incorrect, misleading or unfounded data. Where does this information come from?

Who or whom does this data tool represent? Is the tool fair or biased? How was the tool trained, where did the information come from?

Understand the personal data being collected by the AI model being used. Investigate what methods were used to develop the tool.

Assess the quality of the tool's output based on your own knowledge and context. Avoid implicitly trusting AI tools.

DEVELOPING AN INFO-LIT FRAMEWORK AS FACULTY

Just as we create teaching philosophies, we should also create an information literacy framework (that includes AI).

Even if you don't realize it, you have a mental model of how the information landscape acts.

Be intentional about defining this framework.

DEVELOPING AN INFO-LIT FRAMEWORK AS FACULTY

- What are your perceptions?
  - Are there nuances to research in your field?
- What are your expectations of yourself?
  - Hold yourself to the same standard as students.
- How will you stay informed?
  - AI moves too quickly to "finish" a framework.
- How will this evolve?

STUDENT INFORMATION FRAMEWORKS

In LIBR 2001, we ask students to develop their own information framework, composed of the following elements:

- Sources, citation, and media literacy
- AI tools and their impact
- Reflection and a plan for ongoing growth

DEVELOPING AN INFO-LIT FRAMEWORK AS A STUDENT

Part 1: Personal Information Literacy Statement

- Approach to identifying credible information sources
- Strategies for evaluating online and traditional information resources
- Process for managing and organizing information
- Commitment to ethical information use and citation
- Plan to maintain media and visual literacy in an evolving digital landscape

Part 2: AI Integration Framework

- Criteria for determining appropriate use cases for AI tools
- Methods for critically evaluating AI-generated content
- Strategies for maintaining academic integrity when using AI
- Approaches to identifying and mitigating algorithmic bias
- Considerations for data privacy and security

DEVELOPING AN INFO-LIT FRAMEWORK AS A STUDENT

Part 3: Reflection and Growth Plan

- How your perspective on information literacy and AI has evolved
- Areas where you've identified personal biases or knowledge gaps
- Your plan for staying current with technological developments
- How you will adapt your framework as technology evolves
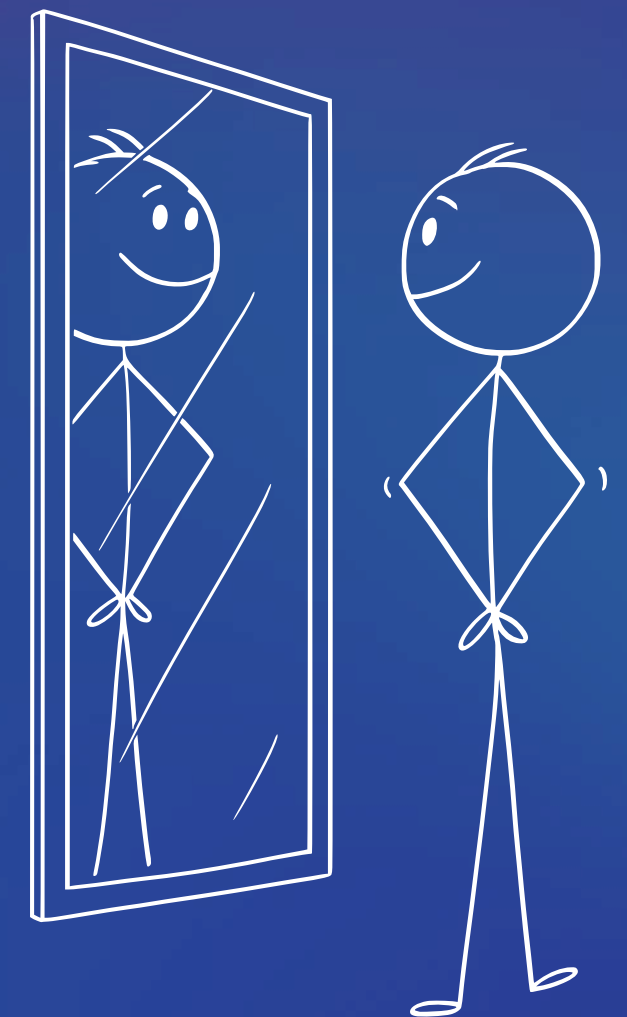
FACULTY INFORMATION FRAMEWORKS

So what should you do?

- Educate yourself about AI
- Be intentional about your framework
- Provide clarity to students
- Be a good example
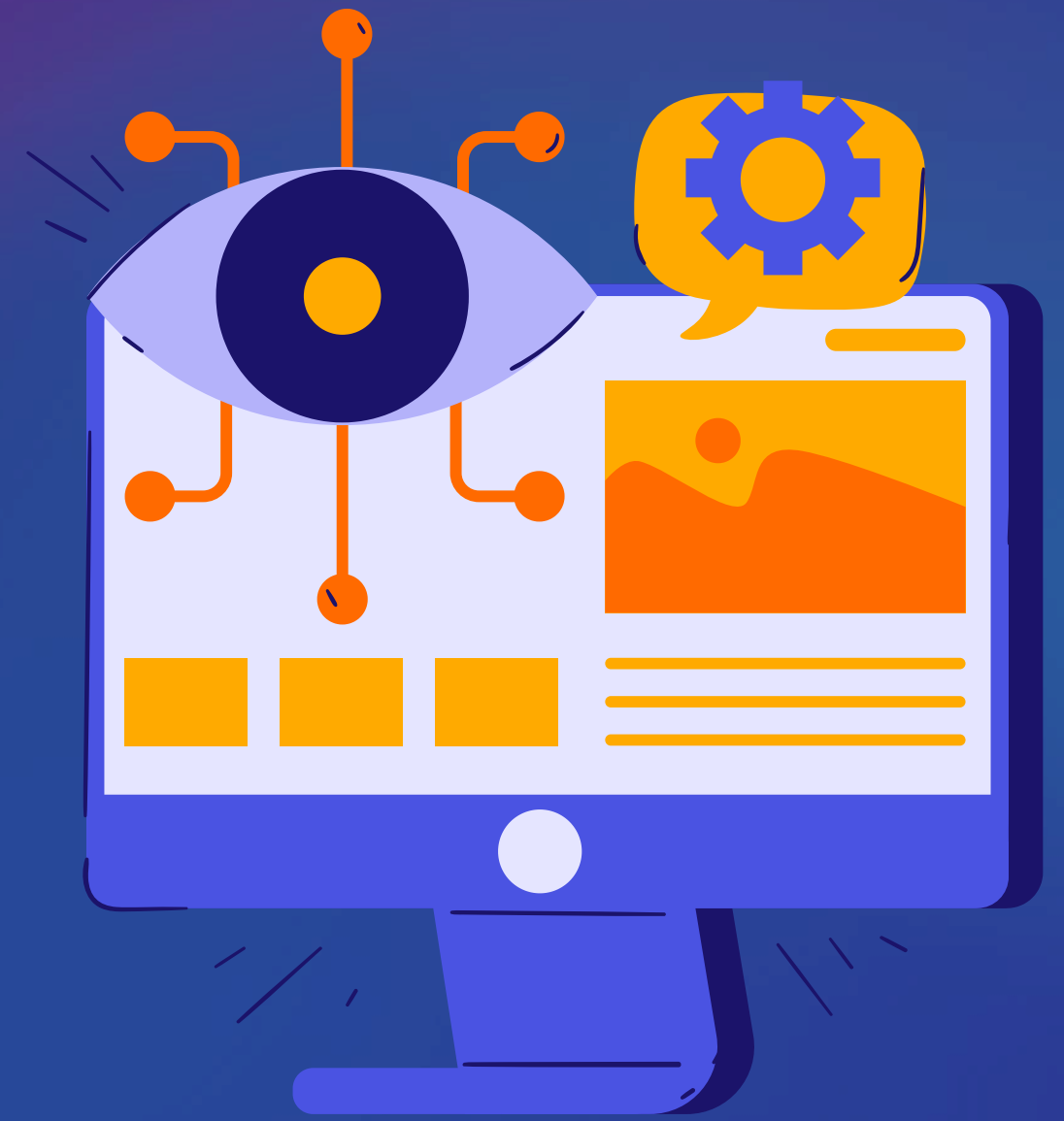
LIBRARY SUPPORT FOR AI LITERACY

- Maintain curated resource guides on AI tools, ethics, and best practices
- Provide access to AI-related databases, journals, and educational platforms
- Embed AI tutorial on evaluating AI-generated content for accuracy and bias
- Offer library instruction on AI literacy or assist with assignment redesign to consider AI use
- Offer research consultations to students or faculty on AI literacy
- Makerspace Ovation software - AI Literacy integration

REFERENCES AND RESOURCES TO SUPPORT STUDENT SUCCESS

tinyurl.com/FCAMInfoLit

THANK YOU

Questions? Reach out!

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