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Reimagining Information Literacy: Enhancing Teaching and Learning with Generative AI

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Why Reimagine Information Literacy Now?

- Explosion of AI tools in education
- New learning behaviors & expectations
- Need to model digital and AI literacy

- Redesign old thesis sessions
- Revamp other higher-level sessions for effectiveness

Why Reimagine Information Literacy Now?

- Information literacy instruction for diverse learners requires careful consideration of both content and delivery (Meena, 2024)

- Support learning needs in a mixed-level background cohort

Enter Generative AI in teaching: Our Goals

- Brainstorming and creativity
- Tailor examples to disciplines
- Refresh classroom engagement
- Encourage critical thinking
- Model ethical use of AI
- Case study of AI use on our campus

Examples from the Classroom

- AI-created citation examples
- AI-assisted quiz, exercise creation
- AI-generated research questions examples
- AI support in breaking down a process into steps and deliverables, i.e. thesis writing
- Topic adaptation for different majors
- AI response exploration of options to update teaching with current ideas

EXAMPLES OF RESEARCH QUESTIONS 1/5

- **Topic**: Social Media and Mental Health

- **Bad**: "How does social media affect mental health?"
  - **Why it's bad**: This question is too broad and vague. It doesn't specify which aspect of mental health (e.g., anxiety, depression) or which social media platforms.

- **Good**: "How does daily Instagram use impact anxiety levels among teenagers in the U.S.?"
  - **Why it's good**: It's specific (Instagram). It focuses on a particular platform, population, and mental health outcome, making the research more focused and feasible.
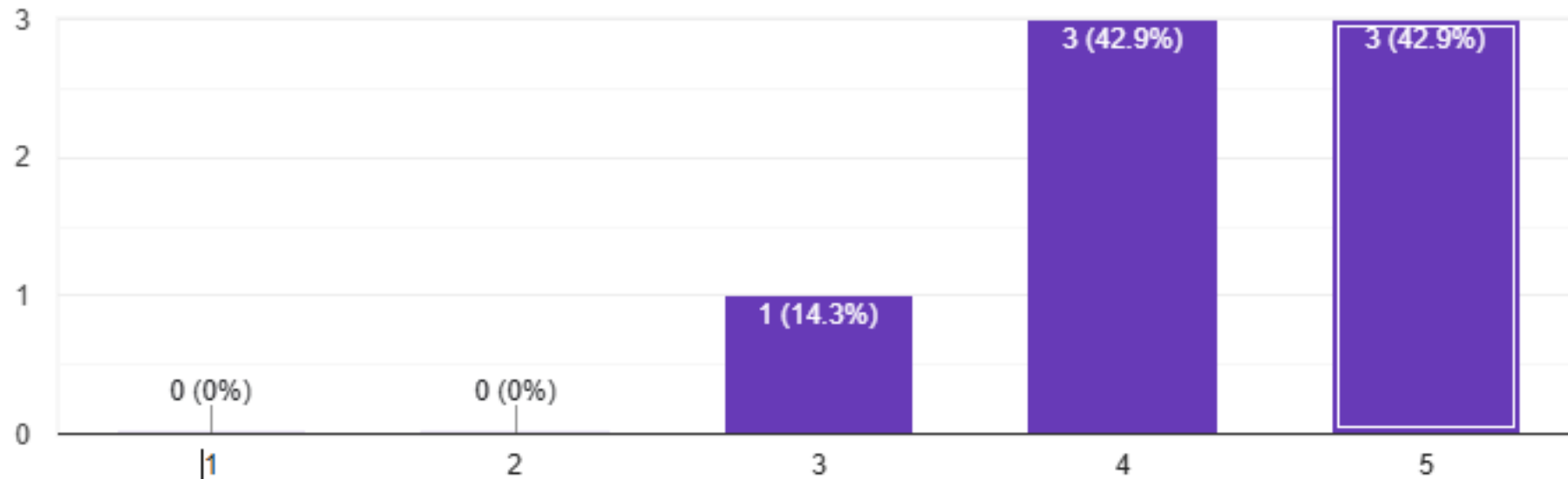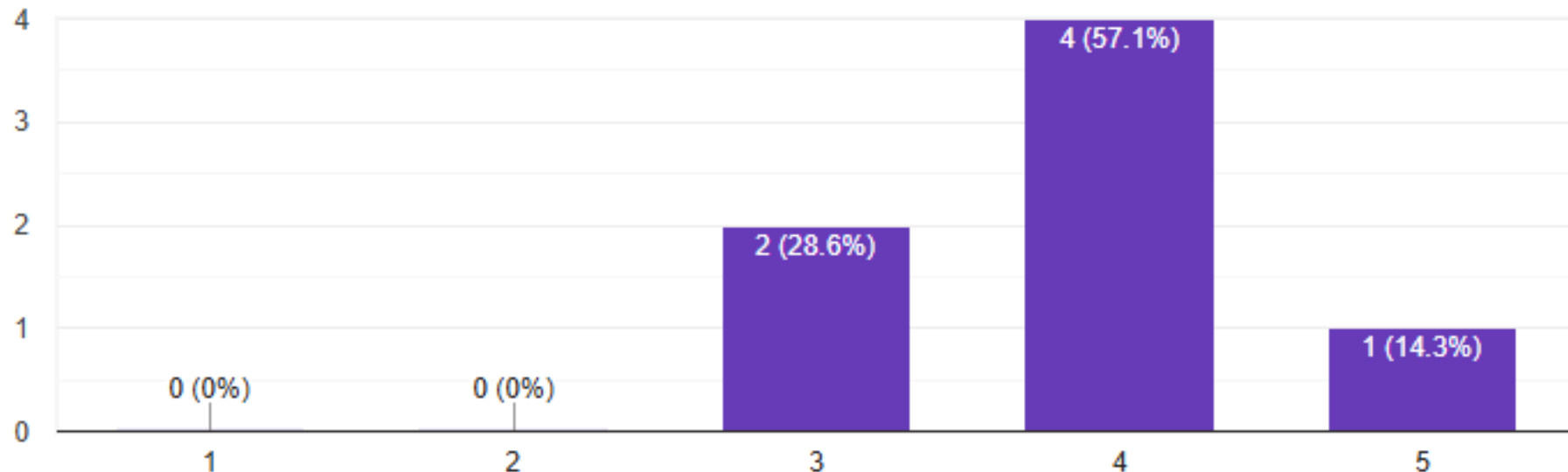
Student Feedback & Engagement

- Freshman Program – Questionnaires per exercise - 4
- Session 2 – Academic Honesty Investigation Cases

Did it help you interact and be active during the lesson?
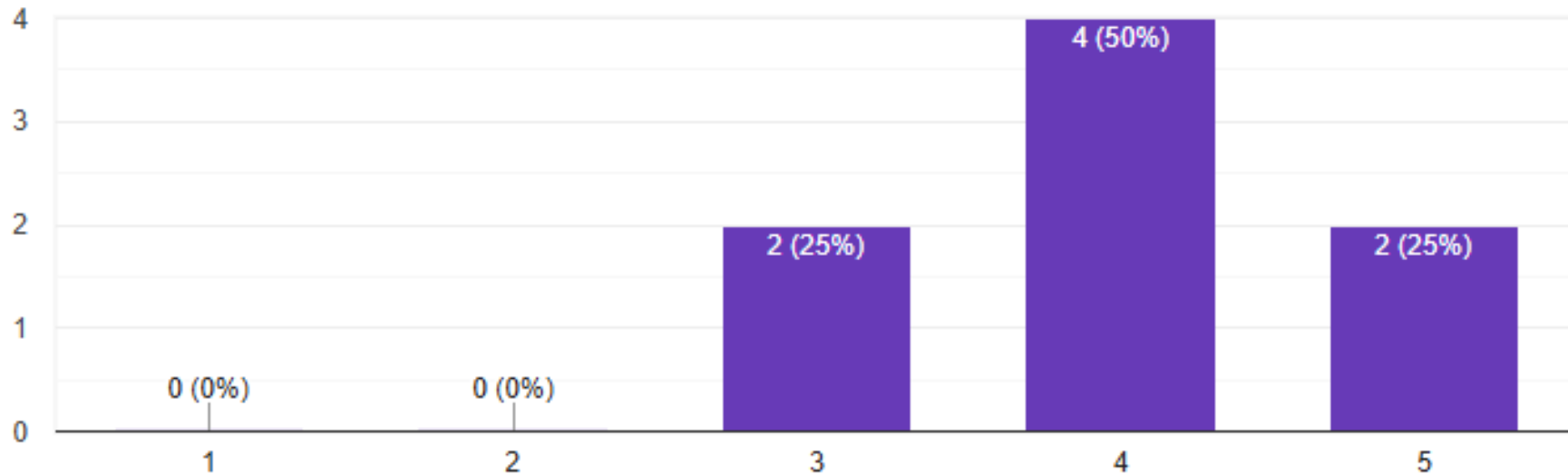
7 responses

Student Feedback & Engagement

- Freshman Program – Questionnaires per exercise - 4
- Session 3 – Identifying Sources

Did it help you interact and be active during the lesson?

8 responses

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Overall understanding

- Increased interaction (Bichi and Abdullahi, 2024)
- Improved curation of informational content (Pinheiro et al., 2025)
- More personalized approach (Pinheiro et al., 2025, Bichi and Abdullahi, 2024)
- Tailored instruction and recommendations, foster trust, and enhance the teacher-student relationship (Bichi and Abdullahi, 2024)
- Ethical concerns (Castillo and Kelly, 2024)
- Library leads in AI pedagogy via Information Literacy (Lo, 2025)

Problems encountered and dealt with

- Poor content
- Some suggested AI activities could not be used
- Oversimplified, not quality activities
- Limitations -> similar activities provided
- Multiple-choice questions – basic and easy to answer without going through the material (i.e. video)

Future considerations

- Continue to learn and be alerted to everything new and contribute to discussions
- Prompt design mastery
- Use of other AI tools, non-generative ones
- Extend redesigning to other IL sessions
- Integrate AI in IL curriculum – Fair student access to AI literacy

Practical Takeaways for Librarians and Educators

- Use AI as a co-creator, not a replacement
- Always verify and adapt content
- Consider any ethical implications
- Balance engagement with critical evaluation
- Continue to learn, engage, and discuss

Did I use Generative AI for this presentation?

Generative AI dug into the chats to summarize

the use of the tool in IL instruction

References

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Thank you for your attention!