



Misinformation and Information Literacy

How Students Evaluate AI-Generated Content

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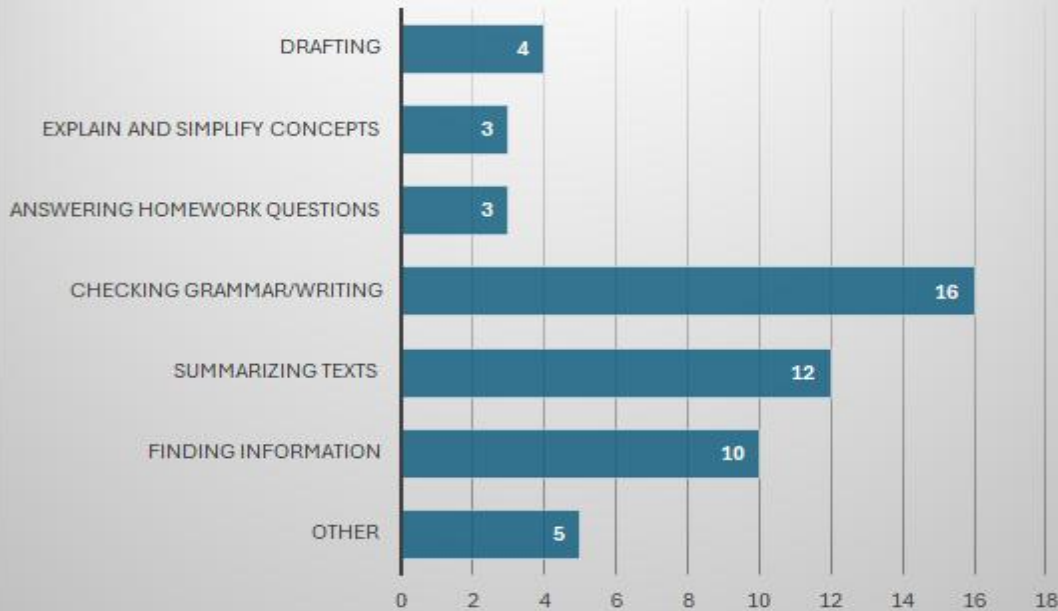
AMICAL Conference 2025



Part 1

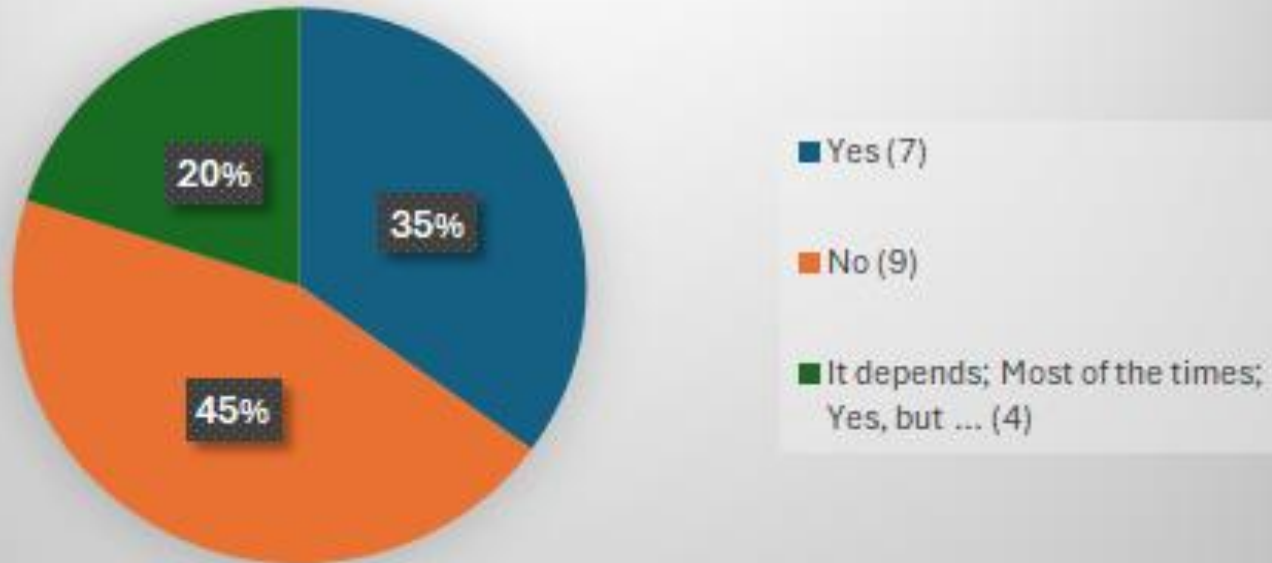
How Students Evaluate AI-Generated Content

What do you mostly use AI tools for in the academic context? (Select all that apply)

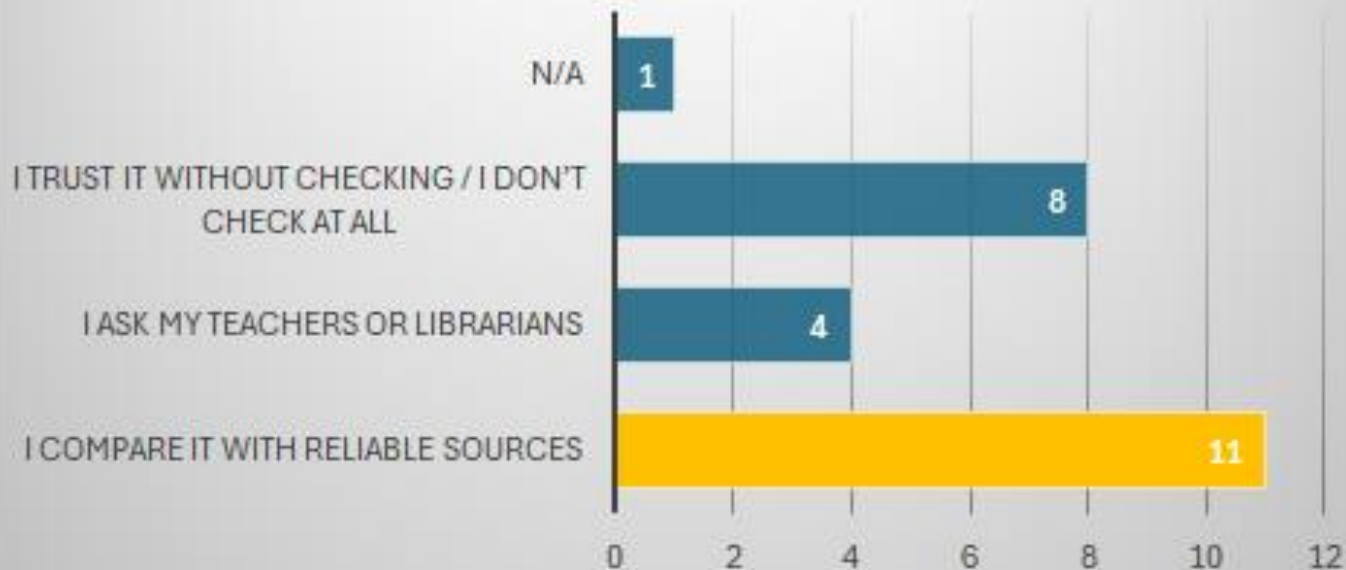


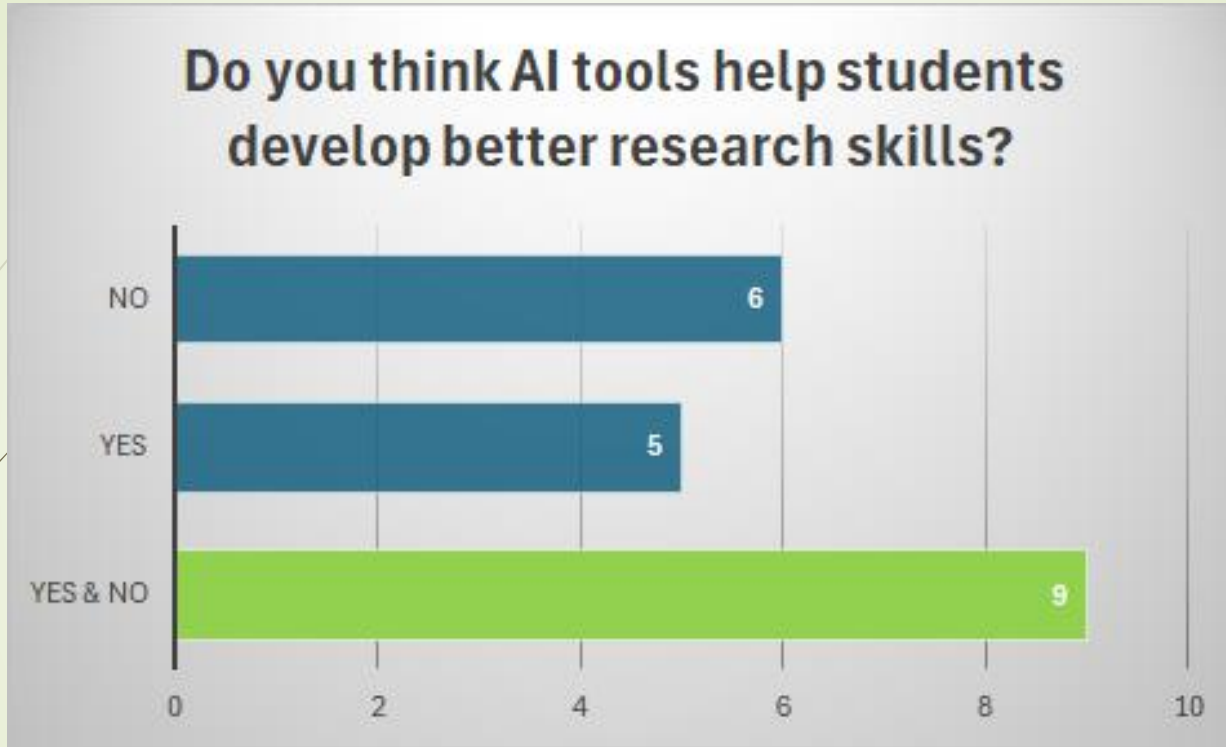
Student answers in open ended question: "Writing conclusions", "Summarize long texts - 50 pages for tomorrow", "Finding sources with ChatGpt; surface research vs deep research", "Reading 78 pages wouldn't be possible without ChatGpt"

Do you trust the information AI tools provide?



How do you check if AI generated information is correct?





Student answers in open ended question: "Facilitating the time management, developing my research skills, seeing the research from different perspective. Research shouldn't be limited to AI tools. AI tools lead to laziness."

Relation between **Frequency of AI Use** and **Trust in AI Generated Information**

Trust				
Yes		1		
Yes / No		2	2	
No	1	3	1	
	Never	Weekly	Daily	AI Use

- ❑ Weekly or daily use of AI leads to (our) observation that students are more critical with AI generated information?
- ❑ Weekly or daily use of AI leads to (our) observation that students know better AI tools and use specific AI tools for specific tasks?
 - ❑ For example : one student only uses ChatGpt for MLA citation as the student has experienced that ChatGpt does a good job
 - ❑ For example : one student never uses ChatGpt for Accounting. The student says: "For Accounting, ChatGpt is the stupidest thing in the world - it was really bad"

Types of AI Users and their level of trust in AI information

Trust				
Yes		1		
Yes / No		2	2	
No	1	3	1	
	Never	Weekly	Daily	AI Use

- The “AI Believer”: (conscious or blind) AI users convinced by AI tool and AI Generated Information
- The “AI Cautious”: “Don’t trust it. I have seen mistakes. It gets dumper because of too much pollution.”
- The “AI Selective”: “Trust for most of it but not for quotes”; “For Accounting, ChatGpt is the stupidest thing in the world - it was really bad”
- The “AI Refuseniks” (the inevitable late adaptor?): AI non-user



Part 2

Building on our findings, we will recommend best practices for Information Literacy librarians in developing teaching strategies that foster students' critical thinking and information literacy skills in an AI-driven world.

Recommandations, thoughts and preparing IL instruction

01

Benefit from student “best” practices and knowledge skills for instruction

- Pedagogy: to subject driven pedagogy (Parker Palmer)
- Where they are

02

Acknowledge types of AI users

- Build on critical thinking attitude to check AI generated information
- Address/respect “AI refuseniks” & “AI believers”

03

Benefit from Student’s AI usage

- Build on evaluation of AI tools - technology affordance (Char Booth)
- Develop criteria to evaluate AI

04

Define Learning Outcomes

- Learn about evaluating your tools (AI)? ChatGpt?
- Learn about misinformation / evaluating information
- Fact-checking strategies/tools
- What is scholarly material - connecting to a scholarly conversation (ACRL Framework)
- Finding scholarly material



Further thoughts for instructional design

- ❑ Thinking about student activities and (authentic) assignments
- ❑ Thinking about student learning and how to show that they are learning (assessment)
- ❑ Reach out to co-instructor to be on the same page of AI use in the classroom
- ❑ Thinking about assignment again:
 - ❑ Students creating misinformation (Hobbs 2017) and include a reflection piece to the project (in line with the inspiring presentation by (AUI presentation)
 - ❑ Students to evaluate an AI tool of their choice (Technology Affordance, theresanaiforthat)
- ❑ Thinking about LOs again and which elements of Critical AI Literacy are touched upon when teaching Technology Affordance
- ❑ When is the teachable moment?

Finding Information

Teach prompt literacy as a research skill

Prompt refinement workshop

Foster a mindset of lifelong inquiry and adaptation

Scenario-based discussion

Promote AI as a starting point, not a source

Ask students to verify claims made by AI tools

Incorporate Prompt Literacy into Research question formation

Run side by side activity comparing database search and AI results

Foster Meta-Literacy: Reflecting on Information creation

Class debates about AI's role in shaping knowledge

Evaluating Information

Integrate critical evaluation skills for AI generated content

- Adapt CRAAP test to include AI specific checks

Embed verification skills into AI tool use

- Ask students to fact-check claims by AI using academic databases

Introduce AI detection tools and their limitations

- Use AI detection tools on known AI content and human writing and compare

Discuss bias and transparency in AI outputs

- Have students analyze bias in AI content and compare it to human written sources

Train students to detect misinformation in AI content

- Assign students fake AI outputs to fact-check

Evaluating Information

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Citing Information

01

Promote algorithm awareness and source tracing

- Give students the same query to input in google and AI tools and compare the results

02

Encourage transparent use and citation of AI

- Show proper citations including guidance on citing AI tools

03

Teach Source Evaluation across AI tools

- Let the students annotate AI outputs using IL criteria

04

Embed ethical use & attribution of AI tools

- Create scenarios where students decide how to cite AI tools and discuss best practices

Some questions



Is it the role of the information literacy librarians to teach about AI?



Should we cover everything or only parts of AI literacy?



What is the teaching librarian's role?



Thank you !

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