IFLA Section
Information Literacy

Newsletter

From the Editorial Team

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Welcome to our Winter Newsletter!

I am happy to share with you the latest articles from our Section members and Mailing-list subscribers. This Winter Issue includes a total of six articles, with contributors from around the world, including the USA, Switzerland, Vietnam, Malaysia and Norway. These articles cover a variety of topics, mainly focusing on diverse information literacy programs in different countries, such as library information literacy initiatives, AI literacy course, information literacy workshop, legal information literacy program, and information literacy teaching network.

Lukas Tschopp (University Library, University Library Zurich, Switzerland) shares insights from the Coffee Lecture on evaluating AI-generated information, which discusses methods like the ROBOT test and highlights differences in responses between ChatGPT and Claude. Participants recognize the importance of maintaining critical thinking when assessing AI-generated information, with the library playing a key role in this process. **Tuan Safa'at binti Tuan Ameri et al.** (Dar al-Hikmah Library, International Islamic University, Malaysia) reviews

the evolution of the legal information literacy program at IIUM, developed through collaboration with the Faculty of Law and incorporating digital and AI tools to enhance students' legal research skills. Since its inception in 2000, the program continuously adapts to meet new educational demands. **Zahila Mohd Nor** (Dar al-Hikmah Library, International Islamic University Malaysia) explores the integration of AI into research methodology, as Dar al-Hikmah Library offers an AI-focused research methods course to help students use AI to boost research efficiency, while emphasizing data privacy and ethics. The course covers a range of topics, from basic to advanced research skills, aiming to cultivate researchers proficient in both technology and ethics. **Thy Tran Ngoc Anh** (University Library, RMIT University, Vietnam) describes the information literacy workshops at RMIT Vietnam, which combine "direct instruction" and "active learning" to help students master information retrieval and citation skills. Collaboration with faculty and rubric design ensure that students effectively apply these skills in both academic and professional contexts. **Almuth**

Gastinger (University Library, Norwegian University of Science and Technology, Norway) introduces NANUB, the Norwegian network for information literacy instruction, established in 2023 to provide academic librarians in Norway with a platform for professional development. Through online seminars and "digital coffee parties," members discuss critical topics, such as the responsible use of AI, and plan to hold an in-person meeting in 2025. We believe that this series of in-depth introductions to information literacy projects can provide useful references for more countries. **Ping Fu** (Penrose Library, Whitman College, USA) provides an overview of the new information literacy initiatives at Penrose Library, which include activities like the "Library Carnival" to help new students become familiar with library resources. Through course integration and enhanced collaboration with the Academic Resource Center (ARC), the library strengthens its support for students and promotes AI literacy and mobile-friendly resources.

In addition to the above series of inspiring articles, we would also like to share with you the **2024 IFLA ILS & SLS Joint Global MIL Week Webinar** that our Section just held at the end of last month. As we all know, UNESCO Global Media and Information Literacy Week is an annual event observed from 24th to 31st October to raise awareness and celebrate the progress achieved towards Media and Information Literacy for all.

IFLA also organizes a series of activities under the framework of UNESCO's MIL Week every year. This year, ILS and SLS continued to jointly organize the MIL webinar, aiming to call on the global library community to pay attention to MIL Week and the latest developments in media and information literacy. The theme of the webinar is *The New Digital Frontiers of Information: Media and Information Literacy for Public Interest Information through Libraries*.
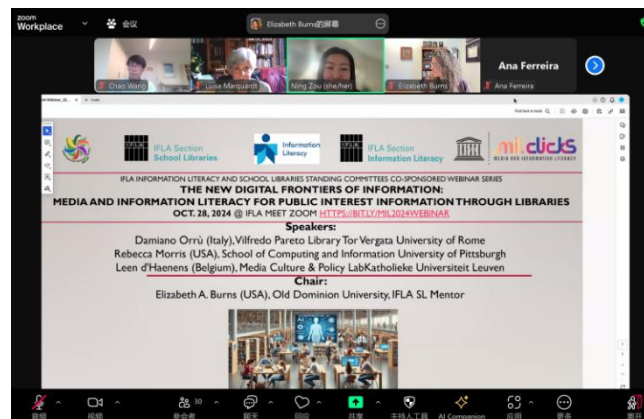
We have invited three speakers, including Damiano Orrù from University of Rome Tor Vergata, Italy, Rebecca Morris from University of Pittsburgh, USA, and Leen d'Haenens from KU Leuven, Belgium. All three speakers gave exciting presentations and had inspiring exchanges and discussions with the audience during the Q&A session after their speeches. The full recording of the Webinar can be obtained on our ILS official Youtube channel (https://www.youtube.com/@iflails6951).

Thank you for joining us on this journey towards greater information literacy. We hope the Newsletter can help readers understand the latest developments in information literacy and related fields worldwide, looking forward to sharing our knowledge and learning with you in each issue of the Newsletter! ∎

Coffee Lecture: Critical Evaluation of AI-generated Information

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The University Library Zürich recently organized a Coffee Lecture on the critical evaluation of AI-generated information. The session provided insights into the challenges and methods of information assessment in the context of Artificial Intelligence.

Fundamentals and Practical Examples

At the outset, it was clarified that Generative AI is primarily designed for text generation, not for conveying verified facts. One participant aptly commented: "Not a knowledge tool in the first place, but a language assistant." This statement underscores the necessity of understanding AI tools in their specific context.

To illustrate the issue, a comparison was made between the responses of ChatGPT and Claude to the question about the ten most endangered animal species in Africa. The different results sparked a discussion about the reliability of AI-generated information.

Evaluation Methods and Their Significance

A central part of the lecture was the presentation of various methods for evaluating AI-generated texts. Participants had the opportunity to choose from three options and examine one of them more closely. These options were:

1. ROBOT Test: https://thelibrairy.wordpress.com/2020/03/11/the-robot-test
2. Questions to Ask: https://utsouthwestern.libguides.com/artificial-intelligence/generative-ai-questions
3. How to Critically Evaluate GenAI Output: https://ucddublin.pressbooks.pub/StudentResourcev1_od/chapter/how-to-critically-evaluate-genai-output/

Among the methods presented was the ROBOT test. One participant noted, "The acronym is helpful to memorize the questions to keep in mind when assessing output." Another commented, "There is a lot of information needed to answer the questions of the ROBOT test."

The lecture emphasized the relevance of information literacy in the context of AI. One participant summarized, "It was shown once again how important it (always) is to analyze the source critically." This insight is relevant for AI-generated content and all types of information.

Another contribution underlined the importance of critical thinking, "The lack of distinction between true and false surprised me. Even though it's obvious, we don't give it much thought." This shows how important it is to consider the broader context when evaluating information.

Conclusions and Outlook

Participants drew various conclusions from the lecture. One comment included "Think first and use AI after," while another emphasized the importance of cross-checking results with different tools. A participant summed up with the following, "I always find it interesting how other people approach the topic and what they emphasize."

The Coffee Lecture demonstrated how complex topics can be conveyed in an accessible format. It provided space for exchange on information literacy and promoted critical engagement with AI-generated content.

Academic libraries play a central role in promoting critical thinking, especially in the increasingly AI-shaped information landscape. Through events like this Coffee Lecture, they actively contribute to sensitizing students and researchers to the challenges of information evaluation and provide them with tools to question and assess information —regardless of its source critically. ■

The Evolution of Information Literacy at the International Islamic University Malaysia: A Strategic Partnership Between Dar Al-Hikmah Library and Ahmad Ibrahim Kulliyyah of Laws

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Information literacy (IL) is an essential component in legal education, providing students with research and critical thinking skills. At the International Islamic University Malaysia (IIUM), the Legal IL programme evolved through a strong partnership between Dar al-Hikmah Library (DaHL) and the Ahmad Ibrahim Kulliyyah of Laws (AIKOL).

Early Beginnings (2000–2002)

IL in DaHL was initiated in 2000 with Basic Library Instruction, where reference librarians held voluntary classes focusing on using the Online Public Access Catalogue (OPAC) and library resources. In 2001, this collaboration expanded with the introduction of IL component into the LE4000 (English for Academic Purposes) under the Centre for Languages and Pre-University Academic Development (CELPAD). This initiated the first formal partnership with the academic faculties.

Developmental Phase (2002–2009)

In 2002, IL become integrated into the legal curriculum with LAW 1030 (Legal Method), for first-year, second semester law students. The module mainly consisted of a library tour and quizzes on the physical legal resources such as statutes, law reports, law journals, and law textbooks. During the library tour, students were shown how to retrieve printed acts, cases, articles, and law books.

By 2009, it became evident that tours and quizzes were insufficient. Following consultations with AIKOL academics teaching LAW 1030, the IL modules were expanded to include classroom sessions on legal citations, research skill, and law databases. These modules trained students in locating acts (statutes), cases (law reports), articles (law journals), and books (OPAC) using online resources.

Additionally, the library supported LAW 2020 (Compulsory Moots) for second-year students, guiding them through legal research using digests and citators. At the same time, IL module for LAW 6812 (Law Research Methodology) was introduced focusing on advanced legal research techniques for postgraduate students.

Programme Evolution (2009–2011)

Between 2009 and 2011, the programme expanded to Arabic-language research. By 2011, tailored IL sessions were provided for both English and Arabic-speaking students. The library also began receiving requests from Harun M. Hashim Law Centre for its postgraduate, Diploma in Administration of Islamic Judiciary (DAIJ) and Diploma in Law and Correctional Science (DILCOS) programmes.

Digital Transformation and Adaptation (2011–2021)

From 2011, IL embraced digital tools. With technological advancements, the library ensured continuous IL module updates. In 2020, the COVID-19 pandemic necessitated a shift to online

learning. The library responded by offering online classes and creating video tutorials on its YouTube channel, offering students essential training on legal research techniques remotely.

Image 2.1: Evolution of Legal Research Skill at Dar Al Hikmah Library, IIUM

The Present and Future: Inclusion of AI (2021–Present)

In 2021, the IL programme was further enhanced with LAWS 1330 (Legal Method), which introduced students to artificial intelligence (AI) tools to assist students with legal research. Rather than fully integrating AI into the curriculum, the course familiarizes students with AI-driven tools by teaching them how to insert prompts to find articles, cases, and other legal resources. This ensures that IIUM graduates are prepared for the evolving demands of the legal profession.

From its humble beginnings in 2000, the IL programme for AIKOL has continuously evolved to meet the demands of students and the legal profession. The strong partnership between DaHL and AIKOL continues to equip IIUM law students with the research skills required to succeed in a rapidly changing world. ■
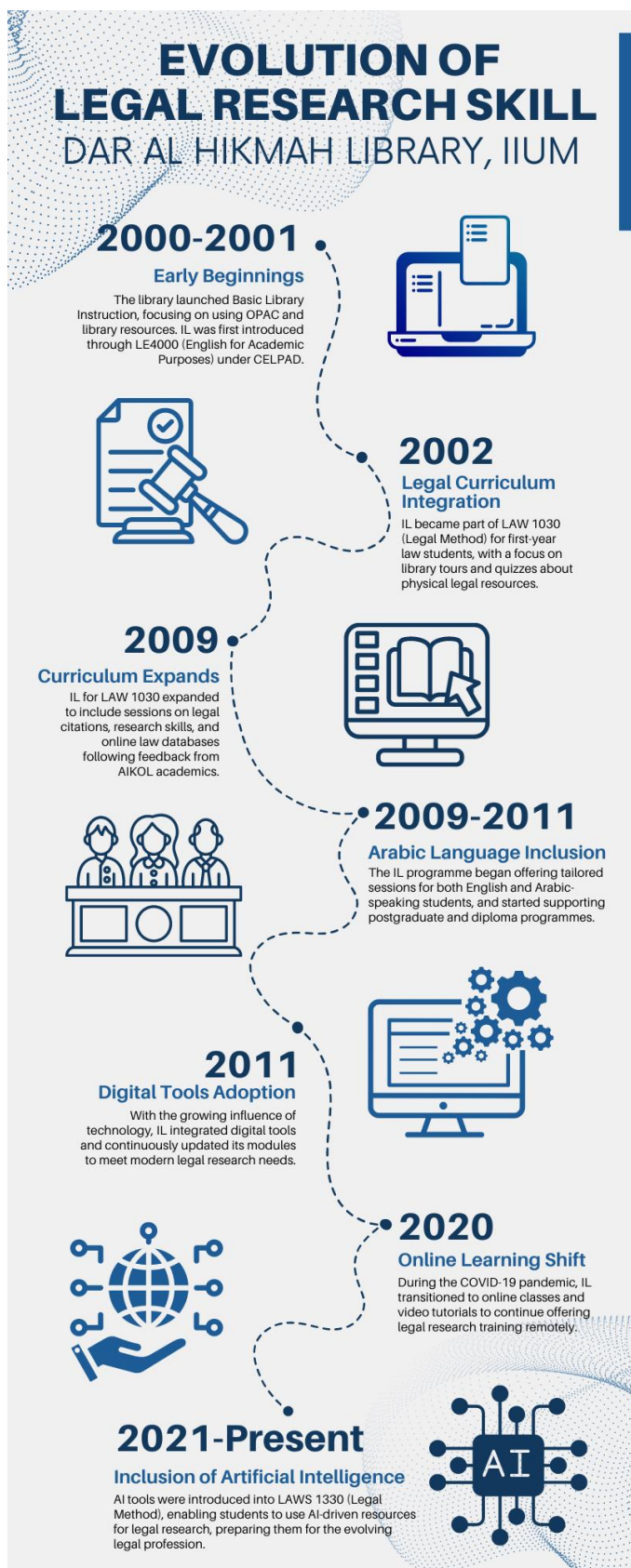
The Future of Research Methodology: Integrating AI for Better Outcomes

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The rapid rise of artificial intelligence (AI) has brought about significant changes across many fields, including research. In response to these developments, the Dar al-Hikmah Library (DaHL), in collaboration with the Centre for Postgraduate Studies (CPS), has introduced AI-focused Research Methodology sessions to equip postgraduate students with the skills needed to incorporate AI into their research workflows. These sessions see the incorporation of AI into an information literacy initiative. The library currently provides seven modules of information literacy classes which are:

1. Basic Library Skills,
2. Library Tour,
3. Legal Research Skills,
4. Advanced Library Skills (Undergraduate),
5. Advanced Research Skills (Postgraduate),
6. Reference Tool (Mendeley), and
7. Systematic Literature Search.

The primary objective of these sessions is to help students become proficient in using AI tools to streamline their research processes. AI can significantly enhance productivity by automating labour-intensive tasks such as data analysis, literature reviews, and trend identification. These tools allow students to focus on more strategic and creative aspects of their research, fostering deeper insights and more innovative solutions.

However, while promoting the use of AI in research, we also emphasise the importance of maintaining ethical standards. Students must understand that while AI tools can provide significant advantages, they must be used responsibly to avoid data privacy violations or biased outcomes. By incorporating discussions on ethics, we aim to foster a generation of researchers who are technically adept and ethically grounded.

Image 3.1: Advertisement for instructors to lead "Artificial Intelligence (AI) Classes for Research Methods"

The Dar al-Hikmah Library actively seeks out AI experts from both students and staff to serve as instructors, creating an inclusive learning environment. This peer-to-peer model enhances the learning experience by providing students the opportunity to engage with peers who are also navigating AI tools in their research.

To date, the library had organised five sessions under this initiative. The sessions cover a variety of

topics, ranging from the basics of AI in research to more advanced applications, namely:

1. AI-Powered Research Proposals: A Step-By-Step Guides,
2. Managing Literature Review Using AI,
3. Data Cleaning and Machine Learning (ML) Mastery,
4. Image Creator: Basic Prompt to Image Using Bing, AI & Co-Pilot, and
5. Human and AI Collaboration: Prompt Engineering for Academics.

Image 3.2: Promotional poster for the session, "AI-Powered Research Proposals: A Step-by-Step Guides"

The practical element of these sessions is crucial. Participants engage in real-world research tasks, utilising AI tools to enhance their project work. This hands-on approach builds confidence and ensures that students leave the class with practical skills they can apply immediately in their research projects.

Image 3.3: An instructor providing hands-on assistance to a student during one of the classes

Feedback from these classes has been overwhelmingly positive. Students appreciate how AI tools simplify complex tasks and free up time for more in-depth analysis and thought. The collaborative teaching model has also been well-received, with participants enjoying the peer-to-peer learning dynamic. With five successful sessions completed, we plan to expand the programme further, offering additional specialised workshops that delve deeper into specific AI applications in research.

Through the integration of AI tools and ethical considerations into Research Methodology, Dar al-Hikmah Library, in collaboration with the Centre for Postgraduate Studies, is fostering a new generation of researchers who are both technologically proficient and ethically aware. These sessions provide students with the tools they need to succeed in a rapidly evolving research landscape while also instilling the values necessary for responsible AI use. ■

Library Information Literacy Workshops at the Royal Melbourne Institute of Technology in Vietnam (RMIT Vietnam): A Reflection from a Liaison Librarian

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As a Liaison Librarian for The Business School, I design and deliver information literacy workshops. My work directly impacts the development of students' information research skills. These workshops are essential to students' ability to find and critically engage with information in their academic and professional lives. At RMIT Vietnam, Liaison Librarians are encouraged to take the Graduate Certificate in Tertiary Learning & Teaching program to develop their pedagogical knowledge and skills. After completing this program, I deepened my teaching practice and developed a process of inquiry for investigating and addressing problems related to learning and teaching. Applying recent insights from a Transformational Learning and Teaching course, the first course of this program, I understand that focusing on direct instruction, active learning, and assessment rubrics is key to effective workshops.

Direct instruction, a pedagogical model, concentrates on gradual learning stages utilizing outlined and prescribed educational tasks (Kirschner and Hendrick 2024). I use direct instruction to quickly acquaint students with specialized resources such as business databases and complex referencing tools. Direct instruction breaks down complex steps into easy-to-follow stages, helping students from information literacy workshops gain both the knowledge and confidence to apply what they have learned. This approach ensures clear communication and smooth skill development (Rolf and Slocum 2021).

Liaisons are more effective by proactively interacting with lecturers and observing classroom dynamics. In this way, I can better find tools and resources beneficial to the students' projects. When teaching referencing, I use detailed examples (Image 4.1), with a targeted approach thanks to ongoing collaboration with professors, ensuring that students obtain specific information needed for assessment. Incorporating active learning techniques remains a priority throughout the process. At RMIT University, interactive activities encourage students to apply new knowledge and skills in real time. This active engagement significantly improves both comprehension and retention (Zainuddin et al. 2020).
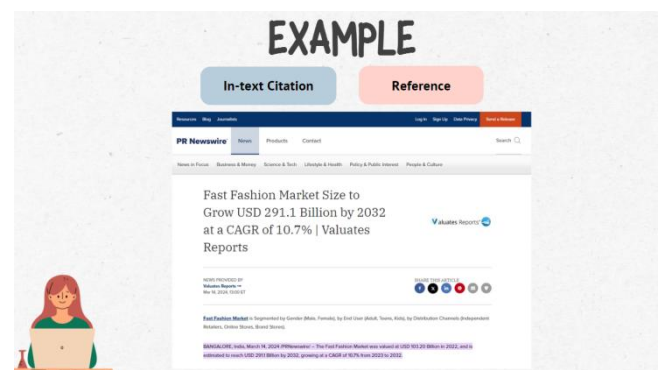
Image 4.1: Slide illustrating an example of In-text Citation and Reference

My previous design approach was to organize workshop content around specific assignment requirements. Now, I set workshop expectations using comprehensive rubrics. These rubrics help students and instructors discuss improving database searches, resource evaluation, and citation skills. Information research and referencing skills are graded at RMIT Vietnam, highlighting the importance of these skills as part of the formal evaluation (Image 4.2). By focusing on rubrics, I can better relate workshops to students' and lecturers' needs. This approach helps students develop academic success skills (Pang, et al. 2022).

Image 4.2: Slide illustrating an Assignment Rubric

My Lessons Learned

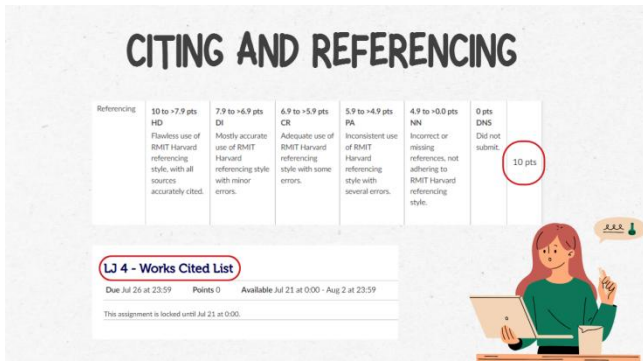Now, I clearly see the crucial role of the Information Literacy workshops in empowering students with their studies. By combining direct instruction with active learning and close collaboration with both students and lecturers, I modified my teaching materials to effectively meet student requirements. The focus now is to expand my role as a bridge between lecturers and students, assuring my sessions give students what they need. Collaboration guarantees that my workshops maintain relevance and enhance student achievement.

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Zainuddin, Z., et al. 2020. "The Role of Gamified E-Quizzes on Student Learning and Engagement: An Interactive Gamification Solution for a Formative Assessment System," Computers & Education, 145. ■

NANUB: The National Network for Information Literacy Instruction in Academic Libraries in Norway

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About NANUB

This national network was established after VIRAK 2022, Norway's biggest congress for academic libraries. Several colleagues wanted to create a place for continuous professional development (CPD), exchange of experiences and ideas, and collaborate regarding information literacy skills teaching.

They felt the need to discuss questions such as "What is our unique professional contribution?" "How do we develop our teaching skills and content?" or "What do we need in order to feel confident in our role as a teacher?"

That means, everyone teaching in academic libraries is welcome to this network, whether they teach little or much, or have long or short experience.

Activities so far: Half day seminar

In May 2023, the first half day seminar took place online. It was the start of the network's work. The topic was "Library Didactic and Academic Writing."

The keynote was given by Ellen Nierenberg on "Barriers and enablers to information literacy development: What practices are recommended for librarians and other instructors?"

https://drive.google.com/file/d/1JrbzGChEdsmSdybaecm5-LkaJobc3n5g/view

The presentation was based on her PhD research and trial lecture. Some of you might have listened to her presentation at the 2023 European Conference on Information Literacy (ECIL), but if not, you can read her PhD thesis from 2022, "Understanding the Development Of Information Literacy in Higher Education: Knowing, Doing, and Feeling."
https://munin.uit.no/handle/10037/27245

The keynote was followed by two sessions: "Pedagogical Practices in Libraries" and "Academic Writing and Information Literacy." For me, the most interesting was the following:

1. A course on Library Didactics developed by colleagues from several Norwegian university libraries. https://bibliotekutvikling.no/kurs/courses/bibliotekdidaktikk/
2. The Writing Centre of the Western Norway University of Applied Sciences. It coordinates the library's writing support and organises student tutoring, Shut up and Write, workshops and courses. https://www.hvl.no/en/library/writing-and-referencing/the-hvl-writing-centre/
3. The Writing Centre of NMBU, the Norwegian University of Life Sciences. It offers help to students to improve their academic writing skill - from critical reading and note taking, to draft and revise essays, research reports and theses. Most interesting is the YouTube channel with a series of videos about this topic. https://www.youtube.com/@nmbuwritingcentre3233

"Digital coffee party" (in Norwegian: "digital kaffeslabberas")

There have been four coffee parties so far, two in 2023 and two in 2024.

Topics for the meetings: "Artificial intelligence and source criticism," "Student activating teaching," "How do we organise the exchange of experiences and professional development locally?" and "Keenious in library teaching."

There is no space for a detailed description of those online meetings in this article. I just want to highlight the course, "Digital source criticism" developed by the University of Bergen Library, which includes four modules.

https://mitt.uib.no/courses/41184/modules

The last module, "Science in Artificial Intelligence," was discussed at one of the mentioned meetings, and I think it's great. All videos are in Norwegian, but you can listen with English subtitles.
https://mitt.uib.no/courses/41184/pages/science-in-artificial-intelligence-ai?module_item_id=580620

The next coffee party will take place online in December 2024, and the topic will be "Library instruction and sustainability." What do libraries do in their teaching to strengthen students' well-being, mental health, social cohesion, reading skills, etc.? I am sure that will be another exciting opportunity for learning and exchange of experiences.

In 2025, NANUB finally wants to organise a physical network meeting. For more information about NANUB, check out its website:
https://sites.google.com/view/nanub/home ■

Penrose Library at Whitman College Launches New Information Literacy Initiatives

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Whitman College, a liberal arts institution located in Walla Walla, Washington, USA, is known for its rigorous academics and close-knit community. The Penrose Library plays a vital role in supporting student learning and research at Whitman, providing a wide array of resources and services tailored to meet the needs of its diverse student body.

Penrose Library is excited to announce several new information literacy initiatives aimed at enhancing student engagement and academic success. One of our flagship programs is the "Library Carnival," a fun and interactive event introduced during new student orientations. This initiative helps students familiarize themselves with library services and resources, making the library an accessible and welcoming space from the start.

A major project for our Instruction and Research Services Team, beginning last year and continuing through 2024-2025, involves combining two existing library courses, Library 150 and Library 160, into a single 2-credit course. We are also revisiting our Library 100 course to better meet student needs, especially considering our growing role in the First-Year Seminar program.

In addition, we offer workshops on key topics such as thesis research organization, Zotero, developing academic skills, and reflecting our ongoing commitment to supporting students' academic journeys.

We have strengthened our partnership with the Academic Resource Center (ARC), leading to an increase in workshops and programming in recent years. The Academic Skills Workshops are a result of these outreach efforts, and we continue to explore ways to maintain student engagement year-round through collaborative programming with various student groups.

This year, Penrose Library has introduced a new position focused on student success, marking a period of positive change. We have deepened our outreach to the Academic Resource Center through targeted workshops and library tours for Academic Skills students. Additionally, our intentional reference services for neurodivergent students have improved access to personalized support. With a seat on the First-Year Retention Group, led by Dean Kazi Joshua, we have re-established our role in both new student and international student orientations.

Ongoing efforts include evaluating how the library can better support student success, such as offering reference services outside of the library — at ARC, dining halls, or residence halls — and redesigning our online library guides to be mobile-friendly, recognizing that many students conduct research on their phones and tablets. We are also working on an AI literacy research guide to help students navigate emerging technologies, and we have launched an Instagram account to further engage with students.

These exciting initiatives highlight Penrose Library's dedication to evolving and expanding services to better meet the needs of Whitman College's student body. ∎

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Thank you!

Thanks for reading this newsletter from the IFLA Information Literacy Section.

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