



IFLA Section
Information Literacy

Newsletter

From the Editorial Team

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Welcome to our Winter Newsletter!

We are pleased to share with you the latest issue of the IFLA Information Literacy Section Newsletter. This edition brings together 10 contributions from different regions of the world, each offering valuable insight into how information literacy is being promoted, adapted, and reimagined in a variety of contexts.

To reflect the richness and diversity of these contributions, we have grouped them into three thematic columns:

Information Literacy Innovations in Higher Education

Academic libraries are emerging as key drivers of information and AI literacy education. This column brings together cutting-edge practices from university libraries in Singapore, China, India, and Iran—exploring AI integration, reimagining subject services, and advancing resource development—showcasing systematic innovation and localized responses in global higher education.

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Information Literacy in Primary Education

Information literacy cultivation should begin in basic education. This column features two cases from Croatia and South Africa: one building interdisciplinary connections through e-catalogues, the other supporting teachers in contexts lacking dedicated librarian roles. These examples highlight diverse approaches and real-world challenges in advancing IL in primary school settings.

Insights from International Conferences

International conferences offer a vital window into trends and dialogues within the information literacy field. This column selects key content from the 9th European Conference on Information Literacy (ECIL) and the Information Literacy Section Satellite Meeting at WLIC 2025, delivering frontline discussions and collaborative developments to our readers.

The three feature sections in this issue outline a multifaceted landscape of global information literacy development through the lenses of higher education innovation, school-level practice, and international insights. From systematic explorations in academic libraries and adaptive attempts in school settings to emerging consensus and trends at international conferences, they collectively affirm one core message: information literacy has become an essential competency for empowering individuals, connecting knowledge, and responding to contemporary challenges. We hope these experiences from different countries and educational stages will inspire your practice and foster broader professional dialogue and collaboration. ■



Special Feature

Libraries Leading in Equitable AI Literacy

Report: Libraries at the Frontline of Equitable AI literacy

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As every year, tomorrow marks the end of the Global Media and Information Literacy week that is taking place this year between 24 and 31st October to raise awareness and celebrate the progress achieved towards Media and Information Literacy for all.

In regard of this week, IFLA is glad to release its new report on libraries and AI literacy, addressing the findings of the Media and Information Literacy for Social Resilience (MILSR) project, also known as the 'Supercharged by AI' exhibition and workshops. The project took place across 10 European countries and was led by a consortium of partners including: IFLA, the [Tactical Technology Collective](#) and Politecnico Di Milano's [Density Design Lab](#), as well as by library focal points in each country (see report). It was funded by the [European Media and Information Fund \(EMIF\)](#) of the [Calouste Gulbenkian Foundation](#).

A preview of the findings of the report was released during a [session](#) at the 89th World Library and Information Congress (WLIC).

The MILSR was conceived having the modern digital landscape and current challenges in mind, as a direct response that acknowledges not only the urgent need for global coordinated AI literacy efforts, but also how the global library network is one of the most equitable and widespread global channels to deliver on AI literacy in ways that are inclusive, ethical and locally responsive.

The project strengthened the resilience of many European libraries and their communities and evidenced the systemic impact of initiatives like the MILSR that focus on outcome-based learning

that empowers individuals to navigate the evolving AI landscape, whether via foundational level knowledge or through more advanced technical skills development.

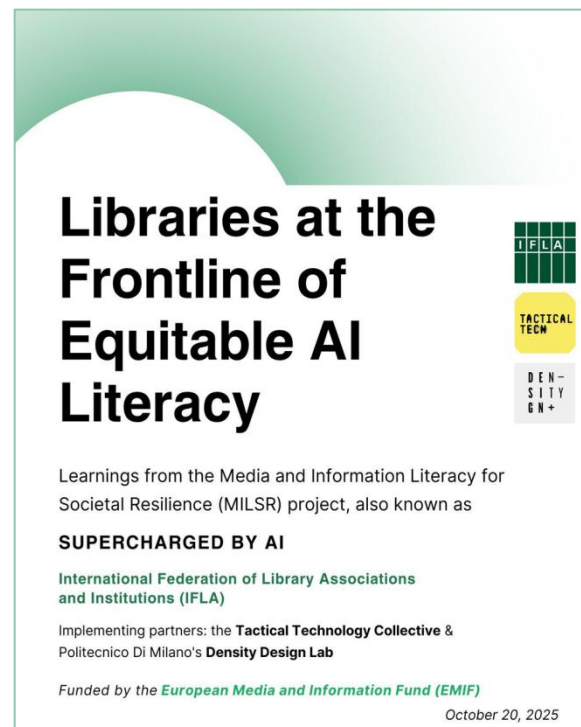


Fig 0.1. The cover of *Libraries at the Frontline of Equitable AI Literacy* ■



Information Literacy Innovations in Higher Education

The Next Chapter in AI and Information Discovery in Academic Libraries: Three Trends Shaping the Information Literacy and AI Literacy at NUS Libraries in 2025

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The development of information literacy education has always been intertwined with information discovery tools and technologies. This year, we have identified three specific trends relating to Generative Artificial Intelligence (AI) based on publisher implementations, faculty feedback, and peer-reviewed research that are reshaping information literacy instruction.

From AI summarization and query tools (Taylor et al., 2025) to applications of these tools in discipline-specific strategies, there is growing potential for libraries to complement traditional information literacy instruction with modern AI-powered strategies.

NUS Libraries have kept close watch on these developments, and in this newsletter we share three trends that have transformed the way we approach information literacy instruction in an age of AI.

Here are the three AI-related trends we have observed from 2024 to 2025, backed by industry and research evidence:

Trend #1: Publishers are increasingly integrating AI tools into their databases to enhance content discovery, boost visibility, and help learners make sense of the material more effectively

In 2024 and 2025, publishers began rolling out AI tools within their databases without

additional charges. These tools enable generative AI-powered natural language querying and summarization, complementing traditional keyword and Boolean search methods.

Examples of this rollout include (not exhaustive):

- 2024: Statista AI, Factiva Smart Summary, Dimensions AI-driven summarization
- 2025: JSTOR AI Research Tool, ProQuest research assistant

There are two main categories of tools, namely, search query tools and summarization tools:

Search Query Tools	Summarisation Tools
• Enter questions or topics in natural language • AI interprets “user intent” and translates into Boolean or optimised search queries for more relevant search results • e.g. Summon AI Assistant, Statista Research AI	• Provides concise summaries or key takeaways • AI helps user quickly assess relevance of documents without reading full text • e.g. Dimensions AI Summarization, Patsnap AI Summary

Fig 1.1. Trends in AI library technology. Note. Adapted from Taylor, J., Dagan, K., Youngberg, M., Kaufman, T., & Radding, J. (2025). A survey of AI tools in library tech: Accelerating into and unlocking streamlined enhanced convenient empowering game-changers. *Journal of Electronic Resources Librarianship*, 37(2), 217 – 229. <https://doi.org/10.1080/1941126X.2025.2497738>.

While these tools increase the speed and accessibility at which users obtain curated content from databases, a welcome complement to the relatively manual method of keyword searching, AI generated content in databases also present risks such as inaccuracy and negative impacts on learning.

To mitigate these risks at NUS Libraries, the [integration of these tools in information literacy instruction](#) is guided by [university policies](#) and individual lecturers’ classroom requirements. Instead of encouraging uninhibited AI usage, we introduce AI-enabled features selectively, aligning them with course learning outcomes while considering both their benefits and potential impacts on student learning.

What academic libraries can do:

- Conduct frequent reviews of database vendor updates to identify new AI features
- Develop evaluation criteria for AI tools including accuracy, bias, and pedagogical value
- Create staff training for new AI-enabled database features, to equip them with the necessary skills to design and deliver AI-integrated information literacy programs for students

Trend #2: Lecturers across multiple disciplines are partnering with librarians to embed generative AI into information literacy instruction

Based on our 2024-2025 program data, faculty-librarian collaboration for AI integration in library instruction increased significantly over the previous year, with partnerships coming from lecturers across multiple disciplines. In 2025, NUS Libraries embedded AI-enabled features in over 20 programs across approximately 10 departments, including pharmacy, business, medicine, public health, nursing, design and engineering, food science, dentistry, and chemistry. This collaboration reflects a shared commitment to equipping students with the skills needed for AI-driven information discovery.

We complement our instruction on information search and discovery with education on boundaries and responsible use as prescribed by policy.

This is consistent with recent journal articles emphasizing the role of librarians in developing sophisticated understanding of AI use cases and limitations in coursework (Carroll & Borycz, 2024), and studies revealing the role of librarians in raising awareness of ethical use of information and generative AI tools in library research (Chaudhuri & Terrones, 2025).

What academic libraries can do:

- Familiarize yourself with the institutional or faculty policy and the guidelines for alignment purposes

- Where lecturers are interested in AI, do have conversations with them on the AI and information literacy options available by the library

Trend #3: Emerging evidence on generative AI tools on students' cognitive effects

Emerging research highlights potentially negative effects from reliance on generative AI. Kosmyna et al. (2024) found that students using ChatGPT for essay writing showed measurable 'cognitive debt,' while Lee et al. (2025) documented reduced critical thinking effort among knowledge workers. These findings suggest libraries must balance AI integration with cognitive skill preservation:

- Kosmyna, N., Hauptmann, E., Yuan, Y. T., Situ, J., Liao, X.-H., Beresnitzky, A. V., Braunstein, I., & Maes, P. (2025). Your brain on chatgpt: Accumulation of cognitive debt when using an ai assistant for essay writing task. arXiv. <https://doi.org/10.48550/ARXIV.2506.08872>
- Lee, H.-P. (Hank), Sarkar, A., Tankelevitch, L., Drosos, I., Rintel, S., Banks, R., & Wilson, N. (2025). The impact of generative ai on critical thinking: Self-reported reductions in cognitive effort and confidence effects from a survey of knowledge workers. Proceedings of the 2025 CHI Conference on Human Factors in Computing Systems, 1–22. <https://doi.org/10.1145/3706598.3713778>

In response, NUS Libraries launched [THE1004: Learning to Learn](#), a program designed to teach students the science of learning. Additionally, the library has developed infographics to raise awareness about the potential impact of AI on cognitive processes and critical thinking. To date, we have over 4000 learners, 91% of which were able to identify the concepts taught and 92% of which rated the course good or excellent.

What academic libraries can do:

- Understand that AI use can impact learning and critical thinking, and what this means for the way in which we teach information literacy together with AI literacy
- Emphasise the need for human oversight when using AI in information discovery

Final Thought: Learning with AI as a research buddy

Success in AI-enhanced information literacy requires libraries to strategically balance technological adoption with pedagogical responsibility. This means emphasising that AI tools can assist, but do not replace critical thinking skills, in order to maintain our core mission of developing independent, discerning researchers in our information literacy programs. Beyond database integrated AI tools, there are a host of conversational and generative AI tools such as ChatGPT and Perplexity which students are using for their academic work and research process. Looking ahead, the future is bright for libraries that seize this opportunity to empower learners with the critical digital literacy skills to use these tools effectively.

Acknowledgments

We would like to acknowledge: our colleagues from APRM, EREP, the Innovations Matrix, Sukanya Naidu and Wong Suei Nee for their contribution to the AI Literacy work at NUS Libraries; Richard Ho, Mak Jie Ying and Patsy Chia for their contribution to THE1004; and Marcus Wong and Natalie Pang for looking through drafts of this piece.

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Subject Librarian Reconstruction: Information Literacy-Driven Academic Support

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Positioning information literacy as central to subject services in contemporary higher education shifts the role of subject librarians from resource provision to information literacy education (Li et al., 2025). While traditional models emphasize database instruction and document delivery, emerging practices recognize that meaningful engagement with disciplinary communities requires librarians to cultivate students' abilities to access, evaluate, create, and use information ethically within authentic research contexts. This reflects a broader rethinking of academic libraries' educational mission: from transactional services toward sustained partnerships that support critical thinking and scholarly inquiry (Association of College & Research Libraries [ACRL], 2015).

Information literacy in this expanded sense includes not only searching for literature and evaluating sources, but also navigating ethical questions surrounding data use, algorithmic bias, and academic integrity. When subject librarians embed information literacy within specific disciplinary contexts and design differentiated interventions relevant to diverse groups of learners, libraries can function as sites of genuine intellectual development rather than mere repositories. This article examines three cases from recent practice that show how information literacy frameworks can guide collaboration with faculty and students across disciplines, demonstrating libraries' potential as vital partners in cultivating scholarly capabilities.

Case 1: Business School. Cultivating Information Literacy in Intelligent Accounting

In spring 2025, I collaborated with Prof. Song Liangrong's Intelligent Accounting Research Group and visiting editors from Finance & Accounting Monthly to assess information needs of students in computational auditing. Interviews and focus groups revealed a persistent challenge beyond language barriers. Students exploring intelligent audit automation, such as robotic process automation for invoice processing, real-time XBRL reporting, and algorithmic fraud detection, struggled to identify foundational resources that could bridge their existing knowledge to the technical sophistication of current research.

The issue was not only that core literature was predominantly in English; more fundamentally, students lacked strategies to locate sources that offered conceptual scaffolding for advanced applications. They could execute searches but had trouble evaluating relevance, recognizing when to pivot, or choosing alternative strategies. This represented a classic information literacy challenge: a gap between mechanical search skills and the deeper competencies required for effective scholarly inquiry.

Using an information literacy intervention strategy drawing on the ACRL Framework's "Information Creation as a Process," I designed an intervention to address immediate resource gaps while developing long-term information literacy capabilities (ACRL, 2015). Rather than simply providing translations, the project engaged students as active co-creators and curators of scholarly resources, fostering metacognitive awareness of how information is produced, evaluated, and disseminated within disciplinary communities.

Phase one used computational tools to generate approximately 1,400 translated abstracts on intelligent auditing topics such as algorithmic transparency, bias detection, and

audit trail documentation. The pedagogical value lay in what followed: a student team conducted systematic quality control and curation, requiring sophisticated evaluation criteria. Students verified disciplinary terminology, assessed whether translations preserved technical meaning, identified lost cultural or conceptual context, and balanced readability with accuracy for peers. This cultivated “information reconstruction” capabilities, i.e., the ability to critically assess information products and reshape them for community needs.

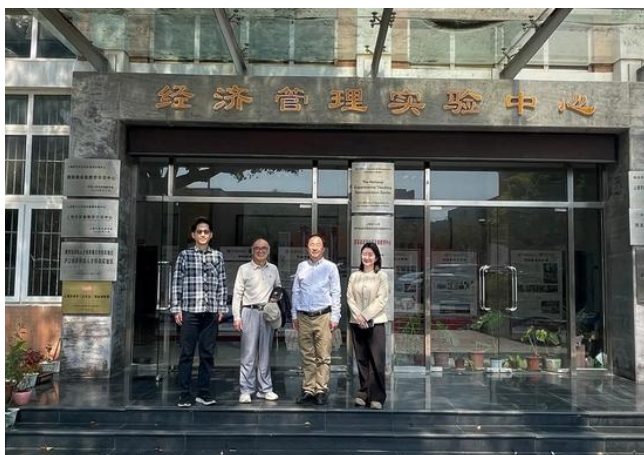


Fig 2.1. Cooperation between Subject Librarian and Business School

The outcomes for information literacy enhancement showed encouraging results. Quantitatively, students’ literature reading efficiency improved by approximately 40% over the semester. Qualitatively, students reported more confidence in independently locating and understanding international research, not just due to access to translated abstracts but because curation taught them to recognize patterns in scholarly argumentation and identify key concepts to guide further searching.

Equally valuable was the development of critical thinking about automated information processing. Students encountered numerous instances where machine-generated content failed to capture disciplinary nuance. This led to the mistranslation of terms, loss of context, and flattening of subtle distinctions. These experiences fostered healthy skepticism about computational tools and strengthened awareness that all information products require

human judgment and critical evaluation. In subsequent projects, students paid greater attention to provenance and reliability, especially when automation or synthesis was involved. More broadly, the project exemplified what Li and Feng (2025) call “resource provision and collaborative dynamics,” which speaks to engaging students as active participants in knowledge creation so that transferable information literacy competencies can be developed (Li & Feng, 2025).

Case 2: Sino-German School. Differentiated Information Literacy Instruction for Diverse Learners Challenge: Breaking the One-Size-Fits-All Model

Traditional information literacy instruction often assumes homogeneous student populations and standardized competencies, neglecting varied starting points, learning styles, and goals. In the Sino-German School, student backgrounds differed markedly: first-generation college students had limited exposure to academic databases; high-achieving students were adept with advanced search but less aware of algorithmic bias or data privacy; and career-switchers needed discipline-specific skills for professional transitions.

A three-part workshop series (January to June 2025) was designed by Dr Li, that diverged from tool-centric instruction. Instead of focusing on specific databases, the workshops centered on shared scholarly inquiry challenges, offering multiple pathways for skill development tailored to participants’ needs. The goal was to create environments where students at different levels could engage productively with core concepts while developing competencies suited to their circumstances.

Grounded in social constructivism and the ACRL Framework’s “Research as Inquiry” as flexible and iterative processes, the workshops used authentic disciplinary challenges and collaborative problem-solving. Facilitation

supported individual skill growth and collective knowledge building.

Workshop 1 focused on collaborative search strategy development. Instead of demonstrating predetermined techniques, I presented complex information needs and asked small groups to design strategies using no-code computational environments. Students articulated research goals, identified appropriate sources and terms, and iteratively refined approaches. First-generation students benefited from observing expert strategies, whereas advanced students made tacit knowledge explicit and adapted approaches to new contexts. Learning occurred through active negotiation rather than passive reception.

Workshop 2 addressed bias identification in sources and automated content. Participants analyzed scholarly articles, news reports, and computational summaries to identify potential biases related to gender, geography, methodology, and so forth. High-achieving students, strong technically but less practiced in critical evaluation, developed nuanced criteria applicable across contexts. Discussions surfaced on how bias operates from word choice to framing decisions.



Fig 2.2. Cooperation between Subject Librarian and Sino-German School

Workshop 3 focused on academic integrity and ethical information use with computational tools. Participants co-developed citation templates and documentation practices for technology-assisted

writing, negotiating how to acknowledge different types of assistance while maintaining intellectual honesty. Diverse cultural assumptions about authorship led to rich deliberation. The resulting templates reflected consensus rather than imposed rules, increasing adoption likelihood.

Assessment revealed significant gains across all groups, validating the differentiated approach. First-generation students, who began with the lowest confidence, doubled task-completion efficiency and reported reduced research anxiety and greater willingness to seek help, thereby indicating growth in metacognition and self-efficacy.

High-achieving students showed substantial growth in information ethics and bias awareness. Many reported fundamentally altered evaluation practices, asking new questions about representation, methodological assumptions, and positionality. Several became peer mentors who continued information literacy discussions, forming sustainable peer learning networks beyond the formal series.

Career-switchers valued the discipline-specific areas of focus and cross-background collaboration. The structure helped them identify gaps quickly while recognizing transferable skills from prior experience. Follow-up showed that 87% of participants voluntarily documented tool usage in subsequent assignments, even when not required, indicating internalized ethical commitments rather than mere compliance.

Case 3: Department of Physical Education. Information Literacy in Health and Wellness Contexts

Information literacy applies beyond scholarly communication to domains where individuals make consequential decisions about their daily lives and well-being. In collaboration with the Department of Physical Education, I initiated a project that would simultaneously address practical needs for evidence-based fitness

assessment tools while developing students' information literacy capabilities in health contexts, thus demonstrating that the principles of critical information evaluation, data literacy, and ethical practice extend far beyond traditional academic research.

The project emerged from conversations with physical education faculty who observed that existing fitness assessment tools often failed to meet the specific needs of university students. Commercial applications typically provided recommendations based on population averages that lacked individualized nuance, while many lacked scientific grounding or transparent methodologies. Faculty members were particularly interested in developing a tool that could support the Chinese national physical fitness testing standards for college students while incorporating personalized coaching elements based on individual performance data. I assembled a cross-functional team that included students from various disciplines, staff with expertise in data curation, and sports scientists who could provide domain knowledge about exercise physiology and fitness assessment protocols. The team's goal was to develop a mobile application that could transform standardized fitness test data into personalized coaching recommendations, ultimately resulting in the registering of copyrighted software.

The project provided multiple opportunities to integrate information literacy education into authentic problem-solving contexts. The first major challenge involved identifying and evaluating appropriate data sources to inform the application's recommendations. While the library provided access to open datasets in sports science and exercise physiology, the more important pedagogical work involved facilitating students' development of sophisticated criteria for assessing the credibility and applicability of different data sources. We examined questions that required moving beyond simplistic credibility heuristics: What populations were represented in the original research, and how might findings differ for Chinese university

students? What were the limitations of different measurement approaches? How might findings from controlled laboratory studies translate into real-world fitness contexts? This work cultivated what might be termed "contextual information literacy," which is the ability to assess not just whether a source is credible in general terms but whether it is applicable to specific decision-making contexts.

The second integration point involved algorithm transparency and data literacy. As the team worked with sports scientists to develop the computational logic that would transform fitness test data into personalized recommendations, I facilitated discussions about how these algorithms functioned and what assumptions they embodied. Students learned to ask critical questions: Which variables were being measured, and what aspects of fitness might not be captured? What relationships between variables were assumed? What individual differences might not be adequately represented? This cultivated "algorithmic literacy," namely, the ability to understand and critically evaluate how computational systems process information and generate outputs. Students came to recognize that algorithms are not neutral but rather embody particular assumptions and priorities that shape their outputs.

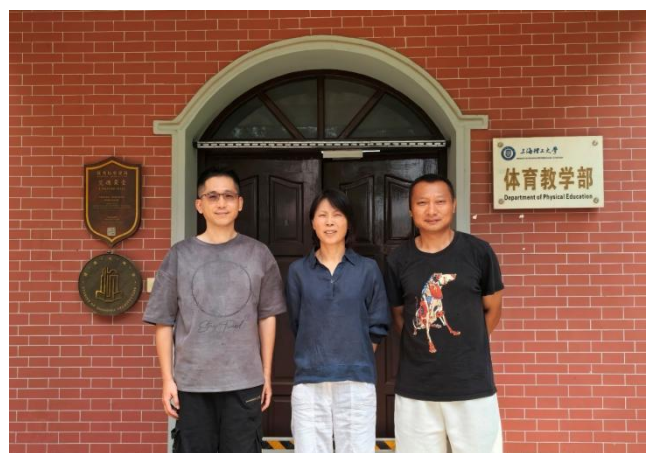


Fig 2.3. Cooperation between Subject Librarian and Physical Department

The third integration point involved privacy ethics and responsible data practices. As the

team designed the application's data collection and storage procedures, I assisted in developing protocols compliant with Chinese personal information protection laws. However, the pedagogical goal extended beyond regulatory compliance to foster deeper understanding of why privacy protections matter and how to balance potential benefits against risks to individual autonomy. Students deliberated on data minimization, retention periods, and transparent user communication: translating abstract ethical principles into specific design decisions.

The completed application was piloted with approximately 120 university students over a semester and integrated into the physical education curriculum as a tool to support fitness development. Assessment data suggested that the tool contributed to both health behavior changes and information literacy development. Participants increased their average daily physical activity levels, with step counts rising by approximately 15%. Self-reported anxiety about fitness testing decreased by 9%, suggesting that personalized coaching helped students feel more confident in their physical activity engagement.

Post-project interviews revealed impacts extending beyond immediate health outcomes. Students reported that their involvement had fundamentally altered how they approached health information more broadly, now asking critical questions when encountering fitness applications or health advice, such as: What is the evidence base? What assumptions are made about my individual circumstances? How is my data being used? These information literacy competencies, developed in the specific context of fitness assessment, appeared to be transferred to other domains. Several students reported applying similar critical frameworks to evaluating academic literature, while others noted increased skepticism toward health claims encountered on social media. This transfer effect suggests that when underlying principles of information literacy are made explicit and students practice applying them in varied

contexts, the resulting competencies can extend across different information environments and decision-making situations. The project also yielded registered copyright software, providing students with concrete evidence of their capacity to create knowledge products that address real community needs.

Discussion

Towards a new paradigm for information literacy-driven subject services; these three cases collectively illustrate key principles for subject librarianship.

From navigation to capacity-building: The primary goal shifts from tool orientation and document delivery to developing enduring competencies in information creation, evaluation, and ethical use. By engaging students as co-creators, librarians foster transferable capabilities extending beyond single tasks (ACRL, 2015).

- Embedded, discipline-centered collaboration: Information literacy has the greatest impact when rooted in authentic disciplinary challenges rather than generic instruction. Effective collaboration requires librarians to understand disciplinary practices and act as genuine partners in student learning (Li & Feng, 2025).
- Ethics and critical data literacy: With the proliferation of computational tools, issues of algorithmic bias, data privacy, transparency, and academic integrity are central. Information literacy should encompass critical data literacy, which is the capacity to understand how information systems function, recognize limitations and biases, and make ethically informed decisions (Jiao et al., 2025; Li & Zhang, 2025).
- Differentiated, learner-centered pedagogy: Recognizing diverse starting points and goals enables multiple pathways for engagement. The Sino-German workshops created conditions for foundational growth for first-generation students and deeper critical awareness for advanced students,

with both contributing to collective knowledge building (Pagowsky, 2021).

- The transformation of subject librarianship from resource provision to information literacy education is both an opportunity and a challenge. It requires new competencies in instructional design, assessment, and collaborative practice, along with deep engagement with disciplinary communities and scholarly communication systems. The cases here suggest that when subject librarians position themselves as information literacy educators, interdisciplinary collaborators, and ethics advocates, they contribute distinctively to student learning beyond traditional service models.

Promising directions include:

- Integrating computational literacy and data ethics more systematically into information literacy frameworks, and extending the ACRL Framework to address algorithmic bias, automated content generation, and privacy (ACRL, 2015; Jiao et al., 2025).
- Developing discipline-specific assessment approaches that capture nuanced competencies beyond simple search proficiency, including critical thinking, ethical reasoning, and metacognition (Oakleaf, 2009; Schilling & Applegate, 2012).
- Building professional development systems for librarians' pedagogical expertise, including instructional design and communities of practice to share strategies and learn from peers (Pagowsky, 2021; Saunders, 2012).
- Information literacy is not abstract; it is a set of interconnected competencies cultivated through carefully designed, authentic disciplinary interventions. The mission of subject librarians is to help every learner develop critical thinking, ethical awareness, and metacognitive capabilities to navigate complex information environments, including integrated capacities for lifelong learning and responsible scholarly participation. When libraries embrace this mission, they become not just repositories,

but vital intellectual commons where knowledge, inquiry, and ethical reflection converge.

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Acknowledgment

This work was supported by the China Youth & Children Research Association "Climb Plan" (Grant No.G2025-0901-005), the Humanities and Social Sciences Cultivation Fund Project (Grant No. 24SKPY04) and Labor Education Series Project (Reading Promotion Education Practice Base) of USST.

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Fostering Information Literacy at KIIT Deemed to be University, India, Libraries: Contribution from librarians

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Introduction

KIIT Deemed to be University Library actively promotes information literacy to help students and faculty members to develop the skills, needed to locate, evaluate, and effectively use information. Through workshops, seminars, online tutorials, and hands-on guidance, the library equips learners with research, critical thinking, and digital skills essential for academic success and lifelong learning. It emphasizes responsible and ethical use of information in the age of digital knowledge.

Seminars on Information literacy and information dissemination

KIIT Deemed to be University Library empowers students and faculty members with essential skills to find, evaluate, and use information effectively. Through workshops, seminars, and hands-on sessions, the libraries fosters research skills, critical thinking, and ethical use of information for academic and lifelong learning.



Fig 3.1. Regular seminar arranged by Library



Fig 3.2. Children to visit Library

KIIT Deemed to be University Library organizes special visits for children to inspire curiosity and love for learning. During these visits, children explore books, digital resources, and interactive learning tools, fostering early information literacy, research skills, and a lifelong habit of reading and knowledge exploration.



Fig 3.3. Librarians Day Program

The most recent major annual seminar for the KIIT Deemed to be University library is MANLIBNET. The primary objective of MANLIBNET is to provide a common forum for library professionals and to develop understanding and cooperation, particularly among libraries. MANLIBNET connects library professionals and helps them to identify issues and overcome challenges with advice and support from librarians around the country. On professional platforms, MANLIBNET tries to

put in contact with current and future leaders in the library profession.



Fig 3.4. International conference to our library



Fig 3.5. Attending Pattathon

Pattathon is a mini marathon organized by KIIT Deemed to be University to promote women's empowerment and celebrate the traditional

handloom sarees of Odisha, India. The event also promotes fitness and showcases the state's rich culture.



Fig 3.6. Art of Giving

The "**Art of Giving**" is a philosophy and movement established by founder of our University, Dr. Achyuta Samanta, and the program emphasizes kindness, compassion, and community engagement. It involves various initiatives, including free education for children, supporting tribal children, and organizing food drives for stray animals and underprivileged families. The movement also promotes its core values through a book, seminars, and the annual celebration of International Art of Giving Day on May 17th globally.

Conclusion

KIIT Deemed to be University Libraries play a pivotal role in nurturing information literacy among students, faculty members, and the broader community. Through its diverse programs, ranging from seminars, workshops, and conferences to outreach initiatives like children's library visits and social movements such as the "**Art of Giving**," the library goes beyond traditional services to foster a culture of lifelong learning. By integrating technology, ethical information use, and research-oriented

skills, it equips learners to thrive in the digital era. The dedication of the librarians and the institution's commitment to inclusive education ensure that KIIT Deemed to be University Libraries remain a dynamic hub for intellectual growth, innovation, and social responsibility.

Author Biography

Dr. Payel Saha graduated from North Bengal University, West Bengal, India, completed her Master's in English from Rabindra Bharati University, India, completed Master of Library and Information Science. She qualified for UGC-NET and completed her Ph.D. from Utkal University, India. She has 10 years of experience in library services and has published and reviewed many research papers nationally and internationally. ■

Northeast Normal University Library Introduces Chinese Translation of Metaliteracy Series to Advance Information Literacy Education in China

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We are pleased to announce that Northeast Normal University Library has successfully translated and published the first volume of the Metaliteracy series, *Metaliteracy: Reinventing Information Literacy to Empower Learners*, in May 2025. This landmark translation marks a significant step in introducing the metaliteracy framework to Chinese academic and library communities.

The translation project was initiated in 2023 by Wu Changhong, who facilitated collaboration between the original authors, Tom Mackey and Trudi Jacobson, and Northeast Normal University Press, with permissions secured from the American Library Association Editions. This partnership underscores a shared commitment to advancing global information literacy education.

Metaliteracy, as a holistic and metacognitive approach, redefines information literacy by integrating behavioral, cognitive, affective, and metacognitive domains. It emphasizes the role of learners as active producers and ethical participants in collaborative information environments. This translation not only fills a theoretical gap in China but also provides a practical roadmap for rethinking information literacy instruction in the age of social media and artificial intelligence.

The translated work has been selected as part of the New Education Library Series of Northeast Normal University and will serve as a core

textbook for the upcoming credit-bearing course Social Media Literacy and Metaliteracy Capabilities. Two subsequent volumes, *Metaliteracy in Practice* and *Metaliterate Learning for the Post-Truth World*, are also in preparation and scheduled for publication.

This project reflects Northeast Normal University Library's ongoing efforts to align with international standards and foster a culture of critical, reflective, and participatory learning among students. We believe that the metaliteracy framework will empower Chinese learners to become not only discerning consumers but also responsible creators of information in an increasingly complex digital world.

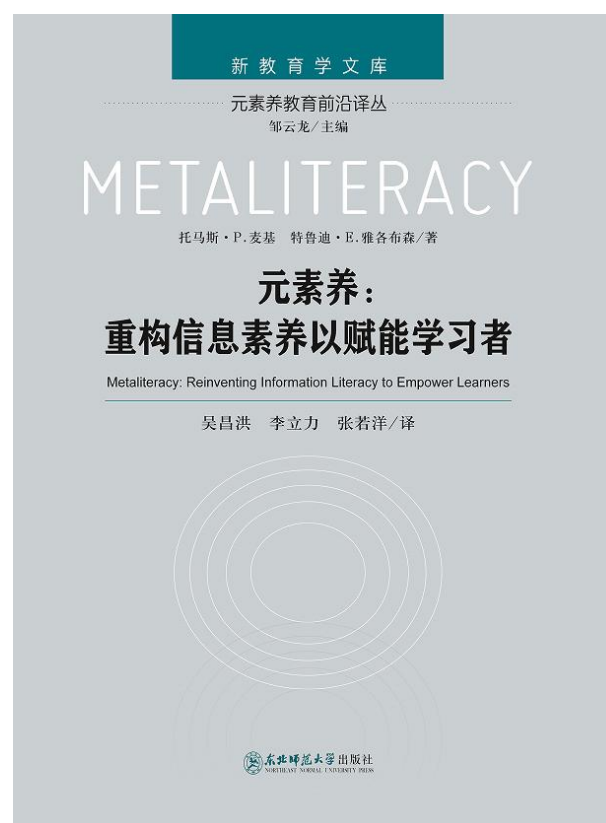


Fig 4.1. Cover of the book Metaliteracy

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Author Biography

Changhong Wu is an Information Literacy and AI Literacy Librarian at Northeast Normal University Library, China. She serves as a standing committee member of the IFLA Information Literacy Section and an international committee member of the Chinese American Librarians Association. Her research focuses on metaliteracy, AI literacy, and the transformation of library educational roles. ■

Towards the Step-by-Step Development of IL: Experiences with IL programs at Semnan University

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Can IL skill competency be created and developed at Semnan University?

When I first started working at Semnan University's Information Center in mid-2006, coinciding with my career path and keen interest in information literacy, I was disheartened by the information-seeking behavior of engineering students at all levels (undergraduate, master's, and doctoral). The evident lack of IL skills among these students motivated me to develop IL programs. Implementing such a program at a university with over 10,000 students initially seemed like a daunting, if not impossible, task. The students were eager to learn, but there was a shortage of experts with the necessary skills and knowledge to teach information literacy. The following basic questions are raised in this article: How can an IL skill set be created and developed at Semnan University? Where should one start, and what is the outlook for IL education at the university?

IL at the university level is a basic need for students and academics. For example, with the rapid growth of information technologies in recent decades, researchers such as Jones (2024) are trying to expand the areas of using artificial intelligence in the process of publishing articles in scientific journals. At the same time, the challenges of artificial intelligence in publishing

articles and journals cannot be ignored (Conroy, 2023). On the other hand, mothers, workers, employees, drivers and other ordinary people in society also need these skills, given the rapid technological changes that have occurred in their personal and professional lives.

In the early days of my work at the Information Center, I discussed the concept of IL skills with the then-vice president of research. The enthusiastic response from the vice president encouraged me to continue. Initially, in collaboration with one of the librarians from the engineering faculty (Ms. Zahra Shamsin, a master's student in Library and Information Science), we offered basic training sessions on using reference sources like Britannica and Americana in the engineering library's reading room. Gradually, we expanded our efforts to utilize the capabilities of the university's information center. Dr. Zamani, another library and information science expert, provided essential support by preparing brochures and electronic announcements.

We soon realized that one of the primary challenges faced by students and faculty was the need for access to full-text articles. Given that all tasks were performed manually, the challenges of storing and retrieving information requested by university users prompted us to consider creating a document delivery system. With the collaboration of experts from the university's IT department, we designed a document delivery system that is still in use today. A report on this system was written and published as a research article in the Journal of Library and Information Studies. As we continued to develop IL programs, we increasingly felt the need for more comprehensive training.

As mentioned earlier, the initial groundwork for IL programs was laid by conducting

workshops on reference sources. This was followed by a more formal structure in 2004, with the support of the director of the central library and document center at Semnan University (Ms. Mostajeeri, a master's candidate in Library and Information Science at that time), the Vice President of Education, and the Vice President of Research. Subsequently, it was formally approved as a resolution of the university's graduate studies council and eventually implemented.

In the early days of these workshops, we seized every opportunity to provide training. Sometimes, IL sessions were conducted individually, while other times, we held group workshops based on the capacity of the information center and student interest. These sessions were typically led by myself and two colleagues, Dr. Zamani and Ms. Mostajeeri.

Initially, the workshops focused on introducing students to information resources and the university's shared databases. Over time, as we gained a better understanding of students' information needs, the skills taught were expanded. The Association of College and Research Libraries (ACRL), which had published IL competencies for higher education students, provided a solid foundation for developing our training materials. It's worth noting that these IL standards have been translated into Persian by various scholars, including Ghasemi (2006), Marefat and Azodi (2006). Ghasemi's translation (2006) is also available on the IFLA website (Marefat, 2016).

A review of IL standards developed for various student groups, such as psychology, nursing, sociology, and media students (many of which can be found on the Association of College and Research Libraries (ACRL), demonstrates the global recognition of the importance of IL skills and competencies. Furthermore, a search of the

internet reveals a vast collection of university, library, information center, and association websites that have adopted and adapted the IL standards proposed by ACRL as benchmarks for their own institutions (such as the IL standards endorsed by the University of Liverpool, San Diego State University, and the University of Sydney's IL Policy Statement).

By studying these standards and considering the information needs observed among university users, specific skills were identified as priorities. Some of the skills taught to students at various levels at Semnan University, beginning in 2004 and based on the ACRL information literacy standards, included:

Familiarity with using library software and online catalogs to retrieve required books.

- Knowledge of library services and how to effectively use these services, including borrowing books, reference materials, journals, and theses.
- Learning to effectively gather and evaluate information sources.
- Familiarity with software for organizing information (such as OneNote).
- Knowledge of how to quickly access print and electronic resources.
- Familiarity with shared databases (continuous and discontinuous) related to the fields of study offered at Semnan University.
- Knowledge of how to find and use free databases on the World Wide Web.
- Familiarity with search engines and search techniques to increase information retrieval speed.
- Understanding of the services provided to graduate students by the Semnan University Information Center.
- Developing an understanding of ethical, legal, and social issues related to information.

- Learning how to critically evaluate information and develop critical thinking.

Our colleague, Dr. Zamani, who pursued his master's degree while working at the university's information center, significantly contributed to increasing our focus on information literacy. At my suggestion, he conducted research on IL at Semnan University for his master's thesis in 2009. The title of his thesis was "Evaluating the Effectiveness of IL Skills Training Programs: A Study of Graduate Students at Semnan University." This research, completed at the Azad University of Science and Research in Tehran in 2008, aimed to determine the effectiveness of IL training programs offered to graduate students at Semnan University. Zamani (2009) conducted an experimental study involving 60 graduate students who had enrolled in these training programs. Using a researcher-designed questionnaire, he found that 65.13% of the participating students considered the training programs to be useful and effective. Overall, Zamani's research (2009) demonstrated a significant difference in the IL skills of students before and after participating in the workshops.

The dissemination of information about IL among psychology students and faculty members at Semnan University's psychology department led to another related study. Ms. Abbasian (2014), a psychology graduate student, was interested in examining the "Impact of IL Training on Decision-Making, Problem-Solving, and Creativity among Students" for her master's thesis. Her study population consisted of female undergraduate psychology students at Semnan University. Twenty-two students who had participated in IL workshops completed questionnaires measuring IL skills, two components of the Skills for Life scale (short form), and the Torrance Tests of Creative Thinking, Form B. Her findings indicated that IL

training had a significant positive impact on students' problem-solving abilities and creativity. She concluded that enhancing students' IL skills could improve their problem-solving and creative thinking abilities.

Being hopeful is the key to success

A glimmer of hope began to shine brighter within us as we realized that while IL was once absent from Semnan University, it had gradually begun to take root. A notable example is the research conducted by Lakzai (2014), who investigated the "relationship between learning achievement motivation and knowledge sharing, with the mediating role of IL among graduate students at Semnan University." Lakzai (2014) used standardized questionnaires to measure learning achievement motivation, knowledge sharing, and information literacy. Her findings revealed a positive and significant direct effect of learning achievement motivation on knowledge sharing. Although Lakzai's research (2014) did not directly focus on information literacy, it is relevant to the field and was conducted at Semnan University.

As the importance of IL grew at Semnan University, I noticed that the IL workshops offered to students were not integrated or context based. Given the rapid evolution of information technologies (such as mobile social networks) and the changing information needs and preferences of users, the need for tailored IL training became increasingly apparent. Moreover, some literature on IL suggested that IL specialists had overlooked the importance of context-based research (e.g., Nazari, 2010).

Contextual factors are often overlooked in IL research, leading to superficial analysis of findings, as argued by Nazari (2010). Recognizing this gap, I decided to explore the

topic of IL within the context of Semnan University for my doctoral dissertation, which I defended at Kharazmi University in 2017. I believed that context-based research could provide a more accurate picture of the IL practices of students at Semnan University. Given my familiarity with the information-seeking behaviors of psychology students at Semnan University, I designed my doctoral research to answer the following questions:

- Given a contextual perspective, what are the specific information needs and challenges faced by psychology students at Semnan University?
- How do these students conceptualize their information needs?
- And how does the central library implement IL programs for psychology students?

These questions were framed using a contextual-participatory approach proposed by Nazari (2015) with the aim of identifying and developing a contextual micro-model of IL for psychology students. Nazari posited that such a micro-model should address the "what," "why," and "how" of information literacy. The results of this doctoral research were published in several articles (Marefat, Mansourian, & Zarehsaz, 2017a, 2017b).

The findings suggest that those responsible for conducting IL workshops at Semnan University need to develop and implement a context-based model of IL training within the university's central library. The micro-model developed for psychology students can serve as a starting point to address the context-specific information needs of the university. This suggests that while comprehensive IL training is essential, a contextualized approach can significantly enhance the development of these skills.

Final Words

Introducing and reviewing books that dealt with the topic of IL and IL frameworks worldwide was another activity that I included in my work schedule, in parallel with my professional activities. Examples of these works include:

- Marefat, R. (2021). Review of: Julien, Heidi, Gross, Melissa and Latham, Don (eds.). The information literacy framework: case studies of successful implementation. Lanham, MD: Rowman & Littlefield, 2020. Information Research, 26(2), review no. R717 [Retrieved from <http://www.informationr.net/ir/reviews/revs717.html>]
- Marefat, R. (2019). Developing people's information capabilities: fostering information literacy in educational, workplace and community contexts. Webology, 16(1). <http://www.webology.org/2019/v16n1/bookreview30.pdf>
- Marefat, R. 2021. Book review of Goldstein, S. (ed) 2020. Informed societies: Why information literacy matters for citizenship, participation and democracy. London: Facet Publishing. Journal of Information Literacy, 15(2), pp.195-197. <http://dx.doi.org/10.11645/15.2.2967>

I published the results of my fifteen-year efforts in the field of IL in 2021 in the form of a book at Semnan University with the following specifications:

Marefat, R. (2020). Basic information literacy skills for psychology students. Semnan University.

Although the focus of this book was on IL skills and the issue of IL frameworks was not given serious attention in this work, its publication was welcomed by the academic community,

especially students interested in information literacy, and all copies sold out quickly, so, this work soon became rare in the publishing market. The advent of artificial intelligence and AI tools has made me prioritize revising this book. I hope that a revised version will be published in Persian soon.

Adding senior high school students to IL workshops was another of my plans in the field of information literacy. The interest of senior high school students in participating in the programs was very valuable. On the other hand, the idea of establishing and launching a human-information interaction laboratory (HIILAB) also took shape in my mind, and I created this laboratory with the help of Semnan University administrators in 2021. HIILAB is currently working under my supervision at Semnan University on human-information interaction and topics related to information literacy.

The central library at Semnan University, with the support of the research vice-presidency, has been conducting IL workshops for undergraduate, graduate, and doctoral students. However, there is a need for a more integrated and context-based approach. Several master's and doctoral theses have contributed to the body of knowledge in this area, but the field is still in its early stages. The collective efforts over the past decade have laid a foundation for more professional and advanced activities in the future.

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Marefat, R. (2021). Review of: Julien, Heidi, Gross, Melissa and Latham, Don (eds.). *The information literacy framework: case studies of successful implementation*. Lanham, MD: Rowman & Littlefield, 2020. *Information Research*, 26(2), review no. R717 [Retrieved from <http://www.informationr.net/ir/reviews/revs717.html>]

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Author Biography

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Information Literacy in Primary Education

E-Catalogue: An Interdisciplinary Connection

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In response to the dynamic demands of modern education, school libraries play a central role in fostering interdisciplinary learning and developing essential student competencies. This article presents a practical example of how an e-catalogue workshop can serve as a meaningful intersection between library skills, Mathematics, and Information Technology.

Modern educational practice is characterized by interdisciplinary integration of content, with the goal of applying newly acquired knowledge through experience (Jović, 2019), thereby placing the student at the center of the educational process. Interdisciplinary collaboration enables students to actively and independently gain learning experiences (Mihelčić, 2016), making this approach more engaging. By developing various thinking strategies and connections, the quality and long-term retention of acquired knowledge increases (Maretić Požarnik, 2000). This interdisciplinary correlation involves collaboration with the school library, which stands at the center of learning by offering students materials and tools for work and study. The resources are always available and oriented toward pedagogical innovation, which is the key to creating information-literate students who grow into informed and responsible individuals (IFLA, 2015). Therefore, cooperation between teachers and librarians is extremely important. The teacher is an expert in their field, while the librarian's strength lies in teaching information literacy skills and providing access to relevant, professionally curated resources (Tikkinen & Korkeamäki, 2021).

A Workshop Example: Connecting Library, Mathematics, and ICT

A practical example of this is a workshop on searching the library's e-catalogue and applying descriptive statistics, which connects the school library with content from two school subjects: Mathematics and Information Technology. The workshop was conducted with 6th and 7th-grade elementary school students over a 90-minute session.

In the introductory part, the librarian demonstrates how to search the school library's e-catalogue using specific examples, such as books from a reading list or topics for student projects. During the demonstration, the librarian provides explanations and instructions on how to search by various elements such as author, title, keywords, or subject. Using the e-catalogue illustrates to students how technology is applied in libraries through search and data analysis algorithms. Students actively participate with comments and suggestions during the search. This is followed by an analysis of the search results. Together with the students, the librarian discusses the type of information the e-catalogue provides in response to queries. Based on the results and their analysis, students can draw conclusions about how the e-catalogue can be used and evaluate the usefulness of the results according to their needs.

Next comes the practical part: students independently search the e-catalogue on tablets to complete prepared tasks on a worksheet. They collect and classify data from the e-catalogue for each given title, and then determine the frequency of the data. Evaluation is carried out through peer review, with individual students demonstrating their search processes while others provide oral feedback and suggestions for improvement, if needed. After successfully mastering the school library e-catalogue, students apply the same method to search the public library's e-catalogue. As a final exercise, they compare search results from both catalogues using the same query. This allows students to practice essential skills in independent searching, research, and data analysis with the aim of

finding relevant information, literature, and digital resources for their education.

In the second part of the workshop, students apply the learning outcomes from statistics. They present data using bar charts to show frequency, and determine relative frequencies necessary for creating pie charts. Students can draw charts on paper, use Canva, or independently create tables and generate graphs in MS Excel. At the end of the lesson, students assess each other's work using prepared criteria, evaluating the work of their desk partner.

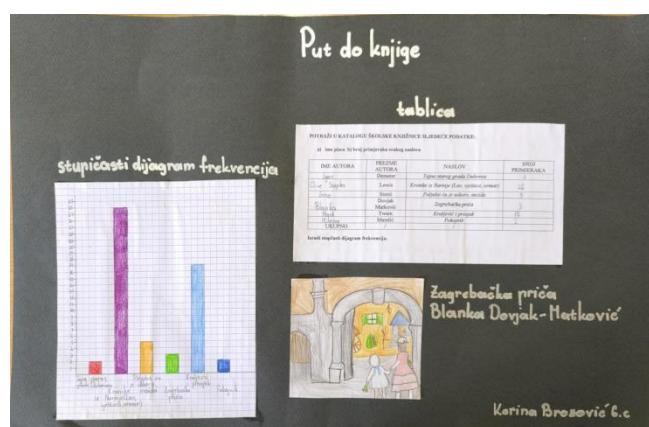


Fig 6.1. Example of student's work – worksheet and bar charts on paper

Autor	Broj primjeraka	Postotak
Jasminka Tihi Stepanić	5	13%
Bojana Meandžija	3	8%
Igor Demeter	6	16%
Šime Storić	6	16%
Vera Zemunić	9	24%
Jacquelin Wilson	9	24%
Ukupno	38	

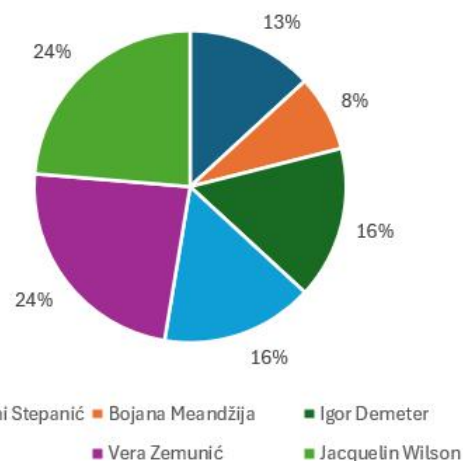
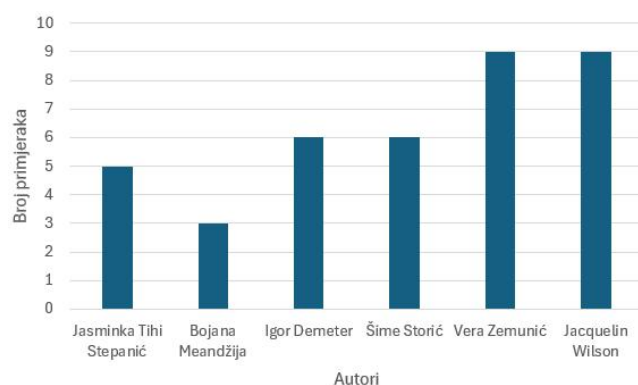


Fig 6.2/3/4. Example of student's work – table and graphs in MS Excel

Conclusion

This practical example shows how curriculum outcomes in Mathematics and Information Technology can be achieved through the analysis of real-world research. Students, being at the center of the learning process, had the opportunity to apply skills in independent research, searching, and data analysis to find relevant information sources. This positions the library as a bridge between research and everyday learning, where students become more motivated to develop their research and analytical skills. In this way, mathematical and digital competencies are developed and strengthened, along with information literacy, all of which contribute to the development of knowledge and skills that students will use in their personal, social, and professional lives.

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Where did all the teacher-librarians go? Supporting South African primary school teachers through information literacy

Part 1 (in a series of 3)

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Empowering educators through information literacy

In several under-resourced South African primary schools, the libraries or media centers are not run by qualified librarians, but by teachers who have stepped in to fill that role themselves (Merga & Roni, 2025). Such educators are expected to take on library tasks without receiving basic library training, which can be quite overwhelming at times (Mojapelo, 2023). This article aims to show the value of community engagement and how librarians can share their expertise through information literacy support.

The teacher-becoming-a-librarian

Information literacy assists in accessing, locating, evaluating, organizing, and using information effectively (UNESCO, 2025). For teachers who have been appointed to run a school library, information literacy provides a foundation that aids in informed decision making and can lead to increased competency levels (Fernández-Otoya *et al.*, 2024; Trixa & Kaspar, 2024). The process of information literacy within the library space entails the selection of quality books, as well as being able to direct learners towards relevant resources for their school projects. By developing information literacy competencies, the teacher-becoming-a-librarian (Figure 1.1) gains an understanding of how to manage the library collection, to arrange books on the shelves according to a certain library classification system, and to demonstrate best practice when it comes to research and the promotion of good reading habits.



Fig 7.1. The teacher-becoming-a-librarian

Community engagement journey

Being a professional librarian, I was asked by my friend (a foundation phase educator) for assistance at an under-resourced primary school in our community. She had not been trained for library duties and was also unfamiliar with the Dewey Decimal codes on the sides of the library books. Over the space of a few weeks, I applied a scaffolded learning approach to explain various librarianship concepts, adding more information to her existing knowledge at each subsequent training session. Together, we sorted the books on the shelves into the proper Dewey Decimal order and made plans to create shelf labels and posters for each section (Figure 1.2).

These training sessions gave my friend the confidence to become a highly competent school librarian. All that was required, was for me to set aside some time and effort in transferring my library knowledge to another person.



Fig 7.2. Books arranged on shelves, according to Dewey Decimal Classification

My challenge to those of you who are reading this article: How can you implement your knowledge of information literacy to make a difference in your respective communities?

Note: Part 2 in this series will cover “Designing relevant resources for learners”, and Part 3 will be “Developing new library initiatives.”

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Author biography

Michelle Coates is an Information Specialist at Emeris: Vega School, and a member of the IFLA Information Literacy Section Standing Committee. She graduated recently with a Master of Information Science (cum laude) and is responsible for assisting postgraduate students with their research and providing academic writing support. Her own research interests include information literacy, metaliteracy, embedded librarianship, and virtual communities of practice. ■



Insights from International Conferences

A report from the ninth European Conference on Information Literacy

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The European Conference on Information Literacy (ECIL) is an international conference that has been organized since its inception in 2013 by the Department of Information Management of Hacettepe University in Turkey and the Department of Information and Communication Sciences of Zagreb University in Croatia. In 2016, the Information Literacy Association (InLitAs) became a new co-organizer.



Fig 8.1. Logo of the ECIL2025

ECIL covers a broad range of topics, including but not limited to, information literacy education, information retrieval, information seeking behavior, information policy, open access and research data management, information ethics, information behavior, information and media literacy, digital citizenship, critical thinking, and information literacy assessment. ECIL's website states that "ECIL aims to bring together researchers, information professionals, media specialists, educators, policy makers and all other related parties from around the world to exchange knowledge and experience and discuss recent developments and current challenges in both theory and practice."

There is a different main theme each time, and this year it was "Information Literacy in an AI-driven World". Therefore, the focus was on Artificial Intelligence (AI) and Information Literacy (IL).



Fig 8.2. Badge for the ECIL2025

The ninth conference took place in Bamberg, Germany, in September 2025. About 300 participants joined from 37 countries.



Fig 8.3. Abstracts of the ECIL2025

ECIL is known for its high-quality presentations, keynote speeches, and workshops. This year, the organizers received

223 submissions, of which 147 were accepted. I have been a member of the standing committee and program committee since the beginning of 2013, making me one of the peer reviewers of the proposals. In the end, the program encompassed three keynotes, two invited talks, 72 papers, five doctoral forum contributions, 30 best practice presentations, 14 workshops, 15 posters, six PechaKucha, and four panel discussions. The final program is available here: <https://www.conftool.org/ecil2025/index.php?page=browseSessions>

The abstracts of all contributions are available in an abstract book that is freely available at: https://ecil2025.ilconf.org/wp-content/uploads/sites/11/2025/09/ECIL2025_Book-of-Abstracts-final_v2.pdf. A proceedings book (with papers, keynotes and invited talks) will be published by Springer towards the end of spring 2026.

As already mentioned, there were three keynotes this year, all very interesting and thought-provoking, and I will write about them briefly:

Keynote 1: “The dimensions of AI literacy” by Andrew Cox

Andrew Cox is a senior lecturer at the Information School, University of Sheffield, UK. His research interests include libraries’ roles in Research Data Management and AI, and in wellbeing. He is currently convenor of the IFLA Special Interest Group on AI and has published a lot about AI. Among others, he edited the special issue “Artificial Intelligence (AI): Transforming Global Librarianship” (2025) of the *IFLA Journal* and wrote the editorial for it: *Artificial intelligence in libraries: The emerging research agenda*.

<https://journals.sagepub.com/doi/full/10.1177/03400352251365278>

Cox started his keynote speech by asking, what is AI? A spy? An expert? (See corresponding image). We still struggle to find the appropriate vocabulary.

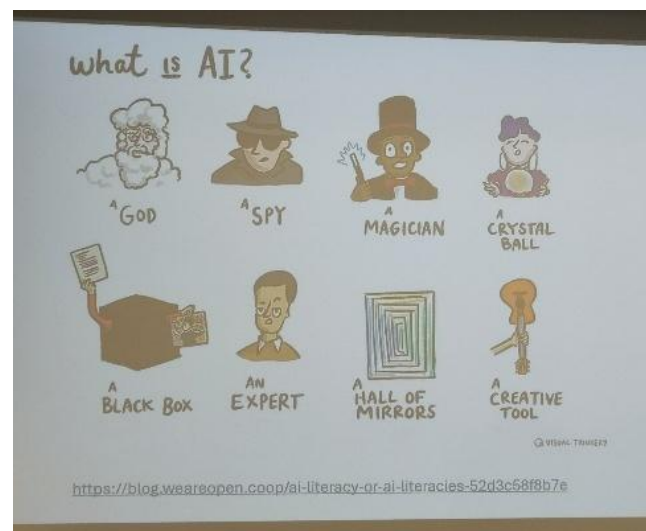


Fig 8.4. Slides of the keynote speech 1

He also said that AI tools should be transparent and easy to use, so that we do not need AI literacy. But it is the opposite in real life, and that is why we need to be AI literate. AI tools have several advantages, for example, you can phrase a question in natural language (easier than performing a Boolean search), you can get an immediate answer, and the tools are always available. But there are also many disadvantages, such as the declining level of critical thinking and writing skills (cognitive offloading), receiving different or wrong answers to the same question asked at different times (even when using the same prompts), and that AI is a “people-pleaser,” telling you what you want to hear. As Cox aptly phrases it, “Fundamentally, AI is designed for happy customers, not for critical thinkers”.

Both OECD and UNESCO have created AI literacy frameworks: “AI Literacy Framework for Primary and Secondary Education” is the one from OECD (<https://ailiteracyframework.org/>), and UNESCO developed the “AI Competency Frameworks for Teachers and Students”.

Cox also presented the so-called “cartography of generative AI” about what happens before and behind-the-scenes: <https://cartography-of-generative-ai.net/>. That was amazing, in my opinion. Last of all, Cox talked about the particular mandate of libraries, in that they need to go beyond just

teaching source criticism and good prompt engineering.

Keynote 2: “AI Literacy – Why Basic Understanding of AI Methods is Relevant for Save, Efficient, and Reflected Use of AI-Tools” by Ute Schmid

Ute Schmid is Head of Cognitive Systems Group at University of Bamberg, Germany, and Executive Director of the Bamberg Center of Artificial Intelligence.

Schmid stated in her talk that AI literacy often has a sole focus on how to use AI tools, but that a deeper understanding of AI is needed. She argued that a theoretical understanding of basic principles of AI methods is important for effective use of AI tools as well as for critical reflections about the impacts of AI technologies on society and environment. Schmid discussed major challenges in communicating AI concepts to people, in that there must be technically correct information and at the same time information that is didactically tailored to the target group. She introduced basic AI concepts and illustrated how these concepts can be taught. Among others, she stated that “applications of AI methods mean to give up requirements concerning correctness and completeness”. She was discussing requirements for a trustworthy Artificial Intelligence and mentioned the EU Artificial Intelligence Act (<https://artificialintelligenceact.eu>) that everybody should read. Schmid also pointed out typical pitfalls for misjudgments that often arise because of an anthropomorphization/humanization of AI.

Keynote 3: “What is Even Real Anymore? The Case for Personal Agency Being at the Forefront of What it Means to be Literate” by David White

David White currently works as Dean of Academic Strategy at the University of the Arts London, UK.

White has shared the audio-with-slides recording of his keynote speech; it is available on

his blog at

<https://daveowhite.com/what-is-even-real/>.

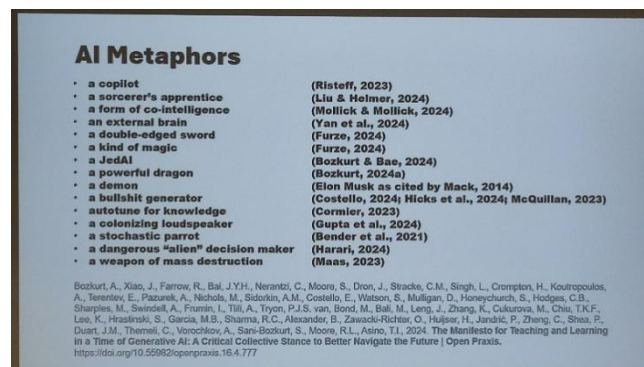


Fig 8.5. Slides of the keynote speech 3

In this talk he focused on the importance of personal agency in our concept of information literacy. He means “we should be asking students and staff to seriously consider what they are cognitively offloading and what they must hold onto to retain their agency as citizens, students and researchers.” White also explored frameworks like the “AI Learning Gambit” <https://daveowhite.com/aigambit/>

and he stated that we are using a lot of metaphors when we are talking about AI, like “an external brain” or “a bullshit generator”. Lastly, I would like to repeat several of his statements: “AI is not a person!” – “GenAI is a technology of plagiarism.” – “The human has to be at the end of the process.” – “Do not automate academic judgement!” So, it is absolutely worth listening to the recording of this keynote.

There is no space for describing more presentations, but I would like to mention three of my favorite presentations: 1. “Enhancing Health Literacy through Expert Collaboration: A Community Engagement Approach” (Ann De Meulemeester, Belgium) 2. “A New Model for Teaching Information Literacy and Academic Writing” (Andreassen, Låg and Tøllefsen, Norway) about mandatory lessons for all bachelor students at the Arctic University of Norway 3. “Developing an International Research Agenda for Information Literacy” (Webber, Johnston, et.al., UK and USA).

For the many other contributions, check the book of abstract that I already mentioned above and provided the link to, or wait for the proceedings.

You can also check out Sheila Webber's blog, she posted a lot about ECIL 2025: <https://information-literacy.blogspot.com/search/label/ECIL2025>



Fig 8.6. Photo of the poster

In addition to the many outstanding presentations and workshops, the congress had a poster session with 15 posters. During the session, the two rooms were very crowded, so there was a fair amount of interest in looking at the poster and talking to the presenters. I presented a poster titled “Information Literacy Meets Artificial Intelligence: Challenges and Strategies at the NTNU University Library” that I had designed with my colleagues, Astrid Kilvik and Turi Marte Brandt Ånerud. This poster illustrated the various activities at NTNU University Library to foster AI literacy among students, researchers and other employees, including library staff. It showed the initiation of AI working groups, both at the library and in collaboration with other stakeholders at the

university. It also showcased lectures and workshops on AI that are provided currently, and various other activities and services that the library offers to its users. Other topics that were presented at the poster session were, among others, AI and Information Literacy:

Step Forward or Step Back? (Natalia Strak, Poland); The Use of Generative AI in Academic Studies: A Study at Linköping University Library (Linköping University Library, Sweden); From Fragments to Cohesion: Developing a Sustainable Online Course for Foundational Information Literacy Instruction (Utah State University, USA); Bridging the Gap Using NEET Youth as Information Literacy Ambassadors in Khuma (Stilfontein) Townships in South Africa (North-West University, South Africa); Promoting Reading Among Adults – The Role and Responsibility of the Public Library (Espoo City Library, Finland).

All posters are described in the abstract book (see the link above).



Fig 8.7. Group photo of participants

In conclusion, ECIL is an important international conference that provides an opportunity for scholars, researchers, and practitioners in the field of information literacy to share their knowledge, experience, and insights. The conference has become a significant platform for promoting the importance of information literacy and the role it plays in promoting lifelong learning and enhancing civic engagement.

The next and 10th European Conference on Information Literacy will take place in Coimbra (Portugal) in October 2027. It would be great to see some of you there.

Author Biography

Almuth Gastinger received a Master's degree and PhD in the field of Applied Informatics from the Technical University of Ilmenau, Germany. She has been working as a research librarian at the Norwegian University of Science and Technology in Trondheim, Norway, for 26 years. Since 2007 she has been an active member of various IFLA committees. ■

Information Literacy Section Satellite Meeting of WLIC 2025 at Eurasian National University, Astana, Kazakhstan

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Introduction

The IFLA WLIC 2025, held in Astana, Kazakhstan, was a highly successful event, attracting over 1600 delegates. Leading up to the main congress, several satellite meetings took place across Astana, focusing on various themes. Notably, the IFLA Information Literacy Section hosted a satellite meeting on August 15th, dedicated to the theme of *Inclusive Digital Literacy*.

This hybrid event was held at the American Corner & Maker Space, located within the Eurasian National University (ENU) Scientific Library in Astana. The format allowed for participation both in-person and online, connecting attendees from multiple continents. The meeting featured distinguished guests, including Dr. Irzhanova Gulzhan, President of the Association of University Libraries of Kazakhstan, and Dr. Bakhytzhan Orazaliyev, Director of the Scientific Library at ENU. The satellite meeting comprised 3 main activities, namely, paper presentations, a networking breakout session, and a library tour.

Paper Presentations

There were 4 presentations:

- *Towards an Inclusive Digital Literacy Framework* by Naomy Mwaurah (Kenya),
- *Role of Public Libraries in Transforming Communities through Digital Literacy in India* by Dr. Neeza Singh (India),
- *Teaching Digital Literacy* by Dr Sharon Yang (U.S.),
- *From Palm to Platform: Addressing the Digital Literacy Needs of Rural Date Farmers in Sistan and Baluchistan* by Dr. Leili Seifi (Iran).

Networking Breakout Sessions



Fig 9.1. Networking breakout sessions

The engaging breakout session offered participants a rich taste of Kazakh culture, featuring traditional musical performances and culinary delights like Boursak, the Kazakhstan national bread. Led by the American Corner Coordinator Mr. Askhat Aubakirov, the session also included interactive networking and engaging activities conducted via Mentimeter.

Library Tour

The in-person attendees were given the opportunity to tour the L.N. Gumilyov Museum, located at the Eurasian National University. The university was named in tribute to L.N. Gumilyov, a historian and ethnologist who was an early proponent of Eurasianism, as well as in honor of the concept of the Eurasian Union. The university therefore has a study museum of Gumilyov that contains personal records and books from the personal library of Gumilyov and books that he authored. The museum room acts as a laboratory of the department of Eurasian Studies.

The participants also visited the Museum of Turkic Script, still within the university, which exhibits the history of Turkic script. Among the valuable exhibits of the museum are the inscriptions on stones of different periods brought from Mongolia, Xian, and Altay.



Fig 9.2. The Eurasian National University (ENU) Scientific Library in Astana

Conclusion

The Information Literacy Section Satellite Meeting 2025 was a big success, which was characterized by a dedicated organizing team and a wonderful host. The role of the host institution cannot be overstated. Their warmth, generosity, and provision of facilities created a welcoming and highly professional environment. The venue itself became a central hub for networking and the forging of new international partnerships. The synergy between the dedicated organizing team and the wonderful host was the foundational element that transformed the 2025 Satellite Meeting into a benchmark event for the Information Literacy Section.

Author Biography

Naomy Mwaurah is the head librarian and Assistant Data Protection Officer at Boma International Hospitality College (BIHC), where she leads the institution's Information Literacy Program and ensures institutional compliance with the Data Protection Act. She is passionate about equipping students and faculty with essential research and critical thinking skills, playing a central role in embedding information literacy and research into the academic culture of the institution. She is an IFLA standing committee member of the Information Literacy Section, where she contributes to shaping global perspectives and best practices in the field. She is also the secretary of ASIS&T Africa Chapter, 2025-2026. Naomy is currently pursuing a Doctor of Philosophy (PhD) in Information Science at Kenyatta University. Her academic interests include sustainable libraries, digital literacy, and the evolving role of academic libraries in higher education. ■



Fig 9.3. Group photo of participants

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