IFLA Section
Information Literacy

IFLA Information Literacy Section Newsletter

Winter Issue • Nov 2026

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From the Editorial Team

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Welcome to our Winter 2026 Newsletter!

We are delighted to present the Winter 2026 issue of our Information Literacy Newsletter, featuring nineteen contributions from library and information professionals around the world. Through diverse perspectives and practical experiences, this issue highlights how information literacy continues to evolve in response to technological change, educational needs, and community development.

This edition is organised into four thematic parts:

Part One – Critical Information and AI Literacy explores the growing importance of critical thinking and informed judgement in the age of artificial intelligence. From international discussions on the changing role of libraries to practical approaches for evaluating AI-generated information, these contributions address questions of trust, evidence, and responsible information use.

Part Two – Information Literacy Education and Learning Design presents innovative approaches to teaching and learning across educational settings. Topics include curriculum development, university library orientation, AI-assisted career preparation, cultural heritage projects, international school collaboration, and practical data literacy activities. Together, they demonstrate how information literacy can be integrated into meaningful learning experiences.

Part Three – Digital Innovation and Library Service Transformation showcases how libraries are using emerging technologies to enhance their services. Projects from Indonesia, China, India, and Singapore illustrate the potential of AI tools, digital platforms, smart library environments, and interdisciplinary collaboration to support learning, research, and information access.

Part Four – Community Literacy and Inclusive Engagement highlights the social and cultural dimensions of information literacy. Through community learning initiatives, accessible reading projects, digital storytelling, creative activities, and games addressing misinformation, these contributions demonstrate how libraries foster participation, inclusion, and lifelong learning.

Taken together, these nineteen articles reflect the diversity and vitality of information literacy practice worldwide, as well as a shared commitment to empowering individuals and communities in an increasingly complex information environment.

We sincerely thank all contributors for sharing their experiences and insights, and hope this issue offers our readers fresh perspectives and inspiration for their own work.

Happy reading! ♥

PART 1

Critical Information & AI Literacy

Report of the KRIK conference: Missions in Motion: From Service to Empowerment in the Era of AI and Digital Capitalism

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In September 2026 I enjoyed participating in the KRIK conference, held in Zagreb, Croatia. It was organised by the KRIK project team which was based at the University of Zagreb. The conference aimed to "bring together researchers, librarians, educators, professionals, and students interested in critically examining the transformation of academic libraries in the context of artificial intelligence, digital capitalism, and shifting institutional and societal expectations." Taking a questioning stance, so important to information literacy (IL), was central in the conference's presentations.



Figure 3.1 KRIK conference in Zagreb, Croatia

Looking first at the keynotes, David White (University of the Arts London, UK) argued for *Friction and Dissonance as Central to Developing Critical Literacy*, saying that students "needed moments of friction" in the library to enable learning. It involves putting critical IL to the fore, with librarians in an educational role. This is to counter cognitive surrender to AI (surrendering your own judgement to AI); suggesting that real, meaningful learning is not frictionless but has to be worked at.

Laura Saunders (Simmons University, USA) discussed *Information Literacy and Intellectual Freedom at the Nexus of Social Justice*. She emphasised that access to information is not just about literally being able to access the physical or digital material. We also must be able to make sense of it for it to be of any use. Therefore, we also need to think of cognitive and social access. In terms of intellectual access, librarians need to evaluate, offer guidance, and facilitate development of IL. This puts IL at the intersection of physical, social and intellectual access. Saunders also troubled the notion of librarian neutrality, asking whether neutrality was in conflict with the concept of social justice. The other keynotes were from Michael George (St. Thomas University, Canada) who provoked a fascinating discussion around the statement "all academic [meaning intellectual] workers are part of a moral community" and Mario Hibert (University of Sarajevo, Bosnia and Herzegovina) who unfolded the complexities of *The Postdigital Condition and Critical AI Literacy*.

Picking out a couple of the other talks particularly relevant to IL, firstly, Alica Kolarić (University of Zadar, Croatia) presented *Understanding Librarians' Capacity to Teach AI Literacy: A*

Participatory SWOT Analysis (a paper coauthored with Ivana Martinović & Dejana Golenko). Through workshops, they gained perspective on what 90 librarians in Croatia thought were the Strengths, Weaknesses, Opportunities and Threats of/for librarians regarding their capacity to teach AI literacy. For example, perceived strengths included teaching capacity (working with various groups), and readiness to learn and collaborate, and weaknesses included limited knowledge of AI, and organisational constraints.

Secondly, during a panel session entitled *Academic Libraries between their Critical Mission and Institutional Constraints* Dejana Golenko (University of Rijeka, Croatia) mentioned how IL is now mentioned in an Act in Croatian law, so the library can go with this remit to argue for IL development. However, if IL is not mentioned in institutional strategic documents, it still makes it difficult to engage with disciplinary departments to implement IL education in the university. Golenka additionally mentioned that the topic of IL is now in the Croatian primary school curriculum, but IT teachers have responsibility for teaching it, not librarians. Additionally, Mario Hibert mentioned a UNESCO Media and IL (MIL) project he was involved with, to implement a MIL curriculum in Bosnian school libraries. The educational representatives involved in the project thought of MIL as a new school subject and did not think of the librarians' expertise until prompted by Hibert. So there is opportunity, but also challenge.

All the presentations and panel contributions were interesting, including, for example, ones on professional identity of working-class academic librarians, reading in academic libraries, enactments of critical librarianship in public libraries, and the Sustainable Development Goals. You can find all the slides of people's presentations on the conference website https://sites.google.com/view/krikconference/home and I also liveblogged most of the conference here https://information-literacy.blogspot.com/search/label/KRIK. Many thanks to the main organisers of the conference at the University of Zagreb; Sonja Špiranec, Dijana Šobota, Mihaela Banek Zorica, and Denis Kos for creating such a stimulating experience.

Author Biography

Sheila Webber has been engaged in Information Literacy research and teaching since the late 1990s and has presented on the topic worldwide. Since 2005 she has curated the Information Literacy Weblog https://information-literacy.blogspot.com/ (which has over 7-million page views). She has been a Committee Member of the IFLA Information Literacy Section and the IFLA Management & Marketing Section and is currently an individual member of the UNESCO Media and Information Literacy Alliance.

Information Literacy in the Age of AI: What Should We Teach First?

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Introduction

Artificial intelligence is becoming part of everyday learning. Students use AI to understand difficult topics, find information, solve questions, translate text, prepare notes and get help with examinations. LIS students are also using AI as part of their academic work. This change brings many opportunities. AI can save time and help students understand difficult subjects. It can provide explanations, examples and ideas within seconds. However, it also creates a new challenge for information literacy.

As an LIS educator, I have noticed an important change. Students are no longer asking only, "Where can I find this information?" They are increasingly asking AI, "What is the answer?"

This raises a simple, but important, question: *"What should we teach students first about AI?"*

A lesson from teaching LIS students

This reflection comes from my experience of teaching LIS students online for about five years. Many of my students prepare for the UGC NET examination, while others prepare for undergraduate, postgraduate and other LIS-related examinations.

During this experience, I have seen students use AI to solve previous-year questions, identify the year in which a question was asked, understand difficult concepts and find references. Many students also compare answers from different AI tools.

Sometimes this works very well. At other times, it creates confusion.

The same question can produce different answers from different AI tools. Sometimes the tools give different years for the same previous-year question. They may provide different explanations or confidently support different answers.

There are other problems too. AI can make simple calculation or addition mistakes. It can provide a source that cannot be found or verified. Sometimes a link does not actually support the information given in the answer. It may also provide old information when a student needs recent information.

A simple question can sometimes produce a very long response. The student may receive information that was never requested. In other cases, AI misunderstands the question and gives an answer that is not related to what the student asked.

Language creates another challenge. AI may not always understand regional languages, local history or specific cultural contexts. Translation can also change the meaning of the original text. A sentence may look grammatically correct but still fail to convey the intended meaning.

These experiences have made me think that AI literacy should begin with

recognising the limitations of AI.

1. Recognise

The first step is to understand that AI can make mistakes.

Students need to know that a fluent and confident response does not necessarily mean that the information is correct. AI can produce incorrect facts, wrong dates, unreliable references, calculation errors and outdated information.

This does not mean that students should avoid AI. It means that they should use it with awareness.

2. Question

The next step is to develop the habit of questioning an AI response.

Students can ask themselves:

- Did AI understand my question?
- Does the answer actually answer what I asked?
- Does the information make sense?
- Is anything missing?
- Is the answer supported by evidence?
- Could there be another interpretation?

This small pause can make a significant difference.

For example, if an AI system gives a particular year for a previous-year UGC NET question, a student should not immediately memorise the year. The student should first ask whether the year can be verified.

3. Verify

Verification is perhaps the most important information-literacy skill in the AI environment.

Important information should be checked with reliable and authoritative sources. An examination question can be checked against the original question paper or an authoritative examination source. A historical fact can be checked against a reliable reference work. A research claim can be checked against the original publication.

The same applies to references generated by AI. Students should check whether the source actually exists and whether it supports the statement made by the AI.

The lesson is simple:

Do not verify only when the answer looks wrong. Verify when the information matters.

4. Contextualise

Information does not exist in isolation.

Students should consider the date, language, region, culture and purpose of information before using it.

This is particularly important in India, where information may involve many languages, regional histories and local contexts. A translation may not carry exactly the same meaning as the original. A response based mainly on one cultural or geographical context may not fully answer a question from another context.

Context is therefore an important part of AI literacy.

5. Decide

After questioning, checking and understanding the context, the final decision should remain with the user.

AI can suggest an answer. It can explain

a concept. It can provide ideas. It can help with many academic tasks.

But the student should decide whether the information is suitable for the purpose.

This is where human judgement remains important.

From information literacy to AI literacy

Traditional information literacy has taught students how to find, evaluate and use information from books, websites, databases, newspapers and other sources.

Generative AI adds a new layer to this process.

Students now also need to evaluate information produced by an information system itself.

This does not mean that traditional information-literacy skills have become outdated. The opposite may be true. Source evaluation, critical thinking, verification and contextual understanding have become even more important.

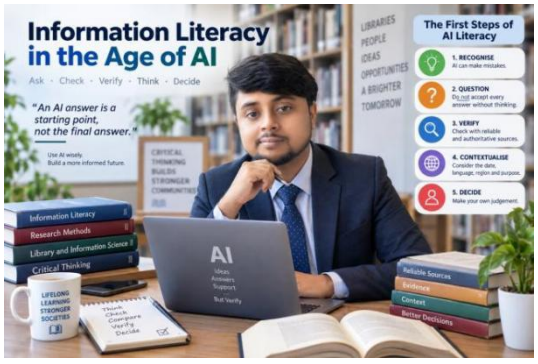


Figure 5.1. A Five-Step Approach to AI Literacy

A useful way to think about this is:

Recognise → Question → Verify → Contextualise → Decide

This is not a complicated technical framework. It is a simple habit of mind.

What can LIS educators do?

LIS educators have an important role in developing this habit.

We can give students real examples of AI-generated answers and ask them to check those answers against authoritative sources. We can show students how two AI systems may respond differently to the same question. We can ask them to identify errors in dates, calculations, references and translations.

Instead of telling students simply, "Use AI responsibly," we can give them opportunities to practise what responsible use actually means.

This approach also changes the role of the educator.

The teacher is no longer the only source of information in the classroom. Students can obtain an answer from AI within seconds. The educator's role is increasingly to help students understand how to judge that answer.

This is also closely connected with the traditional role of librarians. Librarians have always helped users find, evaluate and use information. AI does not remove this responsibility. It gives it a new dimension.

AI should assist, not replace judgement

There is no need to treat AI as either completely good or completely bad.

AI can be extremely useful for learning. It can save time, explain difficult concepts and help students explore new ideas. But students need to understand that AI-generated information still

requires human judgement.

The aim of AI literacy should therefore not be to make students afraid of AI. Nor should it be to encourage them to accept everything AI produces.

The aim should be to develop informed and independent users.

Perhaps the first lesson of AI literacy should be very simple:

An AI answer is a starting point, not necessarily the final answer.

For LIS education, this may be one of the most important lessons we can teach in the age of artificial intelligence.

Information literacy has not lost its importance because of AI. It has gained a new responsibility: Helping people know when to question an answer, when to check it, when to understand its context, and when to make their own judgement.

Author Biography

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From Information Literacy to AI Literacy: Practical Support at KIIT University Library

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From finding information to evaluating AI-generated answers

Generative artificial intelligence (AI) is changing how students approach academic information. Alongside familiar questions about books, journals and databases, students may bring AI-generated explanations, summaries or references and ask whether they are accurate and trustworthy. This shift extends the work of information literacy: users need not only to locate information, but also to evaluate its source, evidence, accuracy and relevance.

Connecting established library services with AI literacy

At KIIT University Library, Library professionals assist users to find Books, Journals, Data-base and other scholarly sources. This is a crucial building block in an AI-driven information landscape. Users can be directed to perform scholarly searches and verify information with trustworthy sources to ensure that what they find isn't a final decision from the AI, but a means to deepen their understanding of a subject. Library desk staff may have informal interactions with users about their use of AI tools for early exploration, such as explaining how the tools can be used for a specific purpose, helping users understand that generated information is not necessarily fully correct. If a student requires assistance identifying an AI-generated reference, the librarian can show them how to locate the publication, confirm the title, authors, journal and publication information, and find the original article, if a DOI is available.





Figure 11.1 & 11.2 Library professional guiding students in finding scholarly information, evaluating sources

ASK–CHECK–COMPARE: a practical approach

A simple framework for explaining critical AI use is ASK–CHECK–COMPARE:

- ASK: Use an AI tool, where appropriate, to explore a topic, clarify unfamiliar concepts or generate possible search terms. Treat the output as a starting point.
- CHECK: Verify factual claims, names, dates, statistics and references. Search for cited publications in scholarly databases, Google Scholar, publisher platforms or other appropriate sources. Confirm that the publication exists and that its details are accurate.
- COMPARE: Compare the AI-generated answer or summary with the original scholarly source and other authoritative materials. Look for missing context, unsupported claims, bias or differences in interpretation.

For example, when a student brings an AI-generated reference list, the librarian can guide them through checking whether the cited articles exist and whether the bibliographic details are correct. When a student uses an AI summary, comparing it with the original abstract or full text helps reveal whether important qualifications or findings have been omitted. The aim is not simply to correct an answer, but to help the student learn a repeatable verification process.

Workshops, demonstrations and everyday conversations

Library workshops, demonstrations and orientation sessions, as well as informal reference interactions can be used to promote AI literacy. These settings can be utilized to model scholarly searching, verifying AI-generated references, finding the original sources for claims and comparing summary work to published research. These activities integrate AI literacy into existing library instruction, rather than viewing it as a standalone skill. This guidance includes responsible AI use. Users should refer to the applicable institutional rules on the use and disclosure of AI, remain responsible for the work they submit, and refrain from inputting confidential or personal or unpublished research information into AI tools unless approved for that use. They should also be aware of documents that cite data in a way that is not supported by the facts, bias or information that seems to be true but is not.



Figure 11.3 Library professionals conducting an information-literacy or AI-literacy demonstration for students at KIIT University Library

The continuing role of the academic library

AI use in students' information practices does not take the place of information, skills and strategies. It is even more critical to evaluate and verify sources. Current initiatives at KIIT University Library, such as supporting students in their scholarly research, offering informal guidance on

AI tools, aiding in the verification of information created with AI, and conducting workshops or demonstrations about AI literacy, can reinforce a shared habit of asking, checking and comparing the information before relying on it before using an AI tool. Academic libraries' takeaway from the experience is transferable: AI can assist users with starting their research journey on a topic, but it cannot replace the need for quality scholarly sources and critical thinking. Assigning AI usage to information-literacy skills equips librarians to empower students and researchers to make informed and responsible choices in their learning and research.

The AI Gave Answers. Information Literacy Asked: Can We Trust Them?

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The clock is running.

A student team has 72 hours to solve a mathematical modelling problem. Its members must understand an unfamiliar topic, find evidence, analyse data, write code, and produce a convincing paper. Generative AI seems to be the perfect teammate. Within minutes, it recommends a model, generates Python code, summarizes the literature, and supplies a polished explanation.

For a moment, the students believe they are almost finished.

Then one reference leads nowhere. A second citation exists but does not support the claim attributed to it. The code works with the sample data but crashes when an unexpected value appears. Most troublingly, no one on the team can explain why the AI selected that particular model.

The team does not have an information shortage. It has an information literacy crisis.

Five recent studies trace what happens when academic librarians enter this fast-moving research environment. Together, they show that information literacy in the AI era is no longer only about finding information. It is about negotiating authority, examining how information is created, verifying machine-generated claims, documenting research decisions, and understanding the ethical conditions under which information may be reused.

The first question: Whom should we ask?

Before students can evaluate an answer, they must decide whose expertise matters.

Li and Feng (2025) analysed collaboration networks involving 318 students and 40 advisers in university research competitions. Students approached librarians for information retrieval expertise, specialized literature, and research facilities. They selected professors for teaching experience, strategic guidance, and project management.

This division of labour illustrates the information literacy principle that authority is constructed and contextual. A professor may be the right authority for disciplinary interpretation, while a librarian may be better positioned to identify a hidden evidence gap, reconstruct a search strategy, or assess the provenance of a source.

The effective research team did not depend on one all-knowing expert. It learned to connect different forms of authority.

And then a new authority entered the room: AI.

When fluency is mistaken for authority

AI speaks quickly, confidently, and without visible hesitation. These qualities make its answers persuasive, but not necessarily reliable.

Li and Xu (2026) studied 30 teams during a mathematical modelling competition. Librarians helped students select AI tools, refine prompts, discover sources across disciplinary boundaries, and compare algorithmic recommendations with credible evidence. More intensive guidance strengthened teams' information integration capability and supported more novel solutions.

However, the study identified a paradox. Students who granted AI excessive cognitive authority experienced greater cognitive load and weaker creative confidence. Every disagreement became a dilemma: "The evidence says one thing, but the AI sounds certain. Which should we trust?"

The librarian's role was not to provide another unquestionable answer. It was to make authority visible as something that must be examined. Who produced this claim? On what evidence? For what purpose? Under what conditions might it fail?

These are familiar information literacy questions, but AI makes them newly urgent.

The "80-point ceiling"

Once the students stop treating AI as an oracle, they encounter another problem. AI is very good at producing a plausible first draft, but plausibility can conceal weak evidence, fabricated citations, fragile code, and unexplained assumptions.

Li (2026a) calls this the "80-point ceiling." AI helps a team reach functional adequacy quickly but cannot independently guarantee professional quality.

In a four-week boot camp, librarians worked with student teams as facilitators of LLM clean-up engineering. They helped students define constraints before prompting, verify claims against authoritative databases, detect hallucinated references, test code under unexpected conditions, and refactor disorganized scripts.

Teams receiving this information literacy intervention improved from an average of 76.4 to 93.2 points. Teams receiving conventional reference support moved from 77.1 to 81.0.

The decisive skill was not better prompting alone. It was understanding that information creation is a process. AI output was treated as provisional: something to inspect, test, revise, and document—not simply copy into a final submission.

Following the evidence trail

But a polished paper hides its history. How can a librarian know whether students verified a citation, read the source, or understood the AI-generated analysis?

Li (2026b) responds by redefining the librarian as a process auditor. Students maintained research logs containing search terms, selected sources, prompts, AI responses, and verification decisions. Librarians reviewed the logs at scheduled checkpoints rather than waiting for the final paper.

The intervention reduced fabricated citations by 82.5% and increased students' ability to recognize AI hallucinations by 108%.

More importantly, it turned the invisible process of inquiry into evidence of learning. Students had to

explain not only what they concluded, but how they knew. Research logs made searching, questioning, evaluating, revising, and acknowledging AI assistance part of information literacy assessment.

The cost was substantial: librarian time increased by 689%. The findings therefore raise a practical challenge for libraries: how to scale process-based information literacy through shared rubrics, reusable templates, peer verification, faculty partnerships, and risk-based checkpoints.

When access becomes an ethical boundary

The team's final challenge begins when it builds a retrieval-augmented generation system. It needs machine-readable literature, but some sources sit behind paywalls, licensing restrictions, or digital rights management.

Li (2026c) investigates how some innovation teams responded by creating unauthorized "shadow archives" containing grey literature and copyrighted materials. These collections expanded the knowledge available to their RAG systems and were associated with stronger competition outcomes. Yet they also crossed serious legal and ethical boundaries.

The study does not provide an argument for copyright infringement. Instead, it exposes another information literacy question: Does the ability to access and process information create the right to use it?

Here, the principle that information has value becomes concrete. Copyright, contracts, technological restrictions, and unequal access all shape the information environment. Responsible RAG development therefore requires knowledge of provenance, licensing, lawful text and data mining, open-access alternatives, and the rights of creators.

Technical possibility is not ethical permission.

Beyond the prompt

By the end of the competition, the students had learned that the most important AI skill is not producing an answer faster. It is knowing what to do after the answer appears.

Across these five studies, information literacy enables students to ask:

Who or what is claiming authority?

What evidence supports the claim?

How was this information created?

What has the AI omitted, distorted, or invented?

Can the result be reproduced and defended?

Do we have the legal and ethical right to use the underlying information?

Who remains accountable for the final decision?

AI can provide an answer in seconds. Information literacy determines whether that answer is credible, explainable, lawful, and worth using.

The machine produces the first draft. Critical inquiry begins next.

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PART 2

Information Literacy Education & Learning Design

From User Training to Multiliteracy: A Good Practice Experience in University Education for School Librarians in Argentina

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If we talk about good practices in information literacy, or better yet, multiliteracy, when it comes to the training of school librarians, the User Management Workshop (TGU) is a prime example. It originated over 20 years ago within the School Librarian program at the National University of Mar del Plata (Argentina), offered both in-person and online, as a mandatory seminar whose content initially focused on User Training.

With the curriculum reform, students, faculty, and graduates then recognized the need for it to evolve into a curricular subject. After several months of discussion, it became the TGU (Technical General Unit), whose minimum content addresses users and their studies, as well as user training and information literacy.

The User Management Workshop aims not only to identify school library users but also to develop knowledge, skills, and competencies that enable participants to address situations related to user training, information literacy, and multiliteracy. As outlined in its Teaching Work Plan (2026), this is achieved through the incorporation of pedagogical and didactic approaches that allow for the design and evaluation of multiliteracy programs in the educational field, applying emerging technologies. Furthermore, it is structured around four integrated and interrelated axes. The first axis addresses school library users, and the second, library outreach within the school library. The content of these axes forms the theoretical basis for developing proposals and integrating the other two axes of the course.

Topics belonging to the latter axes include: Digital educational resources in school libraries; literacy in emerging, convergent, and disruptive technologies; design, evaluation, and curricular integration of multiple literacies; learning theories, academic models, and their didactic implications; along with didactic strategies for learning and developing information literacy skills for lifelong learning.

TGU's pedagogical approach is based on self-regulated learning, where students follow a roadmap with guides for analysis and reflection on specific literature, individual practical assignments, participation in group reflection sessions, the creation of a collective glossary, and finally, the submission and defence of a final project involving the development of a website.

Each year, while this final project serves as an assessment, I consider it a teaching and learning opportunity for both students and the teaching team. It no longer simply incorporates the assignments required for course completion but also addresses other

proposals that arise depending on the group and encourages students to propose different ideas.

In short, TGU is now a curricular component in the training of school librarians that allows us to envision school libraries as spaces of ongoing development where analysis, reflection, and discussion on multiliteracy are promoted, and where individual work, participation, and collaborative work are required.

Author Biography

María Segunda Varela is a university professor in the school librarian program at the National University of Mar del Plata (Argentina), teaching the courses "Organization of Information Units" and "User Management Workshop," whose content is related to multiliteracies in school libraries.

Beyond the Library Orientation in Nigerian Universities

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For many newly admitted students, library orientation provides their first introduction to the university library. From the orientation programmes, students learn about library facilities, borrowing procedures, collections, electronic resources and services. These introductions are valuable, but the question remains - is knowing how to access the library enough to prepare students to navigate the complex information environment in higher education?

In my professional experience in Nigerian universities, library orientation has often been a brief presentation within a wider student orientation programme, sometimes lasting one or two hours without a library visit. Conversations with colleagues have exposed me to other approaches utilized by some Nigerian universities. At Covenant University, Nigeria, for example, I learnt of a weeklong programme, including weekends, introducing students to library operations faculty by faculty. At Nile University of Nigeria, I also learnt of prerecorded instructional videos covering library services, the online public access catalogue (OPAC), serials, search engines and other aspects of library use. Students can access these videos through the university website or through YouTube and revisit them at their convenience.

These approaches provide different opportunities to introduce students to library services. However, their duration or availability does not, in itself, establish whether students acquire the skills needed for independent information use. Nothwithstanding that a weeklong programme may provide extensive exposure of library facilities and services to students, while instructional videos may offer flexibility and opportunities for revision, students may still need guided practice, feedback and opportunities to apply what they learn. These examples have prompted me to consider whether library orientation sufficiently prepares students to become confident and independent information users.

Library orientation and information literacy are related but distinct concepts. Orientation introduces students to library services, while information literacy develops their ability to recognise information needs, locate relevant sources, evaluate information critically and use it responsibly. Libraries therefore need to consider how orientation can lead to continued learning.

Moving Beyond Introduction to the Library

Research on Nigerian university libraries has examined information literacy provision and the challenges of implementing such programmes (Baro & Zuokemefa, 2011). Other studies have explored the relationship between library orientation, information literacy and postgraduate research (Pelemo et al., 2020), as well as research

productivity among postgraduate students in private universities (Adeyeye et al., 2025). These studies show that library orientation and information literacy have received scholarly attention in Nigeria, providing a foundation for further reflection on how university libraries can better prepare students to become independent and effective users of information. An additional issue that deserves attention is how universities can move beyond introducing students to library services to ensuring that they can apply information literacy skills throughout their studies.

An assumption that is worth reconsidering is that students will learn to use the library effectively through their studies and routine interactions with library staff. It is true that experience can help students become familiar with library services, however, familiarity does not necessarily translate into the ability and skills needed to search strategically, evaluate sources critically or use information ethically. Without deliberate instruction, some students may continue to experience difficulties without acquiring the skills that they need to improve.

Students need opportunities to formulate search strategies, distinguish scholarly publications from unreliable content, assess source credibility, cite materials and synthesise information. These competencies are developed through practice, feedback and repeated engagement. The aim is therefore not to replace experiential learning, but to complement it with demonstrations, guided exercises and opportunities to seek assistance.

Responding to Changing Information Needs

Information needs of library users are also changing due to the growth of search engines, social media, online repositories and generative artificial intelligence tools, which offer new ways to find and produce information. The utilization of these tools raises challenges involving credibility, inaccurate information, attribution, algorithmic bias and responsible use of digital content. Orientation should therefore go beyond demonstrating database access. Students need to learn how to select appropriate sources, verify claims, recognise limitations and use information ethically.

The Curriculum Question

Nigeria's Core Curriculum and Minimum Academic Standards (CCMAS), introduced by the National Universities Commission, provides for 70 percent core curriculum requirements, with universities determining the remaining 30 percent according to institutional priorities. This creates an opportunity for universities to consider how information literacy can be supported within their programmes. Universities can support information literacy through a dedicated course, teaching embedded in other subjects or structured library-led programmes. Where a dedicated course is not offered, collaboration among librarians, lecturers and academic administrators can be particularly important.

Making Information Literacy a Continuing Activity

Information literacy instruction need not require expensive programmes or additional full-time staff. Libraries can build on existing services by including

guided visits or demonstrations during orientation, followed by short sessions on catalogue searching, database use, source evaluation, citation and responsible use of artificial intelligence. Librarians can collaborate with lecturers to incorporate information literacy activities into assignments, allowing students to practise research skills within their disciplines.

Online guides, short videos and downloadable resources can provide continuing support. These resources should complement, rather than substitute for opportunities to practise skills and receive feedback. Student feedback and collaboration with teaching staff can help libraries identify learning gaps and improve instruction. All these measures should reflect each institution's resources, curriculum and student population.

Making Orientation the Beginning

Library orientation remains an essential introduction to the academic community, but its value should not be measured solely by the duration of a programme, the availability of instructional materials or students' familiarity with library services. The more important question is whether students develop the confidence and competence to find, evaluate and use information independently.

The way forward is therefore not necessarily to make orientation longer, but to connect it to continuing opportunities for learning and practice. By combining initial orientation with practical instruction, curriculum collaboration and accessible learning resources, university libraries can support academic development and lifelong learning. Students should leave the university knowing not only where to find information, but also how to evaluate, use and communicate it effectively.

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Author Biography

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Information literacy before artificial intelligence: How a School Library Turned Cultural Heritage into an Educational Chatbot

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Introduction

As artificial intelligence (AI) becomes an increasingly common part of students' everyday lives, school libraries have a unique opportunity to help young people use these technologies thoughtfully, responsibly, and critically. Rather than viewing AI simply as a tool for generating quick answers, students should also understand how these systems work, where their responses come from, and why the quality of the information behind them matters.

This idea inspired Glagobot, a project developed at Dubovac Primary School in Karlovac, Croatia. The project is part of an extracurricular programme based on the Croatian Academic and Research Network (CARNET) curriculum *Artificial Intelligence: From Concept to Application* and combines information literacy, artificial intelligence, and Croatian cultural heritage.

Before AI Comes Information Literacy

Although the final outcome of the project is an educational chatbot, its most valuable component is the research process that precedes it. Before creating a virtual assistant, students first learned how to locate, evaluate, organise, and use reliable information.

The chatbot focuses on the Glagolitic script, the oldest known Slavic alphabet and one of the most significant symbols of Croatian cultural heritage. Besides being included in the curricula of Croatian Language, History, and Geography, the Glagolitic script offered students an engaging challenge: How can a medieval writing system become the foundation of a modern digital learning tool?

The workshops brought together fifth- and sixth-grade students, members of the school's Artificial Intelligence Club, and gifted learners. Activities took place primarily in the school library through inquiry-based and hands-on learning, with interdisciplinary collaboration at the core of the project.

Building a Reliable Knowledge Base

The project began with students developing research questions. Working in pairs and small groups, they explored both print and digital resources to investigate the history of the Glagolitic script, its development, major historical monuments, and its role in contemporary Croatian culture.

Particular emphasis was placed on evaluating information sources. At first, students worked with carefully selected resources prepared by the teacher and the school librarian. As their confidence and research skills developed, they gradually moved on to independently

locating, comparing, and assessing new sources.

Through this process, students experienced every stage of information literacy: identifying an information need, searching for relevant sources, critically evaluating information, organising knowledge, and using information responsibly. The outcome was a carefully verified knowledge base that later became the foundation of the chatbot.

The project also strengthened collaboration skills. Working in small teams encouraged discussion, peer learning, and knowledge sharing. Because students of different ages participated, cross-age learning developed naturally, with older students mentoring younger ones during the research and evaluation process.

From Information to Conversation

Only after the knowledge base had been completed did students begin the second phase of the project: developing their educational chatbot.

They first explored the basic concepts of chatbots and artificial intelligence, analysing both their potential and their limitations. Classroom discussions focused on ethical aspects of AI, particularly the reliability of AI-generated responses and the importance of using trustworthy information sources.

The chatbot, named Glagobot, was developed using the SchoolAI platform. Based on the knowledge base they had created, students designed conversation flows, tested the chatbot's responses, and refined its performance through continuous evaluation. During this process, they quickly realised that the quality of AI-generated answers depends not only on the technology itself but also on the quality of the information provided and the clarity of the instructions given.

Perhaps the most valuable lesson was that artificial intelligence cannot replace information literacy; it depends on it.

The Role of the School Library

The project demonstrated that a school library can be far more than just a place to borrow books. It can become a learning environment where students investigate questions, evaluate information critically, collaborate with others, and create meaningful digital resources.

Figure 6.1 QR code link to chatbot, Glagobot

In this context, the school librarian's role extends beyond providing access to information. Librarians guide students through the research process, support them in evaluating sources, and encourage the ethical and responsible use of emerging technologies.

Conclusion

After its completion, Glagobot (https://student.schoolai.com/dot/spaces/join?code=SXVJ-MQRF) was

introduced to the wider school community through the school's website and through promotional materials designed by the students themselves. The chatbot is now available to support other students as they learn about the Glagolitic script.

Glagobot demonstrates that cultural heritage and artificial intelligence are not opposing concepts but complementary ones. When students investigate information, evaluate it critically, and transform it into digital learning tools, AI becomes much more than technology. It becomes a powerful means of developing information literacy, creativity, collaboration, and responsible digital citizenship.

Author Biographies

Ana Sudarević works as a school librarian at Dubovac Primary School in Karlovac. She implements the “Artificial Intelligence: From Concept to Application” curriculum at her school, with a particular interest in educational work with students, focusing on contemporary technologies and fostering critical thinking, information literacy, and media literacy.

Maja Lukić Puškarić is a History teacher at Dubovac Primary School in Karlovac. In her teaching, she systematically integrates digital tools and artificial intelligence into History lessons to foster students’ critical thinking, creativity, and media literacy through the implementation of the “Artificial Intelligence: From Concept to Application” curriculum.

Extending AI and Information Literacy Education in the Job Seeking Context

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Design Rationale

The course takes graduate students' job-seeking confusion as its starting point and extends AI and information literacy education beyond mere information retrieval. It connects course content to students' most urgent needs, helps them use AI tools to bridge information gaps and enhance competitiveness.

Introduction: The Impact of AI on Graduates

Contradictory perceptions of ability, shaken faith in learning, uncertain career prospects, weakened self-efficacy, reshaped thinking and behaviour, distorted academic incentives, hidden decline of intellect, and diminished psychological resilience. These eight dimensions constitute the challenges graduates face in the age of AI and the problems this course seeks to address.

Course Design Outline: The course content is organized around the frameworks of AI literacy and information literacy.

Drawing on the UNESCO AI Competency Framework for Students and the ACRL Information Literacy Competency Standards for Higher Education (2000 edition), the course centres on knowledge, ability, and literacy, and adopts a four-dimensional framework of cognition, reality, application, and innovation.

- Cognition: The impact and reshaping of AI on employment.
- Reality: Real cases, a job-seeking journey of persistence and reflection.
- Application: Human-machine collaboration, practical pathways for AI-assisted job seeking.
- Innovation: Career planning advice for the future.

Cognition: The Impact and Reshaping of AI on Employment (AI Literacy, Human-Centered Thinking. Information Literacy, Standard One)

Three research reports examine how AI affects different employment groups, revealing the real contours of AI's impact and today's structural divides in the job market, and enabling students to determine the nature and scope of needed information.

- Report One: Canaries in the Coal Mine? Six Facts about the Recent Employment Effects of AI (Stanford University, 2025).

- Report Two: The Iceberg Index: Measuring Skills-centered Exposure in the AI Economy (MIT, 2025).
- Report Three: Labor Market Impacts of AI (Anthropic, 2026).

Reality: Real Cases, a Job-Seeking Journey of Persistence and Reflection (AI Literacy, Human-Centered Thinking. Information Literacy, Standard Three)

This section presents a real case of a student's job-seeking journey through four stages: the confusion and reflection over teacher recruitment exams, the twists and turns of changing career tracks, AI-assisted written tests and interviews, and satisfaction of joining a company.

- Knowledge level: Using the real case as an entry point, students master the essentials of AI prompts and how to adjust them to the problem, the question, and the expected answer.
- Ability level: Students then learn to use structured AI instructions and to compare, cross-check, and integrate the outputs of multiple AI tools.
- Literacy level: Through the real case, students grasp the importance of human-centred thinking and ethical awareness when using AI, and reflect on their own job-seeking experience.

Application: Human-Machine Collaboration, Practical Pathways for AI-Assisted Job Seeking (AI Literacy, Technology, Application, and Ethics. Information Literacy, Standards One to Five)

Building on the case, this section guides hands-on practice, by breaking down where AI helps in job-seeking. Students learn to use AI to improve job-seeking efficiency, strengthen AI and information literacy, locate and evaluate information sources, and reinforce ethical awareness.

- Knowledge level: Using the prompt structure of scenario setting plus core question plus expected answer requirements, students master the essentials of AI prompts.
- Ability level: Students learn to independently complete the structured steps of the entire job-seeking process with AI, including career positioning, resume writing, written tests and interviews, and communication.
- Literacy level: Through full-process practice, students establish three bottom lines for using AI in job seeking: manual verification, privacy and ethics, and human-centered thinking, forming a career outlook of using AI without depending on it.

Innovation: Career Planning Advice for the Future (AI Literacy, Human-Centered Thinking and Ethics. Information Literacy, Standards Three and Five)

This section advances students' AI and information literacy across four areas within the job-seeking context, helping them move beyond immediate job seeking, integrate evaluated job information into their knowledge base,

and build future career competitiveness.

A. Long-Termism: Making a Sustainable Career Plan

Through sunrise industries and long-term investment thinking, students learn that AI serves fundamental human needs and how to build irreplaceable abilities in the AI era. Through self-assessment, goal setting, action planning, continuous learning, and goal adjustment, they develop data-driven career decision-making skills.

B. Looking Far Ahead: Attending to National Policies and Directions

Drawing on the education and employment policies issued in rapid succession in 2025 and 2026, students grasp the trend of interdisciplinary integration, equal emphasis on skills, and multiple pathways, and develop the judgment to identify personal opportunities within macro policies.

C. Growth Guidance: Career Experience from Senior Students and Insights from Industry Leaders

(1) Drawing on the real experience of senior students from various majors, the importance of AI and information literacy is woven into job-seeking sharing. Students find fitting references and learn to use AI tools to gather industry information and sort out personal strengths.

(2) Drawing on the career insights of Andrew Ng, Kai-Fu Lee, and Jensen Huang, the course extracts key insights about industry trends, core capability requirements, and career pathways, helping students see which core abilities cannot be replaced in the AI era and adjust their learning.

Teaching Outcomes

Course outcomes span classroom teaching, student employment, and broader exchanges. Since 2026, it has delivered online lectures in Shanghai and Beijing and talks at provincial and national information literacy education conferences.

Online lectures for Shanghai universities in May and for Beijing universities in November, a talk at the Fujian Provincial Information Literacy Education Conference in October, and a talk at the National AI Plus Information Literacy Education Conference in November.

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The school library as a space for information mediation and European participation: A learning experience during Erasmus Days 2026

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Information literacy in the school library can be understood as a process of meaning-making in which access to resources is connected with selecting, organising and communicating information. The IFLA School Library Guidelines place learning, inquiry and creativity at the centre of students' journey from information to knowledge and emphasise the librarian's educational role (Schultz-Jones & Oberg, 2015). European projects offer relevant contexts for putting this perspective into practice: students' experiences, documentary resources and digital tools can be brought together in activities with a concrete purpose and a real audience. This article examines an experience at "Petre Ghelmez" Secondary School in Bucharest, Romania, during Erasmus Days 2026, considering how librarian mediation supported the educational use of Erasmus+ experiences.

The school library has been, and remains, involved in initiating, coordinating and organising the institution's European projects and activities. Documentary resources, materials and information and communication technology (ICT) tools, used with the school librarian's guidance, support project preparation and the sharing of outcomes. The activity discussed here therefore forms part of an ongoing institutional practice connecting documentation, participation and the communication of learning experiences.

The initiative involved the creation of materials about Erasmus experiences and students' participation in an international online conference on 13 October 2026, which they joined from the school library. Organised by I.O.S. "Angelo Musco" in Catania, Italy, the event involved "Petre Ghelmez" Secondary School in Bucharest, Romania, and Institut "Stanislas" in Cannes, France, as partner schools. Held as part of Erasmus Days through the TwinSpace of an eTwinning project, the conference gave the preparatory work a shared purpose: producing materials through which students could communicate their European experiences to an international audience.

A significant contribution came from students who had participated in Erasmus+ mobility activities. Their first-hand experiences provided a resource for developing content, alongside school library materials, websites and resources about Erasmus+. Bringing these sources together connected personal perspectives with documentary information. To communicate their experiences, students needed to select relevant aspects, organise them and translate them into forms accessible to others. The information literacy dimension lies in this movement from

lived experience and consulted resources towards messages created by the students themselves.

The school librarian guided students from the outset and throughout each stage, providing materials, explanations and practical guidance informed by the librarian's experience in European projects. This mediation connected available resources with the requirements of the activity, while students retained authorship of their work. Pedagogically, the relationship combined adult guidance with opportunities for students to make decisions about the content they produced.



Figure 16.1 Student-created poster for Erasmus Days 2026 at "Petre Ghelmez" Secondary School, Bucharest, Romania.

The resulting work included posters, display materials, models, digital visual resources and a PowerPoint presentation about Erasmus experiences. Handmade work was combined with digital production using Canva and PowerPoint in a process of multimodal creation. Text, images, graphic organisation and physical constructions offered different ways of representing information. The diversity of these outputs shifts attention beyond any single application: their educational relevance concerns decisions about content, relationships between elements and the suitability of a message for its communicative purpose.

ICT supported documentation, production and online participation within this wider learning process. The conference extended the local activity into a European communication setting, giving the materials a practical use. Participation in mobility activities thus acquired a further educational dimension: individual experiences became content for creation and exchange within the school community and its international partnerships.

This account is descriptive and reflective. The completed materials and students' participation in the conference are observable outcomes; without a dedicated assessment, they do not establish measured improvements in information literacy. They do, however, illustrate a setting in which students used varied resources and developed their own materials with librarian support. The professional value of the example lies in the relationship between authentic experience, documentation, guidance and communication.

The experience suggests that

information literacy can be embedded in European projects through sustained library involvement, meaningful creative tasks and the contribution of participating students. The approach can be adapted to each school's resources and context by maintaining the connections between these components. The school library emerges as a place of mediation where European experiences are documented and transformed by students into content for learning and intercultural communication.

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Author biography

Tana Oprea, PhD in Philology, is the school librarian and school-level Erasmus+ coordinator at "Petre Ghelmez" Secondary School in Bucharest, Romania. Her doctoral research examines the use of ICT in developing European projects in school libraries.

A blank cell is not a quiet room: A twenty-minute activity for library data-literacy workshops

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Example activity

Put this sentence on the screen: “At the afternoon count, our six study rooms averaged three people each.”

Then show the log below. Ask pairs to decide whether they would publish that sentence. Give them two minutes, paper and a calculator if they want one. The blank cells should stay visibly empty.

Study room	People recorded in the 14:00 count
A	6
B	0
C	
D	3
E	
F	9

The tempting calculation is 18 divided by six: three people per room. It is also a claim that nobody has yet earned. Before explaining why, ask each pair to write one question for whoever collected the figures.

“What do the blanks mean?” is the question that opens the activity.

Reveal the counting notes

Give pairs these three notes, then allow four minutes to revisit their answer:

Rooms A, D and F were checked. Their recorded numbers are complete.

Room B was checked and had nobody in it.

Room C was skipped. The counter was called away before reaching Room E. Neither room was checked during this count.

Ask learners to mark every row as either “observed” or “not observed.” Next, ask them to underline the figures they can use without adding a fact of their own.

The zero belongs in that group. Somebody looked and found nobody. The two blanks do not describe quiet rooms. They describe gaps in the count.

This distinction matters before anyone opens a spreadsheet. Removing a zero can discard an observation just as surely as inserting one can invent an observation.

Let three averages compete

Write 3, 4.5 and 6 on the board. All three can emerge from plausible-looking calculations. Give pairs five minutes to explain what each calculation has done to the evidence.

Three: Add 6 + 0 + 3 + 9 to get 18, then divide by all six rooms. This treats the two missing counts as zero. The notes do not support that assumption.

Four and a half: Divide 18 by the four rooms that were checked, including the empty room. This is the average for the observed rooms. It does not establish the average for all six.

Six: Divide 18 by the three rooms with a positive count. This drops Room B. It answers a narrower question about the occupied rooms that were observed. It cannot describe all the observed rooms, because the empty one has disappeared.

In Excel, with the numbers in B2:B7 and C's and E's cells genuinely empty, =AVERAGE(B2:B7) returns 4.5. Microsoft explains that AVERAGE ignores empty cells in a referenced range but includes zero values (Microsoft, n.d.). That is useful behaviour, but the formula cannot choose an honest caption for its result.

Ask pairs to repair the opening sentence. A worked answer is:

“Four of the six study rooms were checked in the 14:00 count. Those four held 18 people, averaging 4.5 per room. Counts for Rooms C and E are missing.”

The statement is longer because it tells readers which rooms the number describes. It also stops 18 from quietly becoming a claim about the whole building.

Repair the record, not just the sentence

Use the next five minutes to redesign the log. Keep one column for the numeric count and add a separate “Observation status” column. Enter “observed” beside A, B, D and F, and “not observed” beside C and E. Keep B's zero; leave C's and E's count cells empty. Put the reasons in a notes column.

This gives a future reader a way to distinguish an empty room from an unfinished round. It also lets someone check coverage before calculating an average. Replacing every blank with a tidy zero would erase that distinction.

Now introduce two possible completed counts. If C held 12 people and E held none, the six-room total would be 30 and the average five. If both held none, the average would be three. Both possibilities fit the incomplete log. The log alone cannot choose between them.

Do not invite learners to guess which outcome is likelier. Ask what additional record would let them decide.

End with a caption, not a formula

For the final four minutes, give each learner a smaller log: Room G has five people, H has zero and I was not checked. Ask for one sentence suitable for a public update.

Look for three things in the answer: two rooms were observed, those rooms averaged 2.5 people, and the third room's count is unknown. An answer of 2.5 without its scope is still unfinished.

For library staff, the same exercise can open a discussion about survey nonresponses or incomplete event records. For learners using an AI assistant to summarise a table, ask them to check which rows its sentence includes. The source question is unchanged: did someone observe zero, or do we simply have no observation?

Leave the missing count empty. Make its meaning visible.

Reference

Microsoft. (n.d.). AVERAGE function. Microsoft Support. https://support.microsoft.com/en-us/excel/functions/average-function

About the author

Keith Staggers is an independent AI

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PART 3

Digital Innovation &
Library Service Transformation

Beyond Literature Searching: How MYResearchMap Supports Research Topic Exploration at UMY Library

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Making Research Landscapes More Accessible

Choosing a research topic is an important challenge for university students. Students need to understand what has already been studied, identify connections between research themes, and determine how their proposed work might contribute to existing knowledge. Although academic databases provide access to scholarly literature, navigating large collections of publications can be challenging, particularly for students who are still developing their research and information literacy skills.

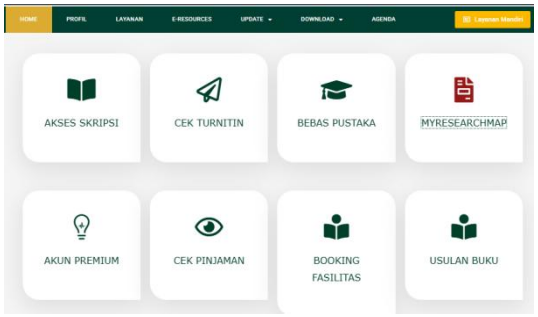


Figure 7.1 Screenshot of library and student services portal with MYResearchMap

To address this challenge, the Library of Universitas Muhammadiyah Yogyakarta (UMY), Indonesia, developed MYResearchMap, a research mapping initiative that integrates bibliometric visualization using VOSviewer with generative artificial intelligence (GenAI) through ChatGPT. The initiative aims to make research patterns more accessible and help students explore potential research directions within their respective study programmes.

MYResearchMap is available at https://library.umy.ac.id/myresearchmap/.

From Research Data to Research Maps

MYResearchMap provides research maps organized by study programme, using different data sources for undergraduate and postgraduate students. For undergraduate programmes, the mapping draws on student theses, providing a view of research topics previously explored within the programme. For postgraduate programmes, the source data come from Scopus, offering a broader perspective on scholarly publications in the relevant field.

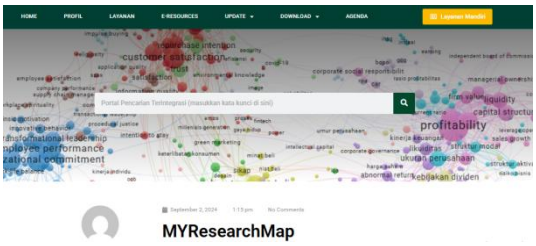


Figure 7.2 Search bar for MYResearchMap

The data are processed using VOSviewer to visualize keyword relationships and thematic clusters. These visualizations can help users identify frequently occurring keywords, explore connections between research

themes, and gain an initial understanding of the research landscape.

The maps are then integrated with ChatGPT to support further interpretation. Based on the VOSviewer analysis, the AI-assisted stage is intended to help explore possible topic saturation and suggest potential research topics for further investigation. Rather than treating the generated suggestions as definitive conclusions, users should regard them as starting points for more focused literature searches and critical examination of relevant publications.

Connecting Research Mapping with Information Literacy

The initiative offers an opportunity to connect research mapping with information literacy development.

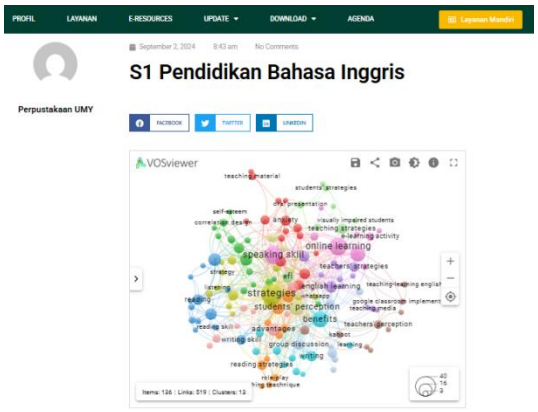


Figure 7.3 VOSViewer visualization analysis

Instead of approaching literature searching as a process of finding individual articles, students can begin by examining the broader knowledge landscape and asking four guiding questions:

1. What topics have been widely researched? Research maps can provide an initial overview of frequently occurring themes in the available dataset.
2. Which keywords frequently appear together? Visualized relationships can help students discover related concepts and identify additional search terms.
3. Which themes might be worth exploring further? The maps and AI-assisted interpretation can generate ideas that students subsequently investigate through scholarly literature.
4. How can a proposed study be positioned in relation to previous research? Students can use the maps to formulate more focused questions before examining relevant studies in greater depth.

These questions connect information discovery with the evaluation and use of information. Students are encouraged not only to locate sources but also to interpret patterns, question initial assumptions, verify claims, and make evidence-informed decisions when developing a research topic.

The librarian's role is important in this process. Research mapping and AI-generated recommendations do not replace scholarly reading, critical thinking, or consultation with supervisors. Instead, they can provide an additional entry point for research exploration and create opportunities for librarians to support students beyond conventional database instruction.

Opportunities and Considerations

Integrating bibliometric visualization and GenAI offers a practical way to connect existing research collections

with students' information needs. Organizing the maps by study programme also makes the initiative relevant to different academic contexts, while the use of different datasets reflects the distinct scope of undergraduate and postgraduate research.

Kata Kunci Potensial Dikembangkan

Kata kunci dengan occurrences sedang–rendah namun tahun publikasi terbaru menunjukkan peluang riset:

Kata Kunci	Occurrences	Tahun Publikasi	Catatan
Quality of Life	7	2021.1	Relevan untuk dikembangkan pada konteks digital health monitoring.
Smartphone	4	2020	Potensi dikaitkan dengan aplikasi kesehatan gigi berbasis AI.
Chitosan	-	2020+	Peluang inovasi dalam material kedokteran gigi.
Rekam Medis	4	2020	Dapat diarahkan pada electronic health records dan keamanan data.
Spiritual	4	2020	Bisa dikembangkan ke arah spiritual well-being dalam pendidikan kedokteran.

Figure 7.4 Screenshot showing research keywords, occurrences, publication years, and development notes

However, several limitations require attention. A frequently occurring topic is not necessarily saturated, and an infrequently occurring topic does not automatically represent a research gap. VOSviewer visualizations depend on the coverage and quality of the source data, while AI-generated recommendations may overlook relevant literature, misinterpret relationships, or suggest topics that have already been extensively investigated.

Students therefore need to verify recommendations through further database searches, examine original publications, and assess whether a proposed research question addresses a meaningful gap. The initiative also presents an opportunity to evaluate how students use research maps, whether the service helps them develop more effective search strategies, and how librarians can incorporate it into information literacy instruction.

MYResearchMap illustrates how an academic library can combine bibliometric tools and generative AI to make research landscapes more accessible. Its broader significance lies not simply in producing visual maps or generating research ideas, but in creating a starting point for students to engage more critically with scholarly information and make better-informed decisions throughout the research process.

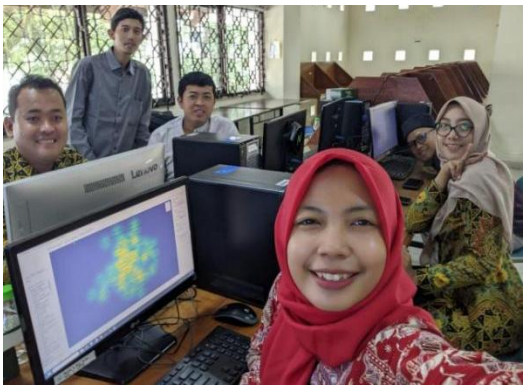


Figure 7.5 MYResearchMap training in action



Figure 7.6 Collaboration in a library setting

Author Biography

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Ask, Learn, Create: How a Smart Library Became a District-Wide AI Classroom

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A gap behind the smart city

Nanhai District, in China's Greater Bay Area, is one of the country's most dynamic manufacturing hubs. Of its 3.7 million residents, 1.23 million are industrial workers, about 60% of the workforce, who spend their days making smart products. The district's 2025 government work report mentioned "AI" at least 8 times.

Yet for many residents, AI still felt like something made for other people. Teenagers used it for homework but were rarely taught to question or check its answers. Commercial AI classes cost more than RMB 10,000 a year, well beyond the reach of working families. Older readers found smart devices confusing, intimidating and hard to trust. The digital divide was quietly turning into an education divide…and we believed a public library could help close it.

A building that teaches

When the new Nanhai Library opened in February 2026, we launched AI Literacy in Action, a free programme for all ages. Designed by Pei Architects, the building is the first public library in China to automate the entire book-processing chain: AGV robots fetch books from an underground store of 300,000 volumes on 3.8-metre shelves, and processing a new book now takes 10 minutes instead of a week. More than 100 smart terminals, consisting of AR encyclopaedias, an immersive VR space, and a maker lab, are spread across its 7 floors.

Instead of building a separate classroom, we use the library itself as the teaching aid. What learners hear about in class, they can often see working elsewhere in the building the same day.

Ask, learn, create

The programme follows a staged pathway: dare to ask, learn to use, then create. This mirrors the Understand–Apply–Create structure of UNESCO's AI competency framework for students (Miao, Shiohira, & Lao, 2024) and answers IFLA's call for libraries to help users understand how AI and algorithms work (IFLA, 2020).

The first step is simply to speak up. In the lobby, two digital librarians in traditional Chinese dress, Haiyue and Nanshu, greet visitors from an interactive screen. Our regular "Ask the AI Librarian" stamp challenge lowers the bar to a single spoken sentence: ask 3 questions, take a photo, collect a stamp. For many older readers, this is their first conversation with AI. For parents, it is a natural moment to teach children one critical question: can I trust this answer?

Structured learning takes place in free, monthly 90-minute courses for 15 to 20 participants, with children aged 6 to 12 attending alongside a parent. Each session starts from something familiar,

for example, how does your phone recognise your face? It explains the principle through simple experiments, then moves to hands-on building on participants' own laptops. Everyone goes home with a small AI application or agent they have built themselves.

Five courses make up the ladder: creative coding in plain language; a smart pet door and feeder that show how machines sense, decide and act; autonomous drone flight; 3D modelling and printing from a single sentence; and, at the advanced level, an image-recognition AI agent built from scratch.

From one library to a whole district

Every course is designed, piloted and refined at the central library, then packaged into standard lesson plans and materials kits. Through Nanhai's three-tier network — the central library, eight branches and 280 community reading stations — the same classes reach the towns and neighbourhoods where industrial workers' families and older residents live. AI learning comes to residents' doorsteps.

Early results and personal stories

Visits to libraries across the district passed 2 million within 6 months of opening. By September 2026, the library had run 120 smart-terminal tours for around 3,400 people, answered more than 17,000 questions through its AI digital librarians, and delivered 14 courses, all fully booked. Of the 190 attendances, 97 were repeat sign-ups, signalling a return rate of 51%. Around 80% of learners came from ordinary working families, including migrant and industrial workers' households, and more than half of the children came with a parent.

One mother told us she had signed up her eight-year-old son just to keep him off his phone at weekends. "I never expected one class to get him hooked," she said. "Learning together has given us something to share. It's precious family time."

One story has stayed with us. In his first class, Xiaoyu (a pseudonym, shared with his family's consent) could barely type; he watched but didn't dare touch the keyboard. At the AI vision course, he had built a working image-recognition agent with his own hands. Afterwards, he led his grandmother to the lobby screen and helped her ask Haiyue her first question: "What time does tomorrow's event start?" Hearing the answer, she smiled: "So it's not that hard after all." On the same day, in the same building, a child went from fear to creation, and his grandmother found her voice.

What we have learned

Three lessons stand out. First, an impressive building can draw people in, but it cannot teach on its own; its value emerges when librarians link its technology to guided learning. Second, different age groups need different ways in. Some learners first need the confidence to ask, while others are ready to create, and a staged pathway lets the library serve both. Third, what transfers best from our model is not the new building's scale but the habit of treating existing library spaces as learning resources, and librarians as co-learners and facilitators.

Challenges remain: hardware costs, limited space, and the difficulty of measuring long-term change in AI

literacy. They remind us that AI literacy does not come from a single class, but from ongoing chances to question, practise, evaluate and create. For a public library, becoming AI-ready means more than installing smart systems. It means helping every citizen take part in an AI-shaped society with confidence, while developing a critical eye and a sense of responsibility.

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From Steel Cupboard to Digital Library: Koha, a School Website and a Learning Game for Information Literacy at a Government School in Silvassa, DNH&DD, India

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A Library Behind a Locked Door

Ask a child in many Indian government schools where the library is, and the answer is often a steel cupboard at the back of the staff room. Books are bought, stamped, written into an accession register and then, too often, left to wait. PM SHRI CPS Marathi Medium Silvassa, a government school under the Department of Education, UT Administration of Dadra and Nagar Haveli and Daman and Diu, had a good collection in Marathi, Hindi and English, yet children had no easy way to see what it held. When the school invited me to help, the task looked technical: automate the library. It soon became an information literacy project, because a catalogue that children cannot read or search does little for them.

Step One: Koha in a Marathi-Medium School

I chose Koha, the free and open-source integrated library system first released in New Zealand in 2000 and now maintained by a worldwide community (Koha Community, n.d.). The reasons were practical. The school pays no licence fee, records follow the MARC 21 standard, and the web catalogue OPAC opens on any desktop, phone in the school. I installed and configured the system, set up item types, patron categories and circulation rules, and began converting the paper register into catalogue records. Students and staff were added as library members, so issue and return now take seconds instead of a page of handwriting. For the first time, a teacher can tell in a moment which books are out, which are overdue, returned.

Step Two: A Website as the Front Door

Software alone does not change habits, so I also designed the school's website on Google Sites. Besides school and staff information, it carries a Learn section that acts as the library's front door: a single place from which children and teachers can reach the catalogue and open access learning material without remembering several web addresses. Keeping it on a free platform that the school can update itself was a deliberate choice; a website that depends on an outside expert for every change does not survive for long.

Step Three: Teaching, Not Only Installing

On 3 September 2026 the school asked me to explain the new services to its students. In a guest lecture titled "Familiarization with Digital Library and Its Effective Use", held in the school's computer laboratory, we talked about what a digital library is, how to search the OPAC by title, author or subject, how to open an e-book from a website, and how to use the digital resources from open access platforms and learn module in the website. The questions that followed, many of them

in Marathi, showed that the children were curious about the library and keen to use it.



Figure 12.1: Opening of the guest lecture on digital library use at PM SHRI CPS Silvassa (3 September 2026)



Figure 12.2: Introducing the library catalogue and online resources in the school's computer laboratory

Step Four: Gyan Galaxy – Information Literacy as a Game

A single lecture is a beginning, not a habit. Children aged six to sixteen spend much of their screen time on mobile games, so I decided to meet them there. Gamification, the use of game design elements in non-game settings (Deterding et al., 2011), offered a way to turn practice into play. The result is *Gyan Galaxy* ("Galaxy of Knowledge"), a browser game hosted on Google Sites that is now being introduced to the students.

Each player signs up, chooses an astronaut buddy and flies a rocket across four planets: Books, Bharat, Science and Digital. Every screen shows Marathi first and English below, and a read-aloud button helps the youngest players. Questions are matched to the child's class, so a Class 1 pupil meets the national bird. After each answer a short fact appears, so even a wrong answer teaches something. Teachers and staff play their own version, which ends with optional open questions. The game finishes with a rocket launch and a badge, from Rising Reader to Library Gem.

The game therefore has two jobs. It teaches information literacy, and it gives children a voice in how their library should grow. Responses are saved to a spreadsheet, and the library will use them to decide which services, books and lessons to add next.



Figure 3: Students discussing how to find books and check online information

What I Have Learned

Three lessons stand out. First, language matters: children engage when the catalogue, website and game speak Marathi before English. Second, a project lasts only if someone inside the school owns it, so training teachers to manage Koha mattered as much as installing it. Third, information literacy for young learners works best in small, repeated, playful doses rather than in one long lesson, an approach that fits the IFLA view of the school library as a

learning space and not merely a store of books (Schultz-Jones & Oberg, 2015).

The next phase will add regular library periods built around the game, reading challenges. I hope this experience encourages colleagues to see that a government school library, with modest means and a willing team, can step into the digital age and take its youngest readers along.

Acknowledgements

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NUS Libraries as Trusted Intermediaries in the AI Age: How NUS Libraries Supports Healthcare Education

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A Profession Adapting to Change

As generative Artificial Intelligence (AI) reshapes how people find and use information, questions have arisen about the continuing relevance and role of librarians. At the National University of Singapore Libraries (NUS Libraries), this shift calls for librarians to proactively explore the potential of AI tools to support teaching, learning and research. We actively reposition our librarians as trusted intermediaries in the AI age, matching our core expertise in organising, discovering, and curating information with discernment and the human touch.

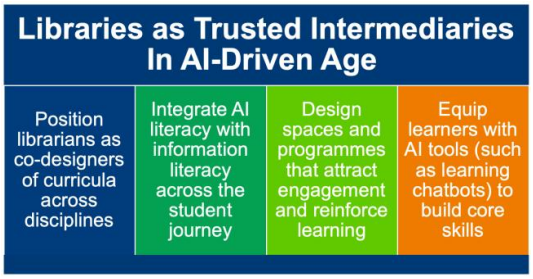


Figure 13.1 Infographic depicting librarians as co-designers of curricula

The above figure was adapted from Ng, T.T.M., Chin, A., Wong, S. N., & Lim, S. C. (2026, August 10). *Transforming global health education: NUS Libraries as trusted intermediaries in AI-driven age* [Paper presentation]. Health and Biosciences Libraries Section (HBS) Session, IFLA World Library and Information Congress (WLIC), Busan, South Korea.

The Boston Consulting Group projects that over the next two to three years, between 50% and 55% of jobs may be reshaped by AI (Emerson et al., 2026). Healthcare is no exception. For students entering healthcare professions, this means working in environments where AI-mediated information is increasingly commonplace. A key task for libraries is to help ensure that convenience and expediency do not come at the expense of accuracy, ethics, and understanding.

A Partner in the AI-Driven Information Ecosystem: Librarians as Co-Designers of Curricula Across Disciplines

Through consistent outreach and

engagement over the years, we have established NUS Libraries as a valuable partner in information literacy (Azfar, Lim, & Chen, 2023), connecting our communities on and off campus to curated collections, databases, and physical spaces. Rather than eroding our role, generative AI has created an opportunity for us to build on our existing role, meeting our communities' needs through AI awareness and literacy programmes, as well as AI-mediated discovery.

This builds on years of co-designing and scaffolding instruction, such as evidence-based search for Bachelor of Dental Surgery students, literature search for systematic review in the Doctor of Nursing Practice, and research project and scientific communication in Pharmacy.

Integrating AI Information Literacy into Interprofessional Healthcare Education Across the Student Journey

As AI reshapes how information is discovered, we are expanding these programmes to build AI information literacy. This work is unfolding against a rapidly evolving backdrop. Singapore's healthcare landscape is changing, and its education system alongside it. Since August 2023, about 870 first-year NUS students across dentistry, medicine, nursing, and pharmacy have taken a common set of courses that combines healthcare, data science, artificial intelligence, and information technology to help students use data effectively for better patient outcomes (Teng, 2023).

NUS Libraries contributed to this effort. Our librarians partnered with faculty from NUS Common Curriculum for Healthcare Professional Education to co-develop a set of digital health literacy competencies, embedding AI information literacy into the module "Digital Literacy for Healthcare" (BMI1101A/C), launched in January 2025. Working as co-designers and instructors, librarians helped reach 800 undergraduates in the first two years. Students practised evaluating AI-generated output, learned to credit and acknowledge AI use in line with academic-integrity guidelines, worked with both traditional and AI-assisted discovery, and reported greater confidence in assessing the validity of AI responses.

Advancing Evidence Synthesis Through AI Tools: Equipping Learners with Chatbots to Build Core Skills

Beyond the classroom, we are exploring how AI can support evidence synthesis. Using the AI-Create (a no-code agent builder within AI-Know, the University's in-house generative AI platform), our librarians developed a chatbot (NaviSR) that users can query in conversational language, respond to questions on systematic review services, search methodology, resources or any related queries.

For students and researchers, it offers around-the-clock support, pre-class preparation, and guidance on information sources, question frameworks, and search strings. For faculty and librarians, it complements our Systematic Review Resource guide (National University of Singapore, 2026), helps automate repetitive teaching tasks, and provides reusable micro-learning that can reduce cognitive overload in class. In an early pilot with 19 respondents, 90% found the responses accurate, 95% found

them relevant, and 96% found them clear and easy to follow. These are encouraging but preliminary results from a small sample.

Transforming Spaces for Human Connection: Designing Spaces that Attract Engagement

While AI can effectively support discovery, the human work of connection, mentorship, and community remains important. Academic libraries are a natural focal point for like-minded learners, and their physical premises play a vital role in further establishing the library's role as a trusted intermediary. The NUS Medicine+Science Library, or MSL, (National University of Singapore Libraries, 2026), supports education in medicine and science by uniting multidisciplinary collections under one roof. Beyond that, the MSL was designed from the ground-up to include dedicated spaces for collaborative teamwork, hands-on digital research in Tech Central, and experiential community learning. These spaces reflect our considered approach to placemaking and address a practical question: how to sustain human connection and knowledge exchange in an age of AI.

Fostering Interdisciplinary Collaboration and Designing Programmes that Reinforce Learning

We activate our collaborative and learning spaces with our Researcher Unbound series of events, designed to help students, academics, and researchers develop their research capabilities. For example, our *AI for Smarter Literature Search* workshop introduces how AI is changing the way we find and evaluate information, covering tools that support literature searching, the influence of data sources on AI outputs, and the importance of evaluating information quality while complying with institutional guidelines. *Learning to Learn with AI: Strategies to Enhance Information Seeking and Retention* invites participants to treat AI as a thinking partner, connecting principles of metacognition and self-regulated learning, considering how AI can scaffold thinking, support information seeking, and aid long-term retention.

Key Takeaways

The NUS experience points to several considerations for libraries adapting to an AI-driven age. Librarians can be included as co-designers of curricula across disciplines rather than as peripheral support. AI literacy should be integrated with information literacy across the student journey. With core competencies in information literacy, libraries are well-equipped to create impactful AI tools, such as learning chatbots, that help learners build skills rather than bypass them. Finally, spaces and programmes can be designed to encourage engagement and reinforce learning.

Across curriculum, technology, space, and programming, NUS Libraries' experience suggests that AI is reshaping the profession rather than displacing it. As information becomes more abundant and questions of trust more pressing, our aim is to remain a steady and reliable presence for faculty, students, and the wider community.

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AI Use Disclosures

This work was created with an even blend of human and AI contributions. AI was used to make content edits, such as changes to scope, information, and ideas. AI was prompted for its contributions, or AI assistance was enabled. AI-generated content was reviewed and approved. The following model(s) or application(s) were used: Claude Opus 4.8.

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Dr. Magdeline Ng is the Vice University Librarian and the Cluster Head of Digital Strategy and Innovation at National University of Singapore (NUS) Libraries. She also serves on the World Health Organisation Western Pacific Region Librarians Network (WPRLN) and FSTA Librarian Advisory Board. Her interests include pedagogical research, digital innovation, educational interventions, and research impact assessment.

Siu Chen Lim's interests relate to copyright, information literacy and

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Annelissa Chin enjoys working with students and researchers on systematic review consultations and conducts workshops to impart the methodology of systematic literature search.

Suei Nee Wong has more than 10 years' experience working as a Librarian. Her work interests include Systematic Review searching and teaching users how to search for full-text articles. She has worked in both the Central Library and Medical Library and relishes the different learning experience both libraries offer. She is also part of the Scholarly Communications and Systematic Review Team.

PART 4

Community Literacy & Inclusive Engagement

From the Library to the Community: A Legacy of Learning Through L.I.F.E.

Davi Ramkallawan

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Promoting literacy through L.I.F.E.

The Literacy Initiative for Empowerment (L.I.F.E.) began at a school library media centre before expanding into the wider community in Trinidad and Tobago. In this regard, Davi Ramkallawan has been instrumental in championing inclusive learning and promoting the development of essential literacy and research skills.



Figure 1.1 Davi Ramkallawan with 3 self authored publications which was used to support literacy and numeracy development within the community

Additionally, since 2009, Ms. Ramkallawan has independently operated a free, successful and sustainable Research Assistance Service, supporting students and professionals across diverse fields of study, from primary to tertiary education. Her longstanding commitment to educational advancement reflects her passion for knowledge-sharing, lifelong learning, and creating equitable opportunities for academic success.



Figure 1.2 Poster for Caribbean Global Youth Awards in Saint Lucia

In recognition of her contributions, Ms. Ramkallawan received the 2026 Education and Research Trailblazer Award at the Caribbean Global Youth

Awards in Saint Lucia and was named the second-place finalist for the Diaspora Rising Leader Award. In 2026, she was also nominated for the Open Education Award for Excellence (OEAwards) in the Individual Awards: Leader and Educator category (Nominee ID 996, https://awards.oeglobal.org/2026-nominations/). These recognitions highlight her ongoing commitment to educational leadership, literacy development, research support and empowering learners through accessible educational resources.

Author Biography

Davi Ramkallawan is a dedicated educator, researcher and literacy advocate whose work focuses on empowering learners through literacy development, educational support, and accessible research assistance. She has grown professionally in gradual promotions from Library Assistant to Librarian III (Heritage Library Division; District/ Secondary Schools North Region; Head of the Primary Schools Library Services Unit; Public Libraries Division - North Region) with NALIS.

Digital Cartonera do Cariri: Art, Sustainability and Accessible Reading

Connecting recycled materials, digital technologies, cultural memory and inclusive reading through university extension in Brazil

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Turning Discarded Cardboard into Accessible Reading Experiences

What happens when discarded cardboard becomes a book; and that book becomes a gateway to accessible digital content?

The Digital Cartonera do Cariri project, developed at the Federal University of Cariri (UFCA), in Ceará, Brazil, explores this question through a university extension initiative combining handmade book production, environmental sustainability, digital technologies and inclusive reading. Inspired by the Latin American cartonera publishing movement, the project reimagines the book as an artistic object, an educational resource and a means of preserving and sharing cultural memory.

Cartonera publishing uses recycled cardboard to create handmade book covers, offering an alternative approach to conventional publishing. In the Cariri region, this practice also creates opportunities to connect literature and creative expression with local traditions, including cordel literature, popular poetry, woodcut printing, crafts and oral storytelling.

The project brings these traditions into dialogue with contemporary technologies, exploring how physical books can connect readers to audio recordings, digital illustrations and other complementary resources.

Learning through creation and sustainability

Workshops are central to the project. Participants explore the process of transforming discarded cardboard into unique books through cutting, decorating, collage and basic bookbinding techniques. The activities encourage experimentation, collaboration and reflection on the value of materials that might otherwise be thrown away.

Sustainability becomes a practical experience rather than an abstract concept. Participants discover how reused materials can support cultural production while considering the relationships between consumption, waste and creativity.

The project also creates opportunities for participants to contribute as authors, illustrators, designers and makers. In this way, reading and cultural participation extend beyond access to published materials to include the creation and circulation of new knowledge.

Accessibility as part of the creative

process

Accessibility is another key dimension of Digital Cartonera do Cariri. Rather than treating inclusion as an adaptation added after a book is completed, the project explores accessible resources during the design and production process.

Potential resources include audio narration, Libras (Brazilian Sign Language), optical character recognition (OCR), QR Codes and complementary digital content. Depending on the materials and the needs of readers, a QR Code can connect a handmade book to an audio recording, video or digital text, creating additional ways to engage with its content.

The first workshop, held in September 2026, brought together students, professionals from different fields and participants with visual impairments. This initial experience provided an opportunity to explore the methodology, document the activities and reflect on accessibility in practice.

The project recognizes that technology alone does not guarantee inclusion. Accessible resources need to be thoughtfully designed, tested and improved with consideration for the people who will use them.

Connecting physical books with digital collections

The initiative is also developing an Interactive Digital Cartonera Library to organize and share digital versions of books, covers, images and complementary multimedia materials. Supported by digital platforms and tools, this developing collection aims to extend the circulation of locally produced cultural content beyond individual workshops.

The project's digital documentation, including presentations, photographs and videos, also helps make its activities visible to educators, librarians, researchers and cultural organizations. These materials create opportunities for knowledge exchange and for adapting the methodology to different educational and community settings.

For libraries, the initiative offers a way to connect information access with creative participation. Organizing and sharing digital content also raises important questions about metadata, accessibility, copyright, authorship and long-term preservation—issues that are relevant to information literacy and responsible information management.

A local initiative with wider possibilities

Digital Cartonera do Cariri connects university extension with community engagement, bringing academic learning into dialogue with local knowledge and cultural practices. Students can develop practical skills while contributing to educational activities, digital communication, documentation and accessible content production.

Although rooted in the Cariri region, the project addresses challenges shared by libraries and educational institutions worldwide: How to promote sustainable practices, broaden access to reading, preserve cultural memory and create opportunities for communities to participate in knowledge production.

Its central lesson is that innovation does not always require expensive

infrastructure. Reused cardboard, basic craft materials and accessible digital tools can become starting points for meaningful educational and cultural experiences.

As the initiative develops, its priorities include expanding workshops, strengthening partnerships, documenting its methodology and continuing to develop the digital collection. The project also seeks to explore how libraries, schools, universities and cultural organizations might adapt cartonera practices to their own communities.

By bringing together handmade books, digital resources and inclusive approaches to reading, Digital Cartonera do Cariri demonstrates how a local university extension project can contribute to broader conversations about sustainability, accessibility and the evolving role of libraries as spaces for learning, creativity and cultural participation.

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Ana Paula Alencar Liborio de Lima is an undergraduate student of Multimedia Production at the Federal University of Cariri (UFCA), Brazil. Originally from Assaré, Ceará, and currently living in Santa Catarina, she has a longstanding appreciation for books and writing. Her interests include creative expression, storytelling, innovation, and new forms of artistic communication.

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Making the most of technology: Developing new library initiatives

Part 3 (in a series of 3)

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Let's read together

Using audiobooks to promote literacy is not a novel idea. However, as the world becomes more technologically advanced, younger readers lose interest quicker than before and are moving away from books in the traditional sense. Best (2020, p. 12) suggests that we "motivate and support reluctant or struggling readers" by using alternative digital and audiobooks.

Digital audiobook collaboration

In the spirit of "Empowering Futures", which was the theme for South African Library Week 2026, the teacher-librarian of Rowallan Park Primary School in Gqeberha (Luzane Kleinhans) and I decided to run a library initiative involving voice recordings and multimedia presentation tools. The result was a digital audiobook.



Figure 14.1: "Let's Read Together" digital audiobook (Screenshot by Michelle Coates)

Getting started

First, we requested permission from relevant stakeholders. This included permission from the author of "Lebo Lion's First Day of School" (Tracy Ochse), as well as parental permission regarding the recording of learner voices for educational purposes. Second, a suitable Canva design was chosen. Lastly, I shared my digital and information literacy skills with Rowallan Park Primary School staff, thereby creating an informal community of practice and enabling them for future projects.



Figure 14.2: Local author plus learner involvement (Screenshot by Michelle Coates)

Behind the scenes

In 2021, a study was conducted by the University of Pretoria which stated that 81% of South African learners in Grade 4 could not understand what they read (Department of Basic Education, 2023; Mahlokwane, 2023). This is an extremely worrying statistic. To help counter the literacy epidemic, we invited a group of Grade 3 learners to read parts of a story and have their voices recorded. These

voice notes were then transferred to a Canva presentation template. Text transcripts were added so that viewers could see the sentences as they listened to the story, thus adding to the overall visual impact. The last step was to upload the Canva video in mp4 format onto YouTube so that the joy of reading could be shared with others.

Let's Read Together - South African Library Week 2026



Figure 1.3: Thank you (Screenshot by Michelle Coates)

Final reflections

The success of this project hinged on the full participation of all parties involved. While the workload of the teacher-librarian increased temporarily, the finished product was worth the extra effort. Learners felt a sense of empowerment and achievement in having their voices heard by fellow classmates, parents and teachers. The school community took ownership of the initiative, which led to a new and innovative way of approaching literacy through the creation of a digital audiobook. Thank you to everyone involved in the Rowallan Park Primary School library initiative.

That concludes the 3-part community engagement series on Information Literacy Support at a South African Primary School in Gqeberha.

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Author biography

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When stories brought the scent of mint to Hafez Public Library

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Five years ago, changes began to take place at Hafez Public Library, a small public library in a disadvantaged neighbourhood in Gorgan, northern Iran.

When Mohammad Nouri became Library Director, Hafez was primarily a place to borrow and read books. For many families in the neighbourhood, access to cultural and educational opportunities outside school was limited by financial difficulties and distance from the city Centre. During school holidays, many children came because they needed a safe place to spend their free time.

Through direct communication with children and families, Nouri gradually identified the interests, talents and unmet needs of library users that the library could respond to. At the same time, some younger members who regularly used the reading room were looking for work or small sources of income, and some had skills that could be shared with children. The library began to bridge these two needs.

Through promotional materials, and collaboration with local schools, Hafez expanded its activities. Over the following years, art and creativity, Shahnameh storytelling, English, drawing and charcoal drawing classes became popular. Unused spaces were converted into small classrooms.

Gradually, Hafez became more than a place to borrow books. It became a familiar learning space where children could develop skills, explore their creativity and spend their free time well.

Then something special happened in the art and creativity class.

Ms. Nikzad, the children's art instructor, noticed that the children wanted to begin their activities with a story. Since they were learning in a library, they naturally wanted to hear a story before drawing.

This simple observation led to a new question:

What if children could create a work of art based on their own understanding and interpretation of a story?

From then on, many art sessions began with a story selected from a children's book. These books addressed children's daily lives and development, including self-esteem, social skills, health, environmental protection, ethical behaviour, kindness and acceptance of differences.

First, the children listened. Then they were encouraged to think. What did they understand? Which character or event stayed in their minds? How did the story make them feel? What did it mean to them?

Children interpreted the story through

their own colours, shapes, collages and imagination. A single story could therefore become very different works of art in the hands of different children.

It became a space where reading and storytelling were combined with thinking, interpreting, imagining and creating.

In this simple information-literacy practice, children made sense of what they encountered, connected it with experience and communicated their understanding through another form.

They did not simply receive stories. They gave them life.

Their artwork gradually appeared throughout the library: paintings, collages, crayon works and other creative pieces inspired by meaningful stories and themes.

In spring 2026, Nouri was transferred to another public library, and I became Director of Hafez Public Library. Before leaving, he asked me to continue an idea he had been developing transforming the library corridor into a small gallery for children's artwork. He had already prepared the space and chosen its name: **Nana = /ˈnænɑː/**. [1]

In late summer 2026, Nana Gallery was inaugurated with children and their families in attendance. The initiative was subsequently reported by the Iranian Book News Agency (IBNA) and the official website of the Public Libraries of Iran, highlighting its focus on supporting members' artistic talents, displaying their works, and using the library's educational and skills-training capacity.

Nana was not simply a place to hang children's pictures. It represented a living, growing part of the library part created by the children themselves.

For the children, seeing their work displayed in a real gallery gives new meaning to their creativity. For families, it showed that even a small public library with limited resources could create meaningful opportunities for learning and participation.

For us, however, the most meaningful part of Nana was the journey behind the gallery.

A story begins inside a book. A librarian or educator brings it to life through storytelling. A child listens. The child thinks, interprets, connects the story to what they already know, and creates. The story becomes an image. The image becomes part of the library. And the library becomes a place where stories are not only read, but understood, interpreted and shared. This is the meaning of Nana.

Our opening ceremony was not the end of "Nana". Starting in 2027, we plan to host the annual "Nana" cultural event at the end of each summer. Local art organizations and other public libraries in Gorgan will be invited to participate by creating and presenting artworks inspired by books and themes selected for their suitability in fostering children's growth and learning.

The goal is to strengthen cultural connections across various urban areas while simultaneously creating equal opportunities for children from all segments of society to read, interpret, create, and communicate. We also hope to expand skills-based activities for Others. Mothers have already expressed interest in learning skills that could support small sources of income while participating in the library's

environment alongside their children.

This journey is part of a larger mission for us: to preserve happiness, hope and well-being in the community it serves. Now the library has been transformed into a centre for life learning, creativity and interaction.

It did not start with a large budget, advanced technology or a new building. It started with listening. grew through books and stories. And finally, the children brought those stories to life. Like mint, their stories spread fragrance throughout the library.

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[1] **Nana** is inspired by **mint (نعنا)**, a green and fragrant plant. The name draws specifically on the plant's strong fragrance and lush green appearance as symbols of freshness, vitality and growth.

A Mission Viral game sparks Ghanaian youth's curiosity about misinformation

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What happens when young people learn about misinformation not by attending a formal library training programme or listening to a lecture, but by playing? This is what public librarians in Ghana have been exploring with Mission Viral, an offline, escape-room-style game that introduces players to misinformation, manipulated content, and AI-generated information.

How was the misinformation game adapted?

The Mission Viral game originated from the Misinformation Escape Room Game, developed by the University of Washington (UW) to build resilience to misinformation. The essence of the game was that teams of players worked cooperatively to solve a series of interactive puzzles. In February 2025, as part of the Digital Learning @ Ghana Public Libraries project, EIFL (Electronic Information for Libraries) and the Ghana Library Authority (GhLA) brought Ghanaian public librarians and the UW team together to adapt and localize the game for a youth audience in Ghana.

The process began with a face-to-face meeting in Accra, Ghana. This was followed by five online workshops with the game developers, during which public librarians discussed Ghana's misinformation landscape and shared experiences of young people that they had learned about during information literacy training in their libraries. The workshops also covered the practical aspects of adapting the game, such as its learning objectives, setting, and storyline. The team also worked jointly on the game design – including colours and symbols that would be familiar to Ghanaian youth. The team's initial prototype was tested in participating libraries, and the feedback received was used to make further revisions. Once the team finalized the revisions, GhLA produced physical copies of the game and distributed them to 15 libraries across the country. The team also organized an online training session on how to facilitate the game with youth, led by Nora Obeng from GhLA's National Children and Mobile Library, one of the most active librarians involved in the game adaptation process.

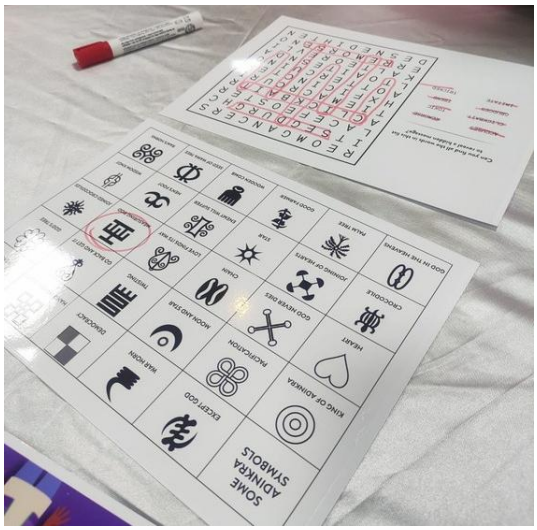


Figure 17.1 Mission Viral game materials featuring Ghanaian Adinkra symbols (Ghana Library Authority)

What do public libraries in Ghana report about the misinformation game?

Since August 2026, public librarians have been playing the game with young people and documenting their experiences of using an adapted version of the Mission Viral game. In the first month, libraries reported game sessions involving 278 participants aged 13–15.



Figure 17.2 Solving a Mission Viral puzzle at Ashanti Regional Library (Ghana Library Authority)

The early observations are highly encouraging, as game facilitators from different libraries repeatedly described learners as enthusiastic, attentive, and highly participatory. They particularly liked the puzzle format of the game, while several groups were especially intrigued by the AI-related activities. One facilitator noted that distinguishing real faces from AI-generated faces was challenging for participants – precisely the kind of challenge that can open a discussion about how difficult it has become to evaluate digital content. One group described the experience simply as "fun but also teaching us something important."



Figure 17.3 Mission Viral in action at Central Regional Library (Ghana Library Authority)

The game sparks curiosity. The game is designed to give young people a problem to solve and a concrete issue to discuss. It is also designed to engage the librarian, who acts as a facilitator, encouraging players to move from "What happened in the game?" to "Where might I encounter this in real life?" and ultimately to "What could I do differently?" During debrief discussions, librarians asked participants to reflect on their decisions and connect situations in the game with their own experiences. Facilitators reported that young people readily related the scenarios to their everyday lives and discussed the importance of making thoughtful choices and understanding the consequences of their actions, such as making mean comments about someone online, sharing hurtful rumours, or intimidating photos.

As the Mission Viral testing and evaluation process in Ghana continues, it is too early to draw conclusions about

its longer-term impact on learners' information literacy. However, early experience suggests that the game is an effective way to start meaningful and engaging discussions with young people about misinformation. The Mission Viral game is openly available for any library to use, together with other adaptations of the same game and complementary training materials, on the UW Loki's Loop platform.



Figure 17.4 Exploring real and AI-generated faces at Central Regional Library (Ghana Library Authority)

Note: The game and related training materials are freely available for any library to use at https://lokisloop.org/en-mission-viral.

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