From Information Literacy to Gen-AI Literacy: Continuity or Change?

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iSchools Community Keynotes
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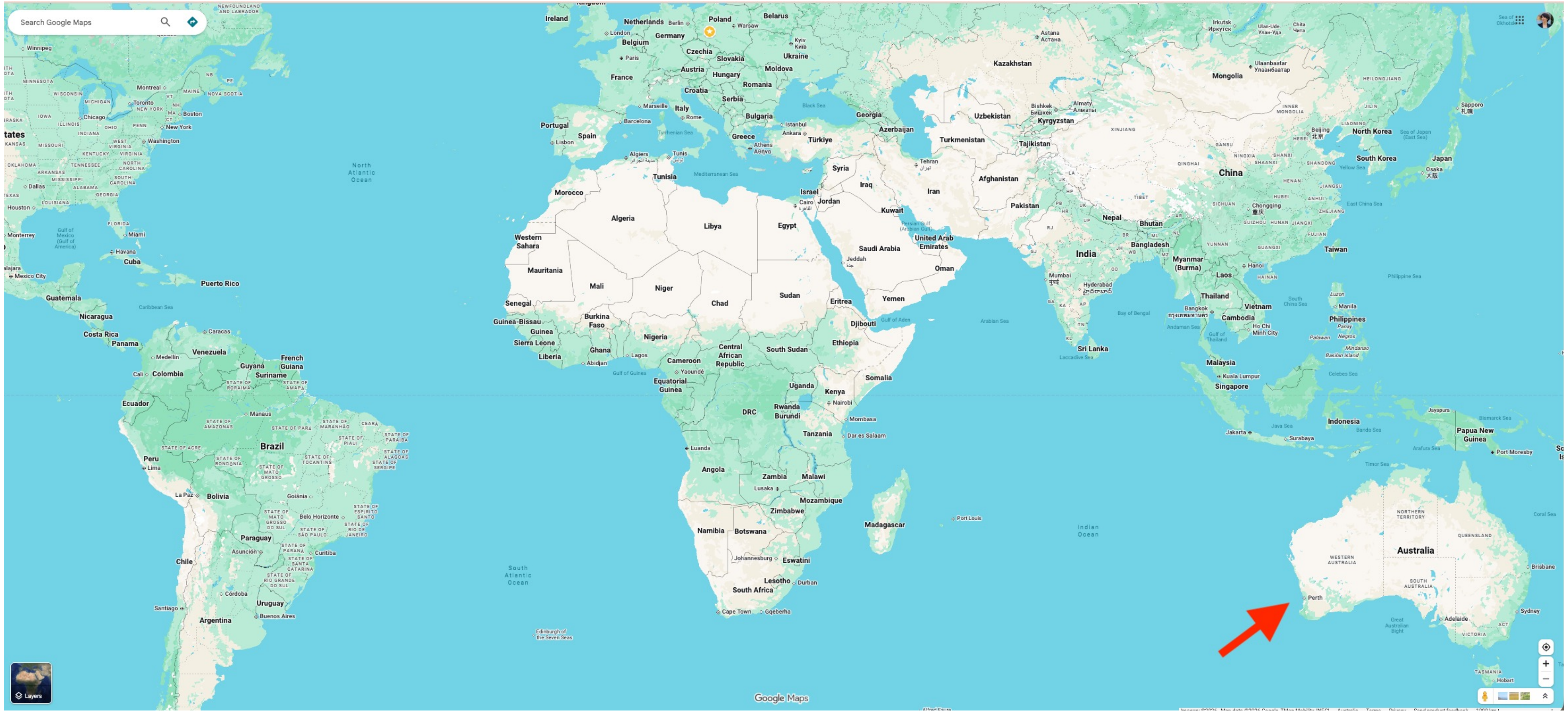

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Brazil
Bolivia
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Argentina
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Gen-AI is becoming everyday.

From back-end AI …

… To AI in everyone’s hand

Gen-AI: Adoption at a rapid pace

Gen AI:
from technological curiosity to everyday companion

It’s not just that we use Gen-AI…
It’s how we use it.

The traditional information journey...

Today… We don’t just search.
We converse.

Gen-AI:
possibilities & challenges

Not technical problems.
But information problems.
Human problems.

What capabilities do people need to use Gen-AI well?

Generative AI literacy!

Gen-AI literacy: A growing conversation

Frameworks. Training. Competencies.

A new technology...
A new literacy?

But...

Let’s find out!

Gen-AI literacy

Question: What capabilities do people need to use generative AI well?

Knowing how to use ChatGPT =
Knowing how to use ChatGPT well?

from technology to capability ...

Some Gen-AI literacy frameworks!

Gen-AI Literacy: Twelve defining competencies
by O'dea and colleagues (2026)

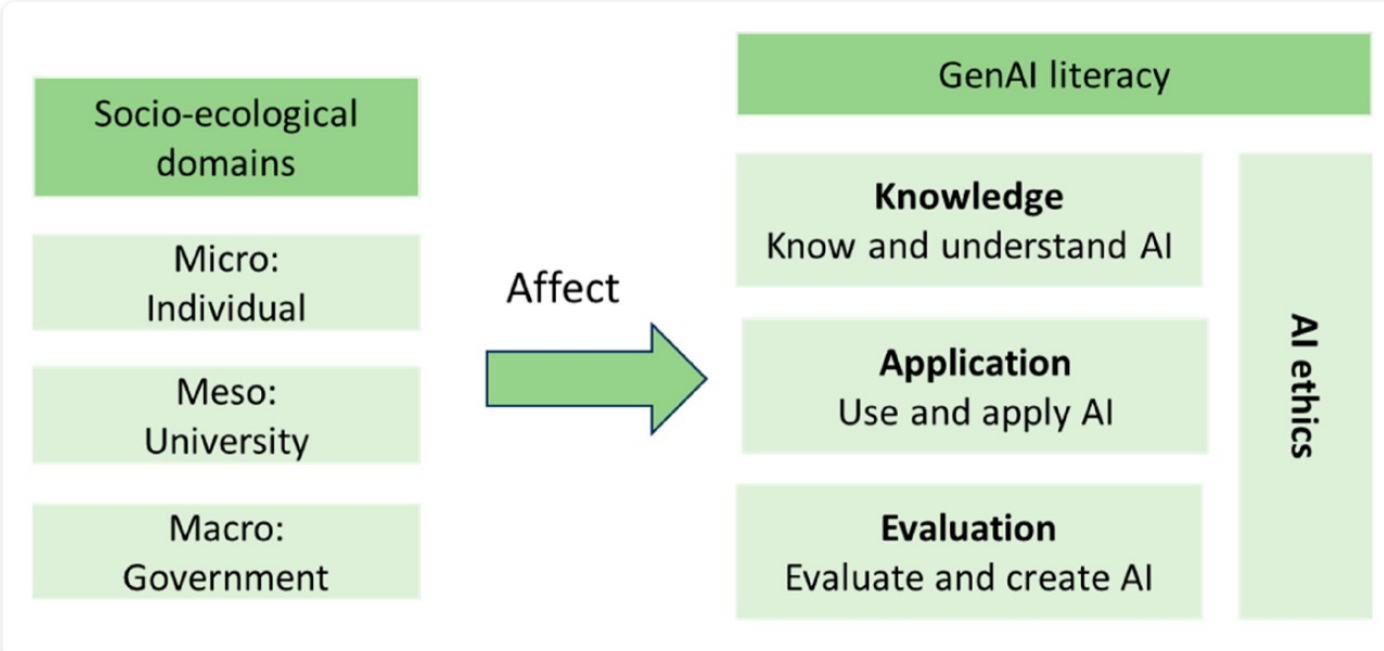

Figure 1. GenAI literacy framework with socio-ecological domains.

O'Dea, X., Ng, D., O'Dea, M., & Shkuratskyy, V. (2026). Factors affecting university students' generative AI literacy: Evidence and evaluation in the UK and Hong Kong contexts. *Policy Futures in Education, 24*(1), 13-34.

Gen-AI Literacy: Twelve defining competencies
by Annapureddy and colleagues (2025)

1. Basic AI literacy
2. Knowledge of generative AI models
3. Knowledge of the capacity and limitations of generative AI tools
4. Skill to use generative AI tools
5. Ability to detect AI-generated content
6. Ability to assess the output of generative AI tools
7. Skill in prompting generative AI tools (prompt engineering)
8. Ability to program and fine-tune
9. Knowledge of the contexts where generative AI is used
10. Knowledge of the ethical implications
11. Knowledge of legal aspects
12. Ability to continuously learn

Annapureddy, R., Fornaroli, A., & Gatica-Perez, D. (2025). Generative AI Literacy: Twelve Defining Competencies. *Digital Government,* 6(1), Article 13. https://doi.org/10.1145/3685680

Gen-AI literacy guidelines
by Zhang & Magerko (2025)

G1: Learners must carefully determine whether they should use generative AI for their task and which tool to select.
G2: Learners need to develop safe and effective prompting skills, ensuring user privacy while interacting effectively.
G3: Generative AI has a short-term memory (i.e. the context window), so users need to re-frame or repeat context as needed.
G4: Generative AI lacks social cognition but can demonstrate fake empathy and theory of mind. Learners should avoid overrelying on it as a social companion.
G5: Generative AI can output content and instructions that are harmful to people, so learners should treat the outputs with caution and skepticism.
G6: Generative AI can output falsified facts (often called *hallucinations)*, so learners should critically consume the results and check for correctness, especially in high-stakes contexts.
G7: Generative AI can lack explainability of its results, so learners should validate its sources when possible and always cross-check the results.
G8: Generative AI can output biased results, so learners need to critically evaluate output for unmitigated bias.
G9: Digital and non-digital content encountered in daily lives can be AI-generated. Learners need to critically evaluate how genuine media content is.
G10: Learners need to understand how generative models “know” (and “don’t know”) concepts compared to human knowing.
G11: Learners need to be aware of the broader social impacts of generative AI, including hidden human labor, environmental impact, etc.
G12: The capabilities of generative AI evolve rapidly. Learners need to keep updated with its up-to-date capabilities and limitations.

Zhang, C., & Magerko, B. (2025). Generative AI literacy: A comprehensive framework for literacy and responsible use. https://arxiv.org/html/2504.19038v2

Different language…
The *same story*.

- Evaluate
- Recognise bias
- Exercise ethical judgement
- Understand context
- Reflect on responsibility
- Make informed decision

Even the assessment approaches agree...

GLAT: The Generative AI Literacy Assessment Test

Jin et al. (2025). GLAT: The generative AI literacy assessment test. Computers and Education: Artificial Intelligence, 9().https://doi.org/10.1016/j.caeai.2025.100436

What's happening here?

Not focusing on **technology**.

Focusing on the **person** using it.

Focusing on the **effective engagement with information.**

Gen-AI Literacy

It makes perfect sense.

What if we peel away the technology?

Haven’t we seen these capabilities somewhere before?

INFORMATION LITERACY.

A very simple test!

A basic search for **“information literacy”** as a subject term in an Australian university library catalogue (in March 2026):

→ over 30,000 results.

Excluding common education and library science-related keywords, e.g., **“school”**, **“university”**, **“student”**, **“education”**, **“academic library”**, **“library”**

→ fewer than 600 results.

Information literacy

a mindset of inquiry, critical thinking, reflection, and ethical responsibility when working with information

effective engagement with information

the relationship between people and information

Information literacy

Information literacy

(Zurkowski, 1974)

effectiveness at using information resources to solve problems in the workplace

Information literacy

Growing in the educational context,
as a skill-based concept

Information literacy

ACRL's Framework for Information Literacy for Higher Education:

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

ACRL (2015). https://www.ala.org/acrl/standards/ilframework#inquiry

Information literacy

Far b e y o n d education

Check for updates

Article

Understanding the information literacy experiences of Australia's humanitarian migrants

Elham Sayyad Abdi
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Deakin University, Australia

Christine Bruce
James Cook University, Australia

Jason Watson
Queensland University of Technology, Australia

Abstract

Every year, millions of people are forced to flee their homes to find safety. This paper investigates the inform
of people from forced migrant backgrounds as they settle into a new country during their first few years of mi
and interpretive approach incorporating thematic analysis techniques, data were collected through 19 semi-
were analysed adopting a thematic analysis approach. Participants were new arrival humanitarian migrants
uncovered five different and interconnected themes depicting the information literacy experiences among
The themes are: (1) undertaking education; (2) reaching out for help; (3) comparing and contrasting; (4
getting engaged. Grounded in the relational perspective on information literacy, a long-standing theoretic
the information literacy of humanitarian migrants, the findings from this study provide an empirically derive
the design and delivery of services providing information, support and education to humanitarian migra
protection or resettlement.

Keywords

Humanitarian migrants, information literacy, information use, refugees, relational approach, resettlement

Introduction

Over 84 million people worldwide were forcibly displaced at mid 2020, with another 30,000 displaced every day, as a result of conflict, persecution, violence and human right violations (United Nations High Commissioner for Refugees, 2022). Each year Australia's Humanitarian programme provides protection and resettlement to refugees and others in humanitarian need, and in 2021 Australia accepted and resettled 13,750 humanitarian migrants. While there are costs associated with the provision of settlement support to humanitarian migrants (Shergold et al., 2019), there is also evidence that, i
integrated effectively, forcibly dis
potential to offer highly valuable
well as economic, social and polit
countries that welcome them (Hug

Humanitarian migrants are how
country with an unknown society

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that is totally different from their country of birth or origin. This creates, for humanitarian migrants, a range of barriers
2010s); Area 3 – studies that
migrants' information experie

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www.emeraldinsight.com/0022-0418.htm

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Skilled immigrants: a resettlement information literacy framework

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University of Southern Queensland, Toowoomba, Australia
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James Cook University, Townsville, Australia, and
Jason Watson
Queensland University of Technology, Brisbane, Australia

Abstract

Purpose – The purpose of this paper is to provide an understanding of skilled immigrants' lived experience of using information to learn about their new setting.
Design/methodology/approach – Thematic analysis was conducted on a qualitative data set collected through 16 semi-structured interviews with newly arrived skilled immigrants in Australia.
Findings – The study uncovered six different themes of experiencing using information to learn among skilled immigrants. The themes, presented as a framework, explain skilled immigrants learn about their new life through: attending to shared stories by others; getting engaged; researching; comparing and contrasting past and present; being reflective; and being directly educated.
Research limitations/implications – The study presents the theory-to-practice translation approach of "information experience design" that enables the enactment of theoretical understanding of information research.
Originality/value – The study invites, encourages and enables information professionals to take part in interdisciplinary conversations about integration of skilled immigrants in their host countries. Using the presented framework in the study, information professionals will be able to explain skilled immigrants' learning about their new setting from an information lens. This provides information professionals an opportunity to work with immigration service stakeholders to help them incorporate the presented framework in their real-world practice and service. Such practice and services are of potential to support newly arrived skilled immigrants to become more information literate citizens of the host society who can participate more fully in their host society.

Keywords Information literacy, Qualitative research, Information use, Information experience design, Information literacy framework, Skilled immigrants

Paper type Research paper

Introduction

Human migration has been a topic of growing interest in academic enquiry in recent decades. Immigrants of different groups (e.g. refugees, asylum seekers, students, skilled immigrants), their reasons and motives for migration, and critical issues related to their move, have been examined from a variety of disciplinary perspectives.

Among different groups of immigrants, mobility of skilled immigrants has been of particular interest due to the valuable contributions that they make to the global knowledge-based economy as well as their host countries. In this paper, by skilled immigrants we mean invited workers with needed skill sets by the host country, to live and work permanently anywhere in that country. They are in demand with economies experiencing skilled and expert labor shortages and therefore, they directly contribute to the economic and knowledge growth and development of the host countries and enhance national productivity. As a result, it is important that the integration needs of this talented population are properly addressed, to assist successful settlement and integration in their new societies early after their arrival. Such assistance

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Migrant information literacy

The context changes.
The information environments change.
The underlying capability remains.

Computers

Internet

Search engines

Social media

Now... Gen-AI!

Technology changed information access.
The underlying principles of effective engagement with information remained the same.

A new technology: Gen-AI

Let’s put the proposition to the test.

Developing a testing Gen-AI literacy framework

- O'Dea, X., Ng, D., O'Dea, M., & Shkuratskyy, V. (2026). Factors affecting university students' generative AI literacy: Evidence and evaluation in the UK and Hong Kong contexts. *Policy Futures in Education, 24*(1), 13-34.
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The testing Gen-AI literacy framework

Core Capability	O'Dea and colleagues' Gen-AI Literacy Framework (2026)	Annapureddy and colleagues' Gen-AI Literacy Competencies (2025)	Zhang & Magerko's Gen-AI Guidelines (2025)
Foundational Knowledge (how GenAI works)	**Knowledge** – understanding training data, LLMs, probabilistic outputs	1 Basic AI Literacy 2 Knowledge of GenAI Models 3 Capacity & Limitations	**G10** How AI "knows" vs human knowing **G3** Managing context windows
Tool Use & Application (including prompting and interaction)	**Application** – using GenAI tools, coding, data analysis, task execution	4 Skill to Use Tools 8 Programming & Fine-tuning 7 Prompt Engineering Skills	**G1** Tool selection & appropriateness **G2** Safe & effective prompting
Evaluation & Critical Judgement (including Information Integrity & Trust, Bias & Epistemic Awareness)	**Evaluation** – fact-checking, verifying, refining outputs, tool selection	3 Capacity & Limitations (bias) 5 Detect AI Content 6 Assess AI Outputs	**G4** Avoiding over-reliance & fake empathy **G5** Harmful outputs **G6** Hallucinations **G7** Lack of explainability G8 Bias in outputs **G9** AI-generated media awareness
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Ethics & Responsibility & social impact	**Ethics** – privacy, attribution, fairness, disclosure	10 Ethical Implications 11 Legal Aspects	**G11** Broader social impacts
Continuous Learning	(Implicit across all components)	12 Continuous Learning	**G12** Continuous learning

The ACRL IL Framework: An analytical lens

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

ACRL (2015). https://www.ala.org/acrl/standards/ilframework#inquiry

Bringing together the two frameworks

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The ACRL IL Framework

- Authority Is Constructed and Contextual
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Let’s look at the overlap.

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Gen-AI literacy – a new literacy?
Or
Information literacy enacted within a new technological environment?

Takeaway.

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Any questions?