



From Information Literacy to AI Literacy: A New Pedagogical Role for Academic Libraries

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Abstract

The rapid integration of artificial intelligence (AI) into higher education is reshaping teaching, learning, and knowledge production, prompting academic libraries to reconsider their pedagogical roles. Traditionally positioned as key actors in developing information literacy, libraries are now increasingly confronted with the need to foster AI literacy, which is understood as the ability to critically understand, evaluate, and ethically engage with AI-driven systems. This paper offers a theoretical exploration of the transition from information literacy to AI literacy and examines how this shift redefines library pedagogy.

Drawing on established information literacy frameworks and emerging scholarship on AI literacy, the paper conceptualizes AI literacy as an extension rather than a replacement of information literacy. It argues that academic libraries are uniquely positioned to mediate this transition due to their longstanding expertise in critical inquiry, ethical information use, and learner-centered pedagogy. The discussion highlights key pedagogical dimensions of AI literacy, including algorithmic awareness, data ethics, transparency, bias, and responsible use of generative AI tools in academic contexts.

The paper further positions librarians as pedagogical partners and learning facilitators who support students and faculty in navigating AI-enhanced learning environments. By reframing AI literacy within a critical and human-centered pedagogical approach, the study underscores the strategic role of academic libraries in promoting informed, reflective, and ethical engagement with AI technologies. The paper concludes by outlining implications for library teaching practices and future research directions in library-based AI pedagogy.

Keywords: artificial intelligence, AI literacy, information literacy, academic libraries, library pedagogy

1. Introduction

Since its emergence in the mid of the 20th century (1943), artificial intelligence (AI) has gradually been developed and evolved to affect almost all aspects of human life in the

modern era. From the beginning AI researchers were not shy about making predictions of their coming successes (Russell et al, 2022).

AI has moved from a niche technology to a pervasive element in every human activity virtually, such as:

- **Education and learning** – generative models are used for brainstorming research questions, drafting essays, and creating adaptive tutoring tools;
- **Healthcare** – AI-driven diagnostics, treatment-recommendation systems, and patient-monitoring dashboards support clinicians;
- **Scientific research and academia** – AI assists literature-search, data-analysis, and manuscript drafting;
- **Public sector and government** – AI powers service-delivery, management, and monitoring functions, from automated chat-bots for citizen queries to analytics that inform policy decisions;
- **Business and industry** – companies leverage AI for marketing personalization, supply-chain optimization, and product design, turning AI into a strategic competitive asset;
- **Media, entertainment and creative arts** – generative tools create images, video, music, and text, expanding creative workflows;
- **Everyday personal life** – AI assistants manage calendars, draft emails, recommend content, and support decision-making at home and work, making AI a constant collaborator (Annapureddy et al, 2025).

Across these spheres, the integration of AI brings efficiency and new capabilities but simultaneously introduces ethical, legal, and bias-related risks that require ongoing literacy, governance, and interdisciplinary collaboration.

As mentioned, artificial intelligence, especially generative AI, has quickly become part of everyday academic practice. Students already use AI tools for writing, summarizing, and researching, while faculty often struggle to define appropriate and ethical use. This situation creates uncertainty and raises questions about authorship, learning, and academic integrity.

European guidelines on the ethical use of AI in teaching and learning emphasize that educators and learners should be able to engage with AI technologies critically, ethically, and responsibly, while understanding issues such as transparency, bias, privacy, and accountability. AI literacy is therefore framed not merely as a technical skill but as a prerequisite for informed participation in contemporary digital societies (European Commission, 2026).

Generative AI tools adopted in higher education has transformed the information environment, creating new demands for critical engagement with algorithmically generated knowledge. UNESCO argues that educational institutions must move beyond merely teaching students how to use AI tools and instead cultivate competencies that enable learners to understand AI systems, evaluate their outputs critically, and engage with them responsibly and ethically. UNESCO's Guidance for Generative AI in Education and Research emphasizes a human-centred approach to AI, highlighting the need for critical awareness, ethical judgement, data privacy protection, and informed participation in AI-mediated learning environments (Miao et al, 2023).

According to the OECD (2023), the rapid advancement of generative AI requires education systems to reconsider which competencies learners need in an AI-mediated environment, including critical evaluation, responsible use of AI technologies, and new forms of human–AI collaboration (OECD, 2023).

From a global perspective, AI literacy is increasingly understood as a matter of educational equity and digital inclusion. International frameworks emphasize that learners

should not merely consume AI technologies developed elsewhere but should acquire the knowledge and skills necessary to participate in shaping AI systems within their own cultural, linguistic, and social contexts.

Emerging non-Western and decolonial perspectives further broaden the concept of AI literacy beyond technical competence and critical evaluation. Scholars from the Global South, Indigenous communities, and decolonial traditions emphasize issues of data sovereignty, cultural representation, linguistic diversity, and knowledge justice. From these perspectives, AI literacy involves understanding not only how AI systems function but also whose knowledge they privilege, whose interests they serve, and how they affect the equitable production and dissemination of knowledge. Such concerns resonate strongly with the historical mission of academic libraries as institutions that support inclusive access to information, intellectual diversity, and social responsibility in knowledge creation (UNESCO, 2021; Nyaaba et al, 2026).

Libraries, as long-standing educational and ethical actors, are well positioned to address these challenges. In this regard, some shared aspects of information literacy and AI literacy makes it easy for librarians to convey their core principles and techniques to library users.

Current study can be positioned as an investigation into how academic libraries are adapting their traditional information literacy mission to address emerging AI literacy needs. Rather than viewing AI literacy as a purely technological competency, the research conceptualizes it as a multidimensional construct encompassing critical evaluation, ethical reasoning, algorithmic awareness, data literacy, and responsible AI use.

The aim of this study is to examine how academic libraries can expand their pedagogical role from information literacy instruction toward AI literacy education, and to explore the competencies, services, and educational practices required to support students' critical, ethical, and informed engagement with artificial intelligence technologies.

The research answers the questions:

- How does AI literacy extend or transform traditional concepts of information literacy in higher education?
- What roles can academic libraries play in developing students' AI literacy competencies?
- Which ethical, social, and pedagogical dimensions of AI literacy should be incorporated into library instruction programs?
- How can academic libraries contribute to responsible and human-centered AI use in teaching, learning, and research?

The paper focuses on the evolving pedagogical role of academic libraries in higher education and examines AI literacy as an emerging extension of information literacy. Particular attention is given to international policy frameworks, ethical perspectives on AI, and the implications of generative AI technologies for library instruction, research support, and digital literacy education.

1.1 Methodological Approach

The paper adopts a conceptual narrative review approach informed by principles of scoping review methodology. The objective is not to provide an exhaustive systematic review of all literature on artificial intelligence (AI) literacy, but rather to identify and synthesize key theoretical, policy, and professional perspectives relevant to the evolving pedagogical role of academic libraries.

The literature was selected through targeted searches of scholarly databases, including Scopus, Web of Science, Library and Information Science Source, and Google Scholar,

complemented by an examination of policy documents and reports published by international organizations. Particular attention was given to publications addressing:

- a) information literacy and its conceptual evolution;
- b) AI literacy frameworks and competencies;
- c) ethical and critical perspectives on AI;
- d) the educational and instructional functions of academic libraries.

Selection criteria included relevance to higher education, academic librarianship, AI literacy, digital literacy, AI ethics, and educational policy. Priority was given to influential conceptual works, widely cited scholarly publications, and authoritative policy documents, including reports and recommendations from UNESCO, American Library Association, the Organisation for Economic Co-operation and Development (OECD), and the European Commission. To ensure a broader perspective, the review also incorporates scholarship addressing issues of data justice, equity, and knowledge diversity.

The selected literature was analyzed thematically to identify major conceptual trends and emerging expectations regarding the role of academic libraries in supporting AI literacy. These themes form the basis for the paper's discussion of the transition from information literacy toward AI literacy and its implications for library pedagogy and instructional practice.

1.2 Information literacy: a brief reminder

Information literacy (IL) emerged in the late 1990s as libraries sought a common set of learning outcomes for students. The Association of College and Research Libraries (ACRL), a division of American Library Association (ALA) first codified these outcomes in the Information Literacy Competency Standards for Higher Education (2000). By 2015 the ACRL Board filed a new, more dynamic “Framework for Information Literacy for Higher Education,” officially adopted in January 2016 (ACRL, 2016).

Core aspects of contemporary IL, including six threshold-frame concepts, knowledge practices, dispositions, metaliteracy and definition shift IL from a static skill list to a living, metaliteracy-driven competence that supports lifelong, ethical participation in the evolving information ecosystem.

Information literacy has always been more than technical skills. It focuses on critical evaluation, ethical use of information, understanding authority, and context. Academic libraries have played a central pedagogical role in developing these competencies. This foundation is crucial for understanding why libraries are relevant in discussions about AI literacy.

AI-generated content challenges traditional concepts such as authorship, originality, and credibility. Algorithms are often opaque, and users cannot easily verify sources or processes. This does not mean information literacy has failed, but rather that the information environment has changed. New forms of mediation require expanded literacy frameworks. It is not coincidence that librarians now teach prompt-engineering and AI-ethics as core information-literacy skills (Annapureddy et al, 2025).

1.3 AI literacy: definition and scope

AI literacy (AIL) is defined as the skills associated with the ability to understand the basic principles, concepts, and applications of artificial intelligence, as well as its consequences, limitations and ethical considerations (ACRL, 2025). It goes beyond mere familiarity with AI tools; it encompasses the ability to critically assess AI outputs, recognize limitations, and make informed decisions about AI deployment (Khan et al, 2025).

AIL should not be understood as technical mastery or coding skills. Instead, it refers to the ability to critically understand how AI systems function, how they are trained, and how their

outputs should be interpreted. It includes ethical awareness, recognition of bias, and responsible academic use. AIL is therefore a critical educational competence.

Scope of AIL encompasses the following areas:

- Conceptual knowledge – core AI concepts (machine learning, generative models, NLP), how AI is created and how it functions.
- Practical skills – selecting, configuring, and applying AI tools; prompt engineering; integrating AI into research, instruction, and library services.
- Ethical and legal awareness – bias, fairness, transparency, data-privacy, copyright, and accountability considerations.
- Societal impact – understanding AI's effects on work, education, decision-making, and equity, and recognizing issues such as hallucinations or misinformation.
- Critical evaluation – assessing the reliability, relevance, and credibility of AI-generated content and using appropriate validation strategies.
- Policy and governance – contributing to institutional AI guidelines, aligning with regulatory frameworks (e.g., EU AI Act), and advocating for responsible AI use (Khan et al, 2025; ACRL, 2025; Annapureddy, 2025).

These elements form a holistic, metaliteracy-driven competence that prepares individuals to navigate, shape, and responsibly harness AI across personal, professional, and civic domains.

1.4 From information literacy to AI literacy

AIL can be seen as a continuation of IL rather than a replacement. Both share core values such as critical thinking, ethics, transparency and learner agency. However, the focus shifts from evaluating static information to understanding algorithmic systems that mediate knowledge.

The shift from IL to AIL can be seen as an expansion and deepening of the same metaliteracy foundation. IL already equips users to locate, evaluate, and use information responsibly through the ACRL Framework's six threshold concepts and associated dispositions (ACRL, 2016). AIL retains these core practices — critical questioning, source appraisal, and ethical use — while adding AI-specific knowledge, skills, and ethical awareness, such as:

1. **Conceptual continuity** – Both literacies require understanding how knowledge is produced; AIL extends this to how AI models are trained, how algorithms generate outputs, and how AI reshapes information creation;
2. **Behavioral extension** – IL's "searching as strategic exploration" becomes "prompt engineering and AI-tool integration" in AIL, turning the search process into an interactive dialogue with generative systems;
3. **Normative deepening** – IL's emphasis on authority and value evolves into AIL's focus on bias, hallucination, data-privacy, and algorithmic fairness, demanding a more nuanced ethical framework;
4. **Curricular embedding** – Just as IL is embedded across curricula, AIL is now recommended as a core competency within LIS education and professional development, often organized into cognitive, behavioral, and normative domains;
5. **Role of librarians** – Librarians who once taught IL now act as AIL instructors, policy advisors, and interdisciplinary collaborators, guiding both students and faculty in

responsible AI use (Khan et al, 2025; Boyle, 2025; ACRL, 2025; Miltenoff, 2024; Havelka et al., 2025).

Thus, the transition is less a replacement than a layered augmentation: the familiar IL scaffold is retained, while new AI-centric competencies, ethical considerations, and pedagogical practices are woven in to prepare users for the AI-driven information ecosystem.

“AI Competencies for academic library workers”, recently approved (October, 2025) by ACRL, is meant to serve as a guiding framework for the creation of training programs and as a foundation for communities of librarians to develop their own AI competency frameworks.

The document contains both mindsets and competencies to be used as guiding orientations. The mindsets include the following elements:

- **Curiosity:** Remain open to exploring the potential and limits of AI tools.
- **Skepticism:** Approach AI critically, questioning results, and representations.
- **Judgment:** Balance evidence, institutional context, and community impact when making or advising on AI-related decisions.
- **Responsibility:** Recognize the importance of thoughtful evaluation and ethical consideration as acts of care and stewardship for your community.
- **Collaboration:** Seek diverse perspectives when assessing AI tools.

Librarians are encouraged to reflect on and adapt these mindsets and use them as a foundation for responsible, human-centered engagement with AI technologies (ACRL, 2025).

On the other hand, competencies cover the categories, such as:

- **Ethical considerations** - as AI continues to transform the practice of librarianship, library workers must be aware of the broad range of ethical issues connected with the exploration, evaluation, selection, use, and creation of AI tools.
- **Knowledge and understanding** - which provide a foundation for developing a basic understanding of artificial intelligence technologies.
- **Analysis and evaluation** – which position library workers to evaluate and analyze artificial intelligence tools effectively, bridging the gap between understanding AI and implementing or creating new AI tools.
- **Use and application** - which enable academic library workers to effectively leverage AI tools when appropriate to enhance collaboration, streamline daily work routines, and foster innovation (ACRL, 2025).

Each category contains four or five broad competencies and corresponding range of related abilities.

To enhance conceptual clarity and analytical synthesis, current study develops a mapping framework aligning established information literacy models (ACRL Framework) with emerging AIL competencies derived from UNESCO, OECD, and critical AI scholarship (Table 1) (ACRL, 2016; ACRL, 2025; OECD, 2023; UNESCO, 2021).

Table 1. Mapping Information Literacy (IL) Frames to Emerging AI Literacy (AIL) Competencies in Academic Libraries

ACRL Information Literacy Frame	Core IL Focus	Emerging AI Literacy Extension	AIL Competency Focus
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Authority is Constructed and Contextual	Evaluation of credibility and expertise in information sources	Algorithmic authority and model outputs are constructed, probabilistic, and opaque	Critically evaluate AI-generated content; understand model uncertainty, hallucinations, and training data limitations
Information Creation as a Process	Understanding how information is produced and disseminated	AI systems as co-creators of content (text, images, data)	Understand generative AI pipelines, data training processes, and synthetic content production
Information Has Value	Ethical use, intellectual property, citation practices	Datafication, surveillance capitalism, and commodification of data	Understand data as economic and political resource; awareness of data extraction and platform economies
Research as Inquiry	Iterative research process and scholarly investigation	Human–AI collaborative research workflows	Use AI tools critically in research; evaluate AI-assisted search, summarization, and synthesis
Scholarship as Conversation	Participation in academic discourse	AI-mediated knowledge ecosystems shaping scholarly communication	Recognize AI influence on academic publishing, recommendation systems, and knowledge visibility
Searching as Strategic Exploration	Effective searching strategies and database use	AI-driven discovery systems and semantic search engines	Evaluate AI search tools, prompt engineering, and retrieval-augmented systems critically

2 AI Literacy in academic libraries: new roles for librarians

Librarians' experience and skills in teaching, consulting, and practicing scholarly communications, specifically the areas of copyright, data privacy, and other legal and ethical issues makes them valuable participants in the efforts to adopt AI on campus.

Libraries' and librarians' roles include:

- **Mediating** - Academic libraries increasingly act as mediators between technology and learning.
- **Mentoring** - Librarians are not only information providers, but also educators and facilitators of critical reflection.
- **Experimenting** - Libraries can offer safe, guided spaces for experimenting with AI tools.

Key aspects of AIL that academic libraries are expected to address are:

- Fundamental understanding of AI – basic concepts, how generative models work, and their societal impact;
- Ethical and legal dimensions – copyright, data-privacy, fair-use, intellectual-property, and bias considerations;
- Academic integrity – recognizing hallucinations, evaluating AI-generated content for accuracy and relevance, and preventing misuse in research and assignments;
- Scholarly communication – guiding faculty and students on AI's effects on publishing, open-science practices, and data-governance;
- Instructional roles – teaching, consulting, and designing curriculum that integrates AI topics, including prompt-engineering and tool selection;
- Policy and governance – advising on institutional AI policies, aligning with government AIL initiatives, and shaping campus-wide guidelines;
- Collaborative support – partnering with faculty, administrators, and IT to ensure responsible AI deployment and to embed AIL across disciplines;
- Critical evaluation skills – assessing AI outputs for bias, reliability, and ethical implications, and fostering data-sovereignty awareness (Miltenoff, 2024; Clarivate, 2023).

These aspects form a comprehensive AIL framework that enables academic libraries to serve as central hubs for ethical, informed, and effective use of generative AI in higher education.

In broad sense, academic librarians can contribute to the user experience by taking on new pedagogical roles, including:

AIL instructor and workshop leader – Librarians design and deliver faculty-development workshops, panels, and “office-hour” consults that introduce generative AI concepts, ethical use, and academic-integrity concerns;

Prompt-engineering coach – By guiding students and faculty through prompt-crafting exercises, librarians show how prompt engineering parallels research-question development and improves keyword formulation;

Ethics and legal advisor – Librarians provide training on copyright, data-privacy, fair-use, and bias, helping users navigate the legal landscape of AI-generated content;

Curriculum co-designer – Leveraging their expertise in information behavior, librarians collaborate with teaching units to embed AI-aligned learning outcomes into courses and program curricula;

AI policy consultant – Librarians advise administrators on campus-wide AI guidelines, ensuring alignment with federal/state AIL initiatives and institutional integrity policies;

Research-support facilitator – Using generative tools for brainstorming topics, refining research questions, and exploring strategic searching, librarians model appropriate AI-assisted research practices;

Detection and evaluation trainer – Librarians teach students to identify hallucinations, assess the credibility of AI-generated outputs, and apply critical-evaluation frameworks;

Interdisciplinary collaboration hub – Acting as a bridge between faculty, IT, and administration, librarians break silos, foster cross-departmental AI projects, and sustain ongoing dialogue about emerging technologies;

Digital-pedagogy innovator – Librarians experiment with AI-driven instructional designs (e.g., AI-enhanced discussion prompts, adaptive learning resources) to expand the repertoire of teaching strategies (Hall & Leeman, 2026; Boyle, 2025; Miltenoff, 2024; Murph, 2025).

These roles expand the traditional reference and instruction functions, positioning academic librarians as central agents in cultivating responsible, skill-based AIL across the campus.

Libraries can address AIL through several pedagogical dimensions. These include algorithmic awareness, understanding training data, recognizing bias, and discussing ethical implications. Academic integrity and responsible AI use are especially important in educational contexts. Many of these topics already exist in library instruction, but now require explicit reframing (Ward & Jameson, 2026).

2.1. Human-centered and ethical perspective

A key principle of library-based AIL is a human-centered approach. AI should support learning, not replace human judgment or responsibility. Issues of transparency, inclusivity, and fairness must be addressed pedagogically.

A human-centered, ethical AIL builds on the IL foundation by centering people, values, and societal impact rather than technology alone. It first expands the cognitive domain to include how AI models are trained, what data they ingest, and how algorithmic choices shape outcomes. The behavioral domain then adds hands-on skills such as prompt engineering, tool selection, and evaluating AI-generated results, always asking who benefits and who might be harmed. The normative (ethical) domain explicitly foregrounds fairness, bias mitigation, privacy, accountability, and the broader cultural and environmental implications of AI (Khan, 2025).

The human-centered AIL framework structures this progression into four interrelated layers — foundational (knowledge), operational (practice), critical (normative), and transformational — each anchored in human-centered principles like transparency, inclusivity, and stewardship. In academic libraries, ethical competencies are codified as concrete actions: promote data-fairness, protect autonomy and privacy, ensure explainability, and consider community impact (ACRL, 2025). Research across regions stresses the need for institutional ethical policies, stakeholder-driven governance, and continuous reflection to prevent bias, hallucination, and misuse.

Thus, the transition reframes “information as a resource” into “AI as a sociotechnical system,” requiring librarians and educators to teach human-centered design, ethical judgment, and responsible governance alongside traditional search and evaluation skills.

The need for AIL is not only pedagogical but also ethical. According to philosopher Luciano Floridi, ethical engagement with AI requires understanding how digital technologies shape human agency, decision-making, and social relationships. AIL therefore involves developing the capacity to evaluate not only whether AI outputs are accurate but also whether their production and use align with principles of fairness, transparency, accountability, and human well-being (Floridi, 2023).

Similarly, Catherine D'Ignazio and Lauren Klein argue that data and AI systems are never neutral. Their work on data feminism and AI justice demonstrates how algorithmic systems can reproduce existing inequalities and power imbalances unless users are equipped to recognize and challenge them. They advocate approaches that foreground issues of power, inclusion, consent, and social justice in data and AI practices. Such perspectives suggest that AIL should encompass critical awareness of how AI systems affect different communities and whose interests they serve (Klein & D'Ignazio, 2024).

Furthermore, Kate Crawford challenges popular perceptions of AI as an abstract technological innovation. In “Atlas of AI”, she highlights the material, environmental, political, and labor dimensions of AI systems, showing how AI depends on vast infrastructures, data extraction, human labor, and natural resources. From this viewpoint, AIL should include an understanding of the broader socio-technical and environmental

consequences of AI technologies rather than focusing solely on their functional capabilities (Crawford, 2021).

2.2. Implications for library teaching practice

Understanding the implications of AI for academic integrity, intellectual property, human agency and other values are important aspects of AIL.

The shift toward AIL has practical implications for library instruction. IL programs may need redesign and updated learning outcomes. Collaboration with faculty becomes increasingly important. Professional development for librarians is essential, but this should be viewed as an opportunity rather than a burden. Main directions of implications encompass:

- *Curriculum reform:* AI concepts, prompt engineering, and bias awareness must be embedded in existing IL modules or offered as stand-alone courses, following the ACRL Framework's threshold concepts while extending "searching as strategic exploration" to "dialoguing with generative systems".
- *Hands-on, project-based learning:* Workshops, sandbox environments, and peer-learning circles let students apply AI tools to real library tasks (e.g., cataloging, recommendation engines), converting cognitive understanding into behavioral competence.
- *Ethical and normative emphasis:* Instruction must foreground fairness, transparency, privacy, and accountability, using case-based discussions of hallucinations, bias, and data-ownership, and aligning with institutional AI policies, such as ALF (Anna Lindh Foundation) Framework.
- *Interdisciplinary collaboration:* Librarians partner with teaching-and-learning centers, faculty, and IT to co-create AI-focused learning outcomes, leveraging their expertise in scholarly communication, copyright, and data ethics.
- *Multimodal teaching strategies:* Collaborative/cooperative activities, audio-visual demos, and real-world scenarios — already proven effective for IL instruction— remain central when introducing AI tools, ensuring engagement and deeper critical thinking.
- *Assessment and continuous reflection:* Use rubrics that measure prompt quality, source verification, and ethical reasoning; embed reflective journals to track evolving attitudes toward AI (Khan, 2025; Miltenoff, 2024; Hall & Leeman, 2026; Aytac et al., 2025).

These practices transform library teaching from static information-search skills to a human-centered, ethically grounded AIL that prepares students and faculty to navigate and shape the AI-driven information ecosystem.

3 Conclusion

The evolution of AIL reshapes academic libraries from information service hubs into human-centered learning partners that prepare students, faculty, and staff to navigate a sociotechnical AI ecosystem. By extending the ACRL IL and AIL frameworks with explicit cognitive, behavioral, and normative competencies — understanding AI fundamentals, mastering prompt engineering and tool integration, and critically evaluating bias, privacy, and accountability — libraries can embed AIL across curricula and professional development. Human-centered and ethical perspectives anchor this work in fairness, transparency, and societal impact. Consequently, librarians must redesign instruction: embed AI concepts within existing IL modules, provide hands on, project-based sandbox experiences, foster peer

learning circles, and align teaching with institutional AI policies and ethical guidelines. This expanded pedagogical role positions libraries as critical mediators of AI knowledge, capable of shaping responsible AI adoption, safeguarding intellectual freedom, and fostering equitable access to emerging technologies. In short, AIL transforms academic libraries into proactive educators and ethical stewards, ensuring that the next generation of information users can both harness and critique AI for the public good.

To conclude, AIL represents a natural evolution of IL. Academic libraries have a strategic pedagogical role in guiding this transition. By adopting critical, ethical, and human-centered approaches, libraries can support responsible AI use in higher education. This is not only a challenge, but also an opportunity to reaffirm the educational mission of libraries.

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