



Information Literacy In The AI Age: New Challenges And Opportunities

Dr.Pratibha N. Atram

Shri Pundlik Maharaj Mahavidyalaya, Nandura (Rly)

Dist. Buldana

Abstract

In the twenty-first century, information literacy—which is the capacity to recognize, locate, assess, and use information efficiently—has become a fundamental skill. Conventional conceptions of information literacy are changing significantly as a result of artificial intelligence's (AI) quick assimilation into information ecosystems. Taking into account technological capabilities like generative AI, automated content curation, and large language models (LLMs), this study explores the new opportunities and problems that AI brings for information literacy. While AI increases access to knowledge, we contend that it also makes ethical use, authenticity verification, and evaluation more difficult. To give students the metacognitive and critical-thinking abilities needed in an AI-mediated information world, information literacy frameworks must be rethought.

Key Words

AI, Information Literacy

Introduction

There is a lot of information available everywhere in the digital age. It has long been acknowledged that information literacy is an essential ability in the fields of education, the workplace, and civic engagement. Searching, assessing, and using information ethically are among the competencies that are highlighted by traditional frameworks (such as the ACRL Framework for Information Literacy). Information production, distribution, and consumption have all changed as a result of the development of AI technologies, especially generative AI systems like ChatGPT, Bard, and other LLM-based applications. These modifications call into question how well current frameworks for information literacy handle issues unique to artificial intelligence. This paper's goal is to outline the main potential and problems that artificial intelligence (AI) brings to the field of information literacy and to provide flexible methods for creating AI-aligned literacies.

Objective

This paper's main goals are to:

- Examine how information literacy is affected by artificial intelligence.
- Examine the potential for improving information literacy skills with AI.
- Talk about the future of information literacy in relation to artificial intelligence.
- In a world where artificial intelligence is taking over, provide a framework for fostering information literacy.

Information Literacy

The ability to efficiently find, assess, use, and transmit information in a variety of formats as well as to understand when information is needed is known as information literacy.

Academic success, decisionmaking, and lifelong learning all depend on it since it requires critical thinking, ethical consumption, and digital navigation skills.

AI Literacy

The ability to find, assess, and use information—including using it ethically—is the most fundamental definition of information literacy. This idea is connected to AI literacy, which is the capacity to comprehend and analyze AI systems and their results.

New challenges in Information literacy in the age of Artificial Intelligence

One of the biggest obstacles to information literacy in the era of artificial intelligence (AI) is the requirement to check AI-generated content for bias, deepfakes, and hallucinations.

While AI's "blackbox" nature makes it challenging to identify sources, its speed and convincing, human-like output can conceal mistakes and context gaps. Important difficulties include:

- Accuracy and Trust: Information verification might be challenging due to AI's ability to create "hallucinations" or fabrications (such as phony citations) that appear extremely trustworthy.
- Manipulation and Bias: AI models frequently contain biases from the training data, which distorts their viewpoints.
- "The issue of "Black Box": Critical evaluation is impeded by the opaqueness of AI's response generation process.
- Ethical Usage & Equity: Issues with data privacy, plagiarism, and inequality in access to cutting-edge AI tools throughout universities.

AI has transformed information literacy from simple searching to evaluating, synthesizing, and ethically using AI-generated content. It accelerates research via automated summarization and data processing but requires new skills in critical thinking to identify bias and inaccuracies. Key impacts include the need for prompt engineering, personalized learning tools, and the evolution of "AI literacy" as a core component of digital citizenship.

Impact of AI on Information Literacy

- **Improved Research Capabilities:** Deeper investigation is made possible by AI technologies that speed up and improve data processing, summarization, and information retrieval.
- **Stronger, more sophisticated critical assessment abilities** are required to evaluate the appropriateness, authority, and correctness of AI-generated content due to the danger of bias and false information.
- **Shift in Skill Focus:** In addition to traditional database searches, information literacy curriculum also need to cover "prompt engineering" (the art of challenging AI) and comprehending algorithmic bias.
- **Customization & Schooling:** AI-driven, adaptive learning systems offer customized information to improve students' research abilities while facilitating individualized learning and providing real-time feedback.
- The ethical, legal, and privacy ramifications of AI-driven, automated content creation are receiving more attention.

Opportunities Delivered by AI

Tailored Instruction

By customizing information retrieval and instructional scaffolding to each learner's needs, AI can help them develop information literacy skills.

Better Search and Suggestion

When applied intelligently, AI-powered solutions can increase access to a variety of viewpoints and assist consumers in finding pertinent content more quickly.

AI can be used to teach evaluative skills, such as contrasting several AI answers, spotting discrepancies, and challenging underlying presumptions.

Assistance with Critical Thinking

Expertise is becoming more democratic

AI makes it easier to obtain domain expertise, allowing students to interact with complex information environments even in the absence of formal training.

Conclusion

Both new difficulties and opportunities for information literacy are brought forth by the incorporation of AI into information contexts. To prepare students for an information ecology that is rich in AI and characterized by automation, opacity, and quick content development, traditional paradigms need to be repositioned. It is imperative that educators, librarians, and legislators collaborate to create frameworks that prioritize reflective practice, ethical awareness, and adaptable critical thinking.

AI does not have to be seen as a danger to information literacy; on the contrary, with careful integration, it may be a potent ally in creating more intelligent and resilient information consumers.

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