

Youths' information competency in an age of AI

Recommendation 5

Create the framework for lifelong learning and upskilling competencies.

- The government will establish an expert-forum for the development of a shared language for information competencies to support progression through the educational system.
- Technologies and information seeking are to be prioritized within the education of new teachers, educators and library staff.
- To secure the lift of technological competencies amongst currently employed teachers, educators and library staff.
- The development and offer of concrete, online-based educational materials in workplaces to maintain and lift the existing levels of information competencies.

Recommendation 6

Strengthen youths' immersion and curiosity.

- Teachers, psychologists and pedagogues are to develop educational courses to heighten immersion, reflection and critical thinking.
- The tech industry will design tools and platforms to support concentration and immersive learning.
- The libraries will create a new, guiding narrative about their role in learning to establish themselves as an arena of curiosity and outreach, with space for both quick and immersive learning.



Summary of the expert group’s definition of future information competencies

- **Information seeking:** the knowledge of what digital search tools are capable of and what they’re lacking, including the ability to select and apply the right methods for each particular search and searching tool.
- **Information assessment:** the knowledge and understanding of digital search tools’ algorithms, biases, limitations, and their business models to approach sought-out knowledge from a nuanced and well-informed angle, to remain critical of its trustworthiness and assess if it’s describing facts or opinions.
- **Information processing:** the ability to understand, assess quality and select points from information and convey those points in an independent and transparent way. This also includes the understanding of when and how digital tools can be used as an analytical sparring partner in the identification of points across informational sources.
- **Creating information:** the knowledge and understanding of digital tools’ potentials and lacks in the generation of information, as well as the ability to select and apply these tools within each particular creation of information.

Six recommendations from the expert group

 **Recommendation 1** 

Strengthen youths’ digital information seeking through greater understanding of the benefits and disadvantages of different search tools.

- Educational institutions and libraries will cooperate to bolster the familiarity with alternatives to online search engines, the knowledge of search tools’ applicational

 **Recommendation 2** 

possibilities and limitations, and the ability to employ the tools.

- Educational institutions will incorporate a strategic, critical, and constructive use of online search engines in their teaching.
- Digital tools will be developed to support teachers and educators in their teaching.

 **Recommendation 2** 

Strengthen youths’ critical decision-making regarding information, through greater understanding of the search tools’ underlying technologies.

- An obligatory course in technological understanding will be established across primary and secondary schools and for the educators teaching educational and pedagogical assignments within the school- and educational system; with the intention of securing a general understanding of how technologies behind search tools function.
- Libraries are included as an extended support for knowledge and competencies surrounding generative AI-tools.
- Strengthening the Knowledge Center for Digital Technology Understanding to incentivize the integration of technological understanding across disciplines.
- Source-critic decision-making is to be included across all taught courses through concrete assignments where critical thinking will be necessary.

 **Recommendation 3** 

Strengthen youths’ understanding of consequences of and possibilities in sharing data.

- The creation of standardized educational materials in digital security by relevant authorities and organizations in cooperation with libraries and educational institutions.
- The introduction of an easy-to-understand way to consent to giving away data, in the same way that you give cookie consent.
- Libraries will play an active part in making adults aware of how to help youths stay focused on data-gathering and the protection of their private lives.

 **Recommendation 4** 

Strengthen interdisciplinary collaboration.

- Establishing formalized municipal cooperation between education institutions and libraries to create shared strategies for the development and implementation of education in information competencies.
- Creating a national information competencies council with wide intersectional anchoring to undertake the development of information competencies and provide field specific consultation to political decision-makers.