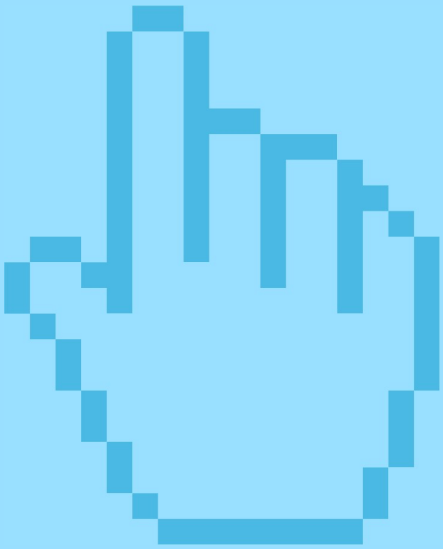
# Information Literacy in a New Age



Findings, recommendations and approaches to teaching information literacy to students

Tænketanken Fremtidens Biblioteker

# Colophon

**Information Literacy in a New Age**
Findings, recommendations and approaches to teaching information literacy to students

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# Foreword

In 2025, The Danish Think Tank – Libraries of the Future and the Think Tank Mandag Morgen published the report *Youth information literacy - in an age of AI.* It consists of a study that points out the challenges of Danish pupils' and students' information literacy skills. It also includes a catalogue of recommendations in which an independent expert group outlines a series of actions that aim to address these challenges. The report served as a driving force in the debate about students' information literacy skills at various summits and public meetings, in the media and in professional forums during the first six months of 2025. We are proud of that.

You will find the main findings, archetypes and recommendations of the full report in this booklet.

In the booklet, you can find recommendations that originate from the independent expert group and thus from professionals from outside the library and education sectors. Here you will also find recommendations that come from within said sectors, from the professionals themselves, and that need to be rolled out across these sectors.

In May 2025, The Danish Think Tank – Libraries of the Future organised a workshop to translate the new knowledge base into recommendations and approaches for teaching information literacy skills. To this end, we brought together professionals from primary schools, pedagogical learning centres, secondary education, higher education, educational libraries and public libraries. The collaborative effort was facilitated by Democracy X, which is working to support societal stakeholders in addressing the great challenges of democracy, technology and climate change.

The result is a new set of recommendations and approaches from the practitioners themselves on how to work with young people's information literacy skills while considering generative artificial intelligence. The recommendations address three main challenges informed by the survey results:

1) Immersion
2) Collaborations
3) Generative artificial intelligence

The practitioners' recommendations and approaches are aimed at different educational levels and parts of the library sector, as well as at different professions and decision-making levels. What they all have in common is that they need to be applied at the practical level. They need to be translated to local realities. Into practice. We don't have to wait for the right framework or political conditions to be in place.

A big thank you to all the partners who have made this work possible.

This booklet is intended for all professionals working to improve pupils' and students' information literacy skills.

Happy reading!

Lotte Hviid Dhyrbye and Simon Rosenstand
The Danish Think Tank – Libraries of the Future

# What are information literacy skills?

Information literacy is defined in this study as a set of skills required to plan and perform an information search, critically assess the credibility of information and process information.

It covers:

- **Search skills:** being able to select relevant keywords and information databases where the search will be most appropriate to conduct.
- **The ability to evaluate:** to be able to critically analyse information and assess credibility.
- **Processing skills:** understanding and selecting points from information and communicating them in an independent manner.

# Survey results

In this report, you can read about the main results from the study *Youth information literacy - in an age of AI* published in collaboration between the Danish Think Tank – Libraries of the Future and the Think Tank Mandag Morgen in 2025. The results are based on in-depth qualitative data material in the form of a mobile ethnographic study and a series of individual and focus group interviews. They do not paint a generalised picture of the information literacy skills of the Danish youth, but instead illustrate some behavioural patterns among the young people surveyed - both within and across educational levels.

### For many young people, strong information literacy skills mean being able to find knowledge quickly and easily.

- Most young people are confident in their ability to search for information because they feel they can quickly find the information they are looking for.
- The majority of young people most often use Google to search for information, as the platform - according to them - is always at their fingertips and can give them a quick answer.
- When asked to describe the ideal search strategy, the majority of young people can come up with concrete strategies, but many are unable to put the plan into practice.
- The young people in the survey express moral concerns about the use of AI tools, and some lack knowledge about the potential applications.

### For many young people, assessing the credibility of sources is challenging - and this uncertainty is reflected in practice.

- Most young people are confident in their ability to assess the credibility of information, but they are also aware that they have some shortcomings.
- Some young people research and fact-check their sources, while others prioritise quick knowledge retrieval and end up not taking a critical approach to the information they find.
- Most young people may recognise what is "true" and what are AI-generated images based on their existing knowledge.
- The young people in the study rely more on subjective language than facts when assessing whether a text is useful as a source.

### Young people in the survey navigate by highlighted text elements when identifying the main points of a text

- Young people use headings and subheadings in online articles as markers for the main points of the text.
- Not all young people are able to communicate important points in an independent way.

### Active involvement in learning and professional legitimacy are essential for young people to improve their information literacy skills.

- Young people prefer interactive learning formats where they play an active role and gain hands-on experience.
- Young people prefer to be taught by an expert in information search.
- Young people have a stereotypical image of library staff and don't consider them knowledgeable when it comes to information literacy skills.
- Information literacy learning needs to happen during school hours, otherwise young people won't prioritise it.

You can read the full study on The Danish Think Tank – Libraries of the Future website here.

# The archetypes

Although young people's information literacy skills vary, both within and across educational levels, the picture that emerges is that there are some archetypes. The archetypes have different ways of searching, assessing and processing information and different experiences with AI. Therefore, they also have different strengths and weaknesses.

The archetypes identified should mostly be seen as a summary of what the survey results tell us about young people's information literacy skills. This also means that real-life youth may recognise themselves in several of the archetypes.

## The complacent one

**Information search:** The complacent information seeker prefers and uses Google for everything, as Google is at their fingertips and can provide a quick answer. The complacent one uses simple keywords given by in task definition and uses the top link on Google or the "People also ask about" feature if the top link does not provide a sufficient answer.

**Source criticism:** The complacent one displays a high level of trust in the information made available on the internet. Therefore, the information is rarely fact-checked. As a result, the complacent person tends to choose "the first and the best".

**Information processing:** The complacent student identifies the main points of sources from the highlighted elements of a text such as headings and subheadings.
At the same time, the complacent person is very faithful to the sources in their own dissemination of information, which is why they shows a tendency towards plagiarism.

**Information challenges:** When the quick answer is preferred, the complacent person risks finding inadequate and biased answers. Add to this the fact that information is rarely fact-checked, and there is a risk that the complacent person ends up using information that is factually incorrect.

**AI experience:** The complacent searcher is primarily familiar with ChatGPT and occasionally uses it in a school-based or educational context. ChatGPT is used for Google-like searches and text generation. The complacent student has great confidence in the output generated by ChatGPT.

**Educational level:** The complacent user is typically at the secondary or upper secondary school level.

## The typical one

**Information search:** The typical information seeker uses Google because it is fast but occasionally supplements search results with information from learning platforms recommended by teachers.
The typical one uses a combination of simple and topic-specific keywords.

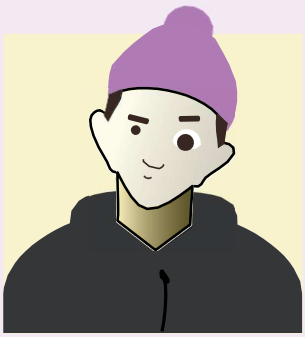
**Source criticism:** The typical one finds it difficult to know when to trust a website. In fact, the typical user finds it so confusing that it is sometimes easier not to consider the credibility of sources. Thus, the typical user fact-checks more often when there is a particularly important task at hand. Instead, the typical person is sceptical of opinions and biases.

**Information processing:** The typical user identifies the main points of sources based on the highlighted elements of a text, such as headings and subheadings. The typical one structures its points in headings that are comparable to the source's headings.

**Information challenges:** The combination of the preference for quick answers and the perception that the source-critical process is confusing means that the typical user often makes a trade-off between the quick and incomplete answer and the slow and thorough answer.

**AI experience:** The typical user has limited knowledge of AI tools and their capabilities. The typical user will only use them if it is accepted by the educators or the individual educational institution. The typical person tends to think AI is scary and doesn't quite understand the hype because the same answers can be found elsewhere.

**Educational level:** The typical user can be found at all levels of education.



## The thorough one

**Information search:** The thorough information seeker uses Google, but as a complementary tool to the educational institution's recommended learning platforms, databases and Google Scholar. The thorough user selects and uses topic-specific keywords to refine searches and often searches in English to find scientific articles.

**Source criticism:** The thorough one quality-assures information by fact-checking. The thorough one uses multiple sources to compare their information and typically investigates who the sender of the information is to assess whether the information is credible and not an expression of a single person's opinions and views.

**Information processing:** The thorough one identifies the main points of sources based on the highlighted elements of a text. The thorough user is able to make the text their own and adequately express their own points.

**Information challenges:** The thorough user articulates that seeking information is time-consuming and has difficulty recognising when enough is enough.

**AI experience:** The thorough one has a broad knowledge of AI tools such as ChatGPT, Bart, Midjourney and Gemini and understands how the different AI tools can be used differently. The thorough person actively uses AI tools as an analytical sparring partner, for example, to generate notes for texts that have been read as it saves time and allows greater focus on reading the text, and to optimise prepared texts.

**Educational level:** The thorough one is typically pursuing higher education.

# Expert recommendations

In this section, you can read the expert group's recommendations in summarised form. The recommendations are based on the results of the study *Youth information literacy - in the age of AI.* They were created through a series of meetings in the expert group for future information literacy skills held in autumn 2024. Since their publication in 2025, the recommendations have been sent to the relevant politicians in the Danish parliament. They were also presented at a DM conference on technological literacy at the Danish parliament, to the Danish Agency for Culture and Palaces and across various professional forums.

The expert group was appointed to gather perspectives from different sectors such as media, IT and research. Some of the members of the group have experience in either the education or library sectors, however, as a collective, they look at the sectors from the outside.

**The group consisted of the following experts:**

- Lisbeth Knudsen, Director of Strategy, Altinget and Mandag Morgen
- Birgitte Vedersø, Chair, Expert Group on Artificial Intelligence and Exams
- Cecile Christensen, Deputy Director, The Royal Library
- Hans Jayatissa, International Digitalisation Officer, KMD
- Jeppe Nicolaisen, Associate Professor, University of Copenhagen
- Martin Exner, pedagogical consultant, University College Copenhagen
- Mie Oehlenschläger, co-founder, Tech & Childhood, member of the Ethical Council
- Stefan Hermann, CEO, LIFE Foundation, member of the Ethical Council

You can listen to the podcast episode "Young people's information literacy skills: Librarians, bots and checkout ladies" about the recommendations on the TankOp channel here.

RECOMMENDATION 1:

## Empower young people's digital information search by understanding the pros and cons of different search tools

- Educational institutions, in co-operation with libraries, promote awareness of alternatives to search engines, including knowledge of the possibilities and limitations of search tools and the ability to use them.
- Educational institutions incorporate strategic and critically constructive use of search engines into their instruction and learning practices.
- Digital tools are being developed to support teachers and trainers in their teaching.

RECOMMENDATION 2:

## Empower young people to think critically about information by understanding the technologies behind the search tools

- Establish a compulsory technology comprehension course across primary and secondary education as well as programmes that provide training in addressing teaching and pedagogical tasks in the school and educational system. This will ensure a basic understanding of how the technologies behind the search tools work. Generative AI tools may be incorporated into mainstream education to ensure practical experience and understanding of the technologies.
- Libraries should be included as an extended support of knowledge and competences regarding the AI tools.
- The Knowledge Centre for Digital Technological Understanding must be strengthened to intensify the integration of technological understanding across subjects.
- Source criticism should be embedded in all subject teaching through concrete tasks that require critical thinking skills.

RECOMMENDATION 3:

## Empower young people to understand the consequences and opportunities associated with sharing data

- Relevant authorities and interest groups, in collaboration with libraries and educational institutions, develop standardised educational material on digital security and ethics.
- Clear and easy-to-understand data consent is introduced, like cookie consent.
- Libraries are involved in actively sensitising adults to help young people stay focused on privacy and awareness of data harvesting.

RECOMMENDATION 4:

## Strengthen and establish multidisciplinary collaborations

- Establish binding municipal partnerships between educational institutions and libraries that will result in joint strategies for the development and implementation of information literacy education.
- An information skills council with broad cross-sectoral and professional anchoring will be established to promote information skills development and provide professional sparring for political decision-makers.

RECOMMENDATION 5:

## Create the framework for lifelong learning and upskilling

- The government should establish a professional expert forum for the development of a common language for information literacy across educational levels to support progression through the educational system.
- Technology and information retrieval must be prioritised in the training of new teachers, educators and library staff.
- Ensure a technological competency boost of existing teachers, trainers and library staff.
- Concrete online training materials should be developed and offered for use in the workplace to maintain high information literacy levels.

RECOMMENDATION 6:

## Empower young people's immersion and curiosity

- Teachers, psychologists and educators should develop learning programmes that promote immersion, reflection and critical thinking.
- The tech industry should design tools and platforms that support concentration and immersive learning.
- Libraries should creating a new and more accurate narrative about their role in learning that can establish libraries as a curious and exploratory arena for both rapid and immersive learning in digital survival techniques.

# Practitioner recommendations and approaches

Like the expert group's recommendations, the practitioners' recommendations and approaches are based on the results of the study *Youth information literacy - in the age of AI.* The practitioners' work is based on three main challenges identified in the survey: 1) immersion, 2) collaboration and 3) generative AI.

The practitioners' recommendations and approaches were developed through a workshop in May 2025 with the participation of professionals and leaders from primary schools, pedagogical learning centres, secondary education, higher education, educational libraries and public libraries. We put together the group to ensure the broadest possible representation from as many different institutions as possible.

**The group consisted of the following experts:**

- Anders Kragh Sørensen, Librarian, KøgeBibliotekerne
- Anne Juhl Nielsen, Head of Central Library and Development, Herning Libraries
- Brian Lyngvig, Consultant, Pedagogical Centre, Kolding
- Ditte Schjødt, Librarian, Silkeborg Libraries
- Dorthe Brauner Sejersen, Librarian, VIA University College
- Emil Eggert Scherrebeck, Head of Organisation and Citizenship, Vejle Libraries
- Helle Brink, Librarian, Aalborg University Library
- Henning Schmidt, Library Manager, Vordingborg Libraries
- Jens Tirsbæk Novrup, System owner, Sønderborg Library
- Jette Fugl, Special Consultant, Copenhagen University Library, The Royal Danish Library
- Karin Englev, Chairperson, Danish Academic, Research and Educational Libraries, Head of Department, AUL Emdrup, The Royal Danish Library
- Kristoffer Harboe, Librarian, Kolding Libraries
- Louise Bro, Board member of Landsforeningen Skole og Bøger, School librarian, Teacher, Katrinebjergskolen.
- Marianne Bech Hansen, Chairperson, Gymnasiernes, Akademiernes og Erhvervs-skolernes Biblioteksforening, Librarian, Stenhus Gymnasium
- Martin Ingemann, Board member, Danske Gymnasier, Principal, Egaa Gymnasium
- Mona Langerhuus, Associate Professor, Head of Education, Campus Vejle
- Rikke Egeberg, Pedagogical consultant, CFU Absalon
- Runa Barbara Petersen, Chairman, Pædagogisk LæringsCenterForening, Pedagogical consultant, CFU Sydslesvig
- Thomas Tollund, Team Leader, Kolding Libraries

CHALLENGE #1:

# Young people prefer quick and easily accessible knowledge

The survey of students' information literacy skills points to a clear trend: many young people prioritise speed and accessibility over immersion and thoroughness in their information search. It shows that although many young people are able to articulate advanced search strategies, they struggle to put them into practice. This is reflected in their source assessment where factors such as linguistic style and form are often emphasised and fact-checking is often omitted.

The practitioners present five recommendations on how schools, educational institutions and libraries can work to slow down young people's information searches and increase immersion.

> In terms of the use of AI tools, I think they work really well and I use them myself. Yet, like so many other tools, they are merely that: tools. They are not meant to do all your work.
>
> Higher education student

ACTION CARD 1:

## Problem and passion-based learning

Experts recommend working much more case- and topic-based and bringing reality into the classroom. In this way, information literacy may be put into a new, challenging framework that corresponds to the reality that students must learn to navigate. This way of working requires an explorative and playful approach without sacrificing professionalism. It engages young people and illustrates why information literacy is so crucial not only for their education, but for their lives in general.

One way to approach this is a more intentional use of blended learning, where teaching combines physical meetings in or outside the classroom, for example, at companies or in the library, with digital learning activities that can take place online and asynchronously. This means that learners can work more independently and take greater ownership of their own learning progression.

ACTION CARD 2:

## Formalised collaboration processes between schools, educational institutions and libraries for major projects

If the parties enter more formal collaborations to assist students with information searches leading up to major assignments or exams, both the educational institution and the library will reach students where information skills make the most sense for them. Where they can see the greatest benefit in slowing down and immersing themselves.

This focused and formalised approach allows libraries in particular to engage with young people in schools and educational institutions, gain a more in-depth knowledge and put young people and their needs at the centre of their efforts.

This also allows the two institutions to lean on each other at times when their resources are stretched thin.

It also makes library and education professionals more aware of each other's workflows, expertise and ways they can complement each other and collaborate in other contexts. In addition, it can serve as a stepping stone for more and new collaborations.

The initiative for formalised collaboration on major assignments and exams lies with both institutions. For collaboration to succeed, it is crucial that decision-makers and leaders support it and allocate the right resources.

ACTION CARD 3:

## Common standards and progression plans for information literacy across all educational institutions

The practitioners recommend articulation of common standards, ensuring a clear framework and progression for pupils and students in information literacy education throughout school and educational stages. This ensures that all professionals are working towards the same goal and that students across the country receive a proper and consistent education.

Ensuring the right progression also makes it more likely that young people will be able to recognise the importance of information literacy. In the survey, they clearly state that they are not discouraged by recurring information literacy training if they can see a clear progression.

The task of formulating common standards and drafting progression plans is first and foremost a task for decision makers. However, that doesn't mean the educational and library sectors must wait for decision makers to come around.

For example, the University of Copenhagen has developed a model for students' digital literacy and competencies that describes five topics that are relevant to all students, regardless of their studies. The model is used as a common frame of reference for educators at the university. It has been developed in close collaboration between the University of Copenhagen and Copenhagen University Library.

It would be easy to imagine similar models at all educational institutions and levels. As a professional, you can initiate such a process in your relevant professional forums at the institution and reach out to relevant partners.

ACTION CARD 4:

## Measuring young people's information literacy skills

It is important that information literacy is made measurable so that it can become a criterion by which students are assessed in teaching and exams, which is already the case in some programmes. This will create a greater focus on young people's search process and the choices they make during that process. This will shift the focus on information search from being an isolated part of task fulfilment to a central part of it.

Measurability should make it clear to students why information literacy is important. It is indeed important when they are rewarded for a job well done and correspondingly corrected if they cut corners. This requires a set of objectives to be created for the exam, and teachers must develop the skills required to assess students accordingly.

This recommendation also requires action from decision makers. To create a set of goals for exams at all levels of education. Teachers and trainers need a skills boost so that they are equipped to assess students on their information literacy skills.

Again, the practitioners believe there is no need to wait for decision makers. You can set up local pilot programmes, involve libraries in the effort and collaborate with the relevant professional organisations. You may also look at programmes, such as the nursing programme, that already have gathered useful experiences of assessing their students on their information literacy skills.

ACTION CARD 5:

## Information guides or *infoencers*

The practitioners recommend that schools and libraries work together to create an information literacy course for students at the higher grade levels. In this way, they become experts, or infoencers, and able to teach younger students. The course content can be categorised into the three aspects of information literacy: information search, assessment and processing. This approach gives pupils and students ownership of their learning and makes it relevant to both older and younger learners.

It is recommended that schools and libraries work together to implement the programmes.

Furthermore, it is worth considering whether similar concepts may be scaled to fit other levels of education.

CHALLENGE #2:

# Collaboration is lagging

The study suggests that educational institutions and libraries are not collaborating enough to solve the information literacy challenges that are prevalent among young people. There is great untapped potential for new interdisciplinary approaches and cross-sector collaborations.

Here, we present three specific recommendations on how to strengthen the collaboration between libraries and educational institutions to support young people's information literacy.

> I've never used the library, and I don't even know where it is.
>
> Student in secondary education

ACTION CARD 1:

## Upskilling for three targets groups at transitions between educational levels

The group recommend that schools and libraries work together to run special programmes at the end of the school year. This allows them to run a complete skill-building programme targeted students, teachers and parents, respectively, to best prepare everyone for a new level of education or a new group of students.

Institutions may use this milestone to help each other reach a broader audience than just students and emphasise the importance of information literacy. When adults get involved, young people are more likely to do the same. They also need upskilling to increase their legitimacy with young people, as pointed out by the study.

The programme can be implemented in collaboration between schools and libraries, but the children are taught at school, while teachers and parents get an introduction at the library. However, implementation may vary from location to location. Such a process is a good start to creating more dialogue, responsibility and ownership across institutions and target groups. Involving students, teachers and parents makes it clear that improving information literacy is a societal issue that is important for all generations.

This model would be particularly useful in the transition between secondary school and vocational or youth educational programmes.

ACTION CARD 2:

## Put libraries' competences to work for the benefit of young people

Educational institutions have an in-depth understanding of students' backgrounds, which teachers can use to organise their teaching and curriculum. Libraries have in-depth subject knowledge, such as database knowledge, which in the future might also include the pros and cons of different digital and AI-based solutions or tools.

The two institutions have great potential in combining the *subject didactics* of educational institutions with the *general didactics* of libraries. It's not an easy exercise, but it's an exercise with great potential. In joining forces, they can pool spaces and resources, expertise and supply chains in a way that allows young people to get the most out of each of the two institutions.

Many places already have formalised collaborations in place, but they need to be expanded to benefit all students. Such expansion efforts can take different forms, such as appointing permanent contact persons, implementing permanent or ad hoc coordination mechanisms, launching collaborations within the framework of larger programmes at educational institutions, etc.

The collaborative relationship must be anchored locally. In some places, the professional forums at educational institutions serve as a good forum for collaboration. In other places, it doesn't make much sense. There is too much of a difference between large cities with many schools and programmes and smaller cities with only a few. The key is to strengthen collaboration and networking relationships to create interdisciplinary spaces where all collaborative initiatives and processes can be qualified.

ACTION CARD 3:

## Libraries as digital learning centres

Greater collaboration between libraries and educational institutions can lead to knowledge about what competences libraries have and what they can offer educational institutions, for example, in connection with information search and use. It is important to note that we are not just talking about students, but also teachers and educators.

In some places, libraries can help build teachers' and educators' knowledge and skills in generative AI, participate in departmental meetings, offer courses and so on. In many places, there is great untapped potential.

The potential of this recommendation is particularly strong in higher education and educational libraries, but in some places educational institutions may also draw on the resources of public libraries. Once a close and trusting collaboration has been established, libraries can benefit from being included in the decision-making process when educational institutions make choices about purchasing digital tools, etc. Libraries have a lot of expertise in this area.

CHALLENGE #3:

# Generative AI is gaining ground

Generative artificial intelligence is gaining ground both inside and outside the classroom. Pupils and students alike use and are curious about the technology, but they are unsure of its usage in the classroom. There is a need for clear guidelines on how generative artificial intelligence can and should be included in education and in young people's development of information literacy.

Here, the group offer five recommendations on how to work with generative artificial intelligence to strengthen information literacy. They turn the question around to get away from a single-minded focus on what information skills you need to have before you start using generative artificial intelligence.

Please note that there are different guidelines for the use of generative artificial intelligence for different levels of education.

> It can be difficult to navigate because some AI tools have become very good and therefore difficult to understand. I could use some knowledge on how to outsmart the robot, because right now I'm afraid of being cheated by technology.

Higher education students

ACTION CARD 1:

## Experiment with prompts and tools

The practitioners recommend linking the skill of prompting to more classic information literacy skills. Proper language and good questions still matter, and this can be made clear to young people if you teach them how to prompt.

For example, you could ask them to solve the same task using different prompts to illustrate how differences in language and questions affect the results. Here, you could also make it a challenge for the given platforms to provide their sources, which the young people could then be asked to compare them.

There are many different search tools that utilise generative AI, each with their own strengths and weaknesses. Make sure you use different tools to recognise that the choice of tool also makes a difference. It shows young people that you are familiar with the issues and not endorsing one particular tool.

ACTION CARD 2:

## Understanding technology can increase curiosity

Whether it is an elective, a compulsory subject or no subject at all, we need to get better at integrating technology literacy into information literacy teaching. If young people become more familiar with the underlying technology, they are more likely to take a critical look at the different AI tools available to them. Increased understanding of technology may increase young people's curiosity about the different possibilities and connect theory and practice.

It is important to consider how much detailed knowledge students should have about language models, data collection and so on. When does technology understanding benefit insight into the underlying information competencies and when does it become specialised knowledge?

Naturally, this varies greatly from programme to programme, but also from classroom to classroom, and from team to team.

ACTION CARD 3:

## Iteration and immersion

The group points out that varied repetition can enhance critical thinking, curiosity and immersion, as such an exercise requires conversation and precision. Repeating and refining your search as you go along will help you learn as you go.

You can bring repetition into play by experimenting with free-form assignments that encourage young people to dive into a topic they either know a lot about or are very interested in. The more interested they are, the more persistent they are and the more critical they are likely to be of what they find. This way of working points back to the action card concerning passion-based and problem-based learning.

It is important to include a dialogue element in this kind of task. You can't leave students alone with the machine, because then critical reflection will certainly not take place. It is also important to point out that students should not always be allowed to work on what they find most interesting. There must be a balance, but it is a good way to get the pupils and students interested in information literacy.

ACTION CARD 4:

## Generative AI as one tool among many

It is important to always present students with generative AI tools as one option among many. They should also be introduced to other resources such as digital databases, physical books, relevant professionals and so on. This gives them the best conditions to vary their use of the tools available to them.

Libraries have an obvious role to play at all levels of education as a credible alternative that offers many different access points and approaches to information. As in all educational contexts, finding the right balance between digital and physical learning formats is important.

ACTION CARD 5:

## Continuous upskilling

Continuous upskilling for teachers, educators and librarians is essential. All professionals need to boost their competencies to gain the professional legitimacy that young people demand in the survey.

This challenge may be overcome with internal skill-building programmes where a superuser trains colleagues and everyone gets to try out different AI tools. You can obtain online training material for the same purpose. You can also create networks and collaborations between educational institutions and libraries that can provide a framework for knowledge sharing and competence development. There is plenty of knowledge and inspiration to be gained from working together.

The broadest and best possible upskilling process requires that funds are allocated for a national effort. The practitioners do not believe that ongoing upskilling at and in co-operation between institutions can stand alone.

In addition, it is important to be aware of what skills you emphasise. Generative artificial intelligence is a field in flux, so focus must be on aspects that can also be applied in the future. Thus, the focus should be on information literacy skills rather than the individual tools. This is because information literacy is essential for handling all kinds of information, including analogue, digital or generative information. It is essential for any generation and at any time.

*The practitioners' recommendations and approaches were developed as part of the workshop series* Does AI Generate Learning? *Stakeholder workshop on generative AI in learning*.

In extension thereof, Viden & Demokrati, a collaboration between Democracy X and TrygFonden, organised *a workshop on Generative AI in youth education - how do we translate young people's needs and wishes into action?*
The results can be read here.

*Searching for information online can often be confusing as it can feel like running in circles. You can immerse yourself deeper and deeper into the material and then you lose track of it all, and you end up reading the same things several times - just in different places.*

Student in secondary education