Information Literacy 3.0 ("IL3.0"):
Student Empowerment for Lifelong Learning in the Age of AI

Maria Burton-Conte, MLIS
Danianne Mizzy, MLIS & MFA
Jodi Shelly, MLIS & MBA
& ChatGPT

NJALC
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FELICIAN UNIVERSITY
The Franciscan University of New Jersey

Changing the world…
…one graduate at a time.

Today's Presentation

- Introducing Felician & its IL history
- Foundations of Course Creation
- GenAI as a Co-author/Tool
- Syllabus Design
- Synthesis and Takeaways
- Questions

Institutional Context

Introducing: Felician University

- Enrollment for Fall 2025: 2668 FTE
- Four academic schools
- First-generation and under-represented students make up more than half of Felician's student population
- LS 100: 1 credit 8-week course “downgraded” from former GenEd Curriculum
- Age of AI: Evolving information ecosystem

Institutional Impetus

- Strategic initiatives: Student Success & AI Readiness
  - General Education reform: Critical Literacies
  - Retention through first-year research confidence
  - Dean of Arts & Sciences advocate for a 3-credit information literacy course as a requirement

Course Design Overarching Goals

- Student Empowerment: Building agency and confidence
- Epistemic Justice: Valuing diverse knowledge systems
- Lifelong Learning: Durable skills beyond coursework
- GenAI Literacy: For education and beyond

Course Design Ideation

- Design Process
  - Deep knowledge of student needs
  - Benchmarking (LS100 + peer syllabi, literature review, OER)
  - Backward design: SLOs → content → activities → assessment
  - Iterative development of topical themes and sequencing
  - Design thinking reified in use of vision board

Guiding Principles & Evidence-Based Frameworks (1)

- Felician General Education Pillar 4 “The Critical Literacies”
- ACRL Information Literacy Framework
- ACRL Framework for Visual Literacy in Higher Education
- Critical Information Literacy
- Universal Design for Learning (UDL)
- Open Pedagogy

Guiding Principles & Evidence-Based Frameworks (2)

- Backward Design
- Student-Centered
- Learner Agency
- Active Learning Strategies
- Scaffolding and Developmental Progression
- Diversify Content & Perspectives
- Integrating Digital Tools

What IL Student Learning Outcomes Matter Most?

Activity: Audience Poll

Code: 8711 2720

Mentimeter

Student Learning Outcomes (SLOs)

At the end of this course, students will be able to:

- Identify information needed to satisfy a query.
- Develop an effective research strategy to locate information from a variety of sources.
- Apply scholarly criteria to critically evaluate information sources for context, quality, currency, authority accuracy, objectivity and professional purpose.
- Understand how to use information - ethically, legally, and with integrity.
- Identify a variety of biases and their effect on the distribution of information.
- Demonstrate effective oral and written communication skills through the adaptation and dissemination of information.
- Determine the reliability and validity of images and visual media.
- Critically evaluate the output of generative AI and other digital results.
- Differentiate between disinformation and misinformation.

And Now a Word from AI

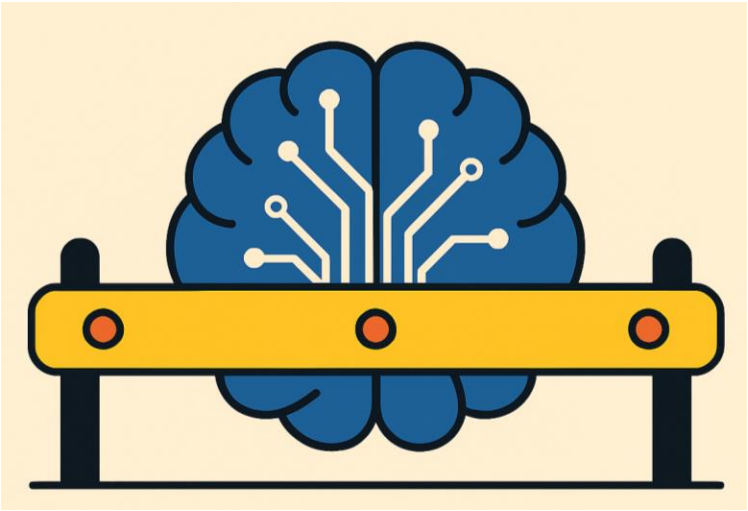
GenAI as an Instructional Design Partner

Role of AI in the Design Process

- Searching and harvesting peer syllabi and OER
- Synthesizing patterns across the syllabi dataset
- Supporting ideation and option generation
- Prototyping assignments and sequencing
- Stress-testing scaffolding logic
- Drafting and refining assessments

Boundaries & Guardrails in Our Use of GenAI

- GenAI did not determine learning outcomes, course values, or instructional priorities
- GenAI did not replace disciplinary judgment or teaching expertise
- Librarians made all final decisions about content, assessment, and pedagogy



Anchoring the GenAI Role (Prompt)

You are an instructional design partner on this project. Your role is to support human judgment by auditing alignment, stress-testing scaffolding, and comparing design options. You do not determine learning outcomes, course values, or final pedagogical decisions. Do not estimate, fabricate, or approximate information. Flag uncertainty or missing data instead.

The learner context for this project includes a diverse student population, many first-generation students, and professionally focused programs (e.g., nursing, education).

At each stage, identify which decisions require explicit human confirmation and propose appropriate stopping points for iteration. Begin by confirming your understanding of the instructional goal and learner context before proceeding.

Prompts to encode instructional design practices

- Alignment audit
- Cognitive load check
- Scaffolding stress-test
- Checklist validation
- Alternative design comparison
- Assessment coherence check
- Assumption surfacing
- Version-to-version rationale

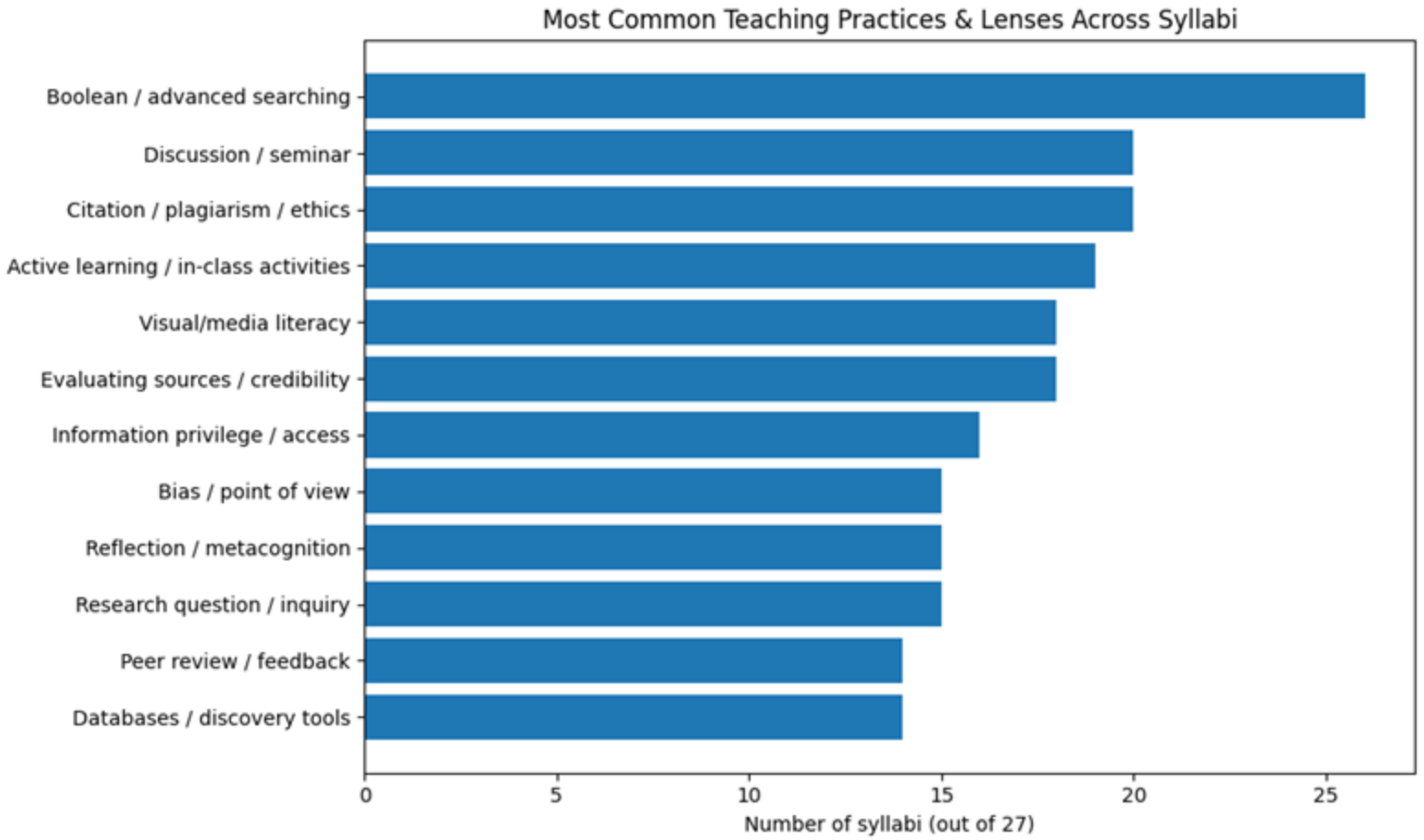
Building a Corpus of Syllabi for Analysis

- Inquiries sent to professional listservs
  - College Libraries Section, Community & Junior College Libraries, Instruction Section, Library Instruction Roundtable
- Web searching
  - LIBR 100 Hunter College Libraries
  - Project CORA – Community of Online Research Assignments
    - Collection of Information Literacy Course Syllabi, John Siegel (USC Upstate)
      - 3 Credit Hour Course Syllabi

From Benchmarking to Conceptual Synthesis

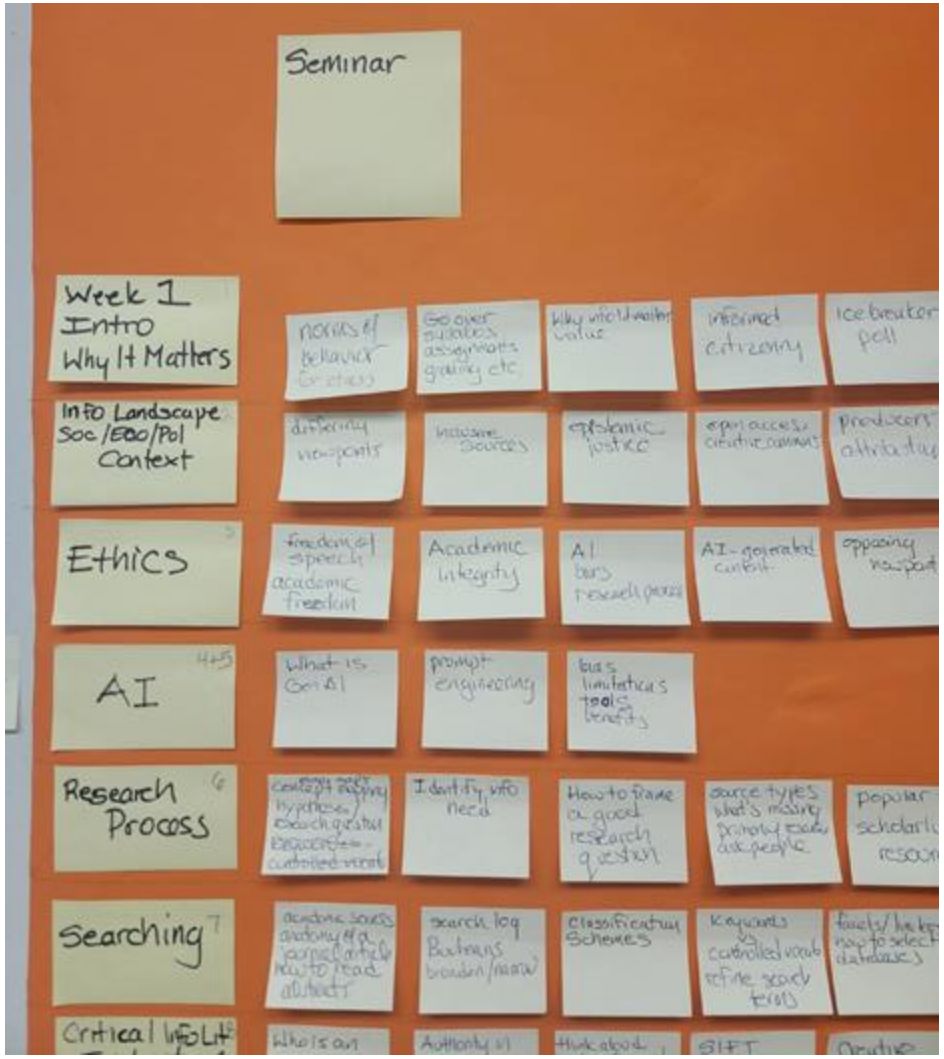
- We began by benchmarking peer syllabi to understand field norms
- As patterns emerged, we moved beyond topic counts to examine design choices
- The corpus ultimately functioned as a lens on learning assumptions

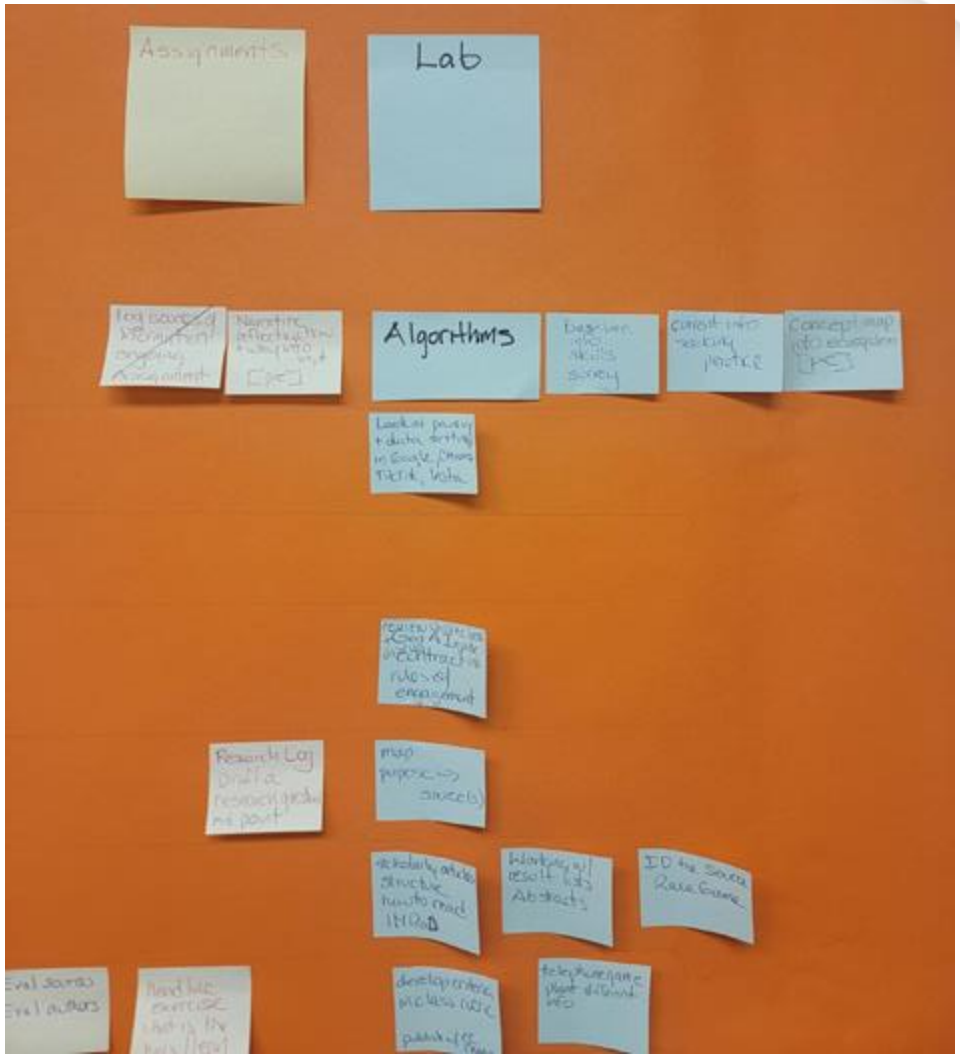
Topics and Teaching Practices



Vision Board

IL3.0 Vision Board Design Process





Fifteen Week Arc

One Seminar and One Lab per week

Week	Topic	Week	Topic
1	Intro/ Why It Matters	8	Critical Info Lit/Evaluation
2	Info Landscape & Context	9	Media Literacy
3	Ethics	10	Visual Literacy
4	AI	11	Data Literacy
5	AI	12	Attribution
6	Research Process	13	Digital Tools
7	Searching	14	Scholarly Communication
15 Capstone Presentations			

Lab Examples

- Week 2 Info Landscape & Context
  - Students examine two different sources (OA vs Paywalled) & instructor ties it back to seminar themes of epistemic justice, viewpoints & access.
- Week 4 AI
  - Students interact with chatbots using CLEAR and TRACI. They also examine the strength and weaknesses of AI.
- Week 8 Critical Info Lit/Evaluation
  - Read headlines and go over how bias or spinning affect research outcomes. Telephone game to simulate information chaining leading to distortion.

Open Access Course Materials

- MERLOT
- Pressbooks & Open Textbook Library
- Pre-existing information literacy tutorials & videos
- Newspaper articles
- Webpages

Signature Instructional Choices

- Iterative backward design
- Spiral approach
- Critical & reflective instruction
- Peer review
- Applied labs
- Collaborative Learning
- UDL
- Open Pedagogy

Student Empowerment in Practice

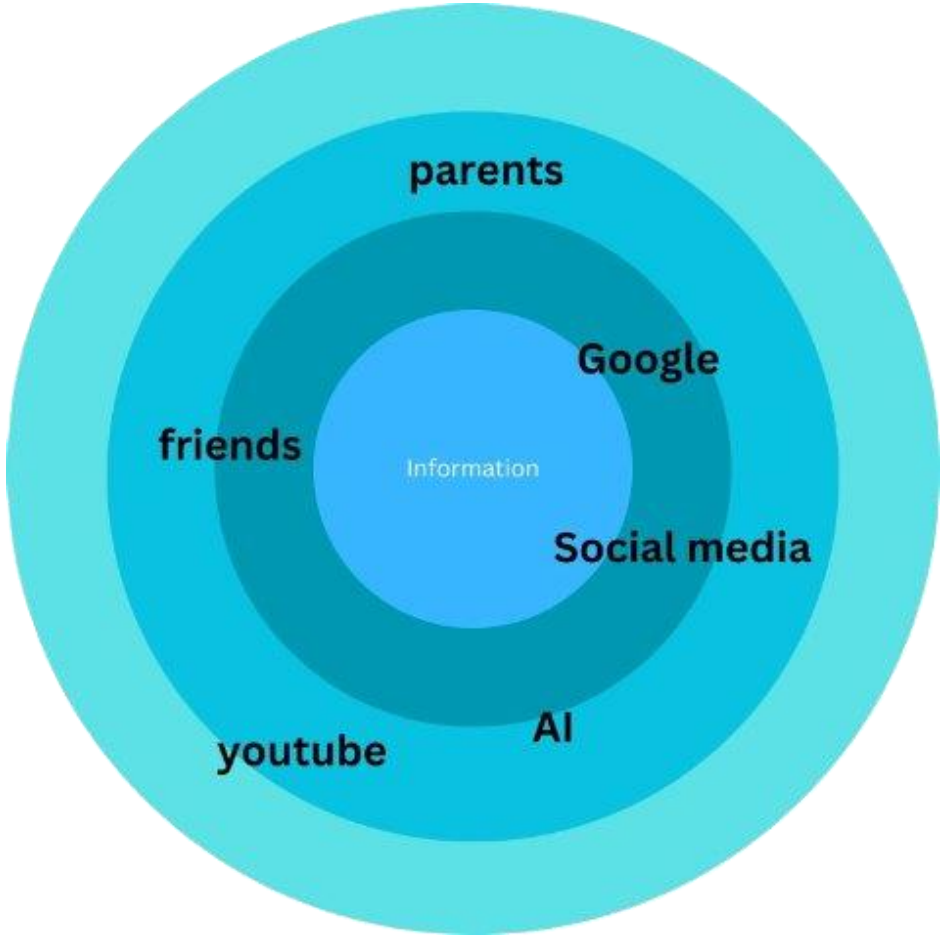
Making Space for Student Direction

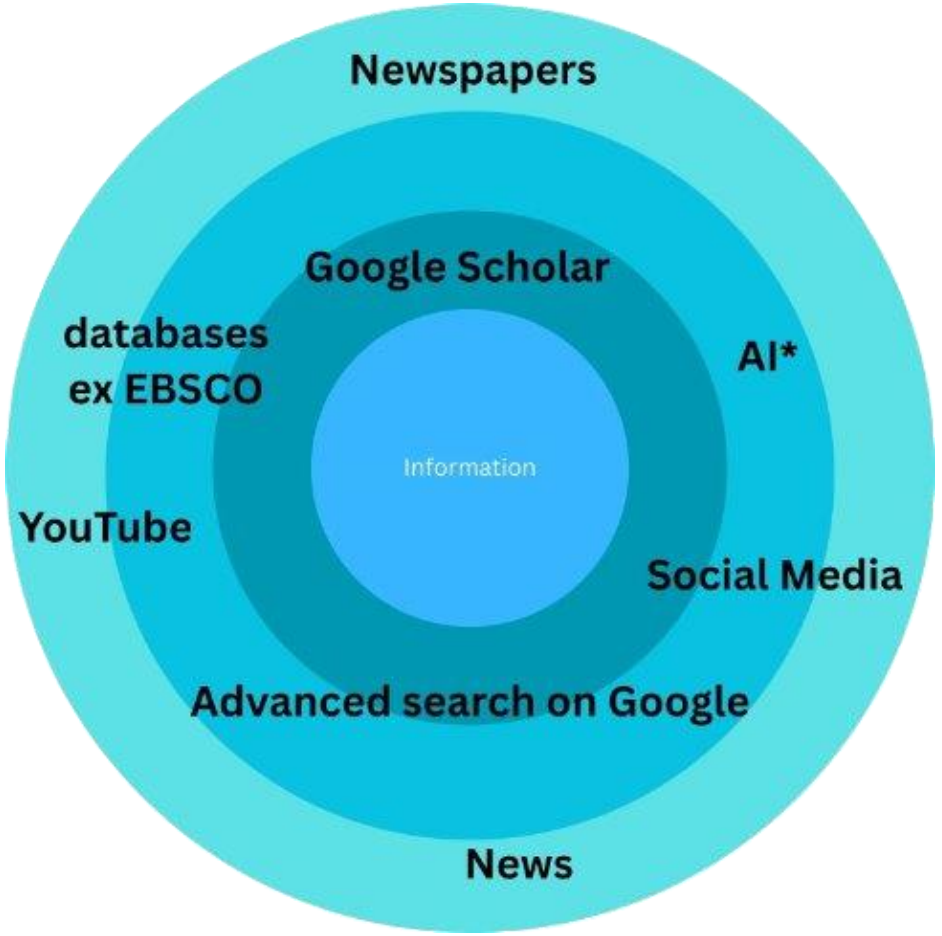
- Collaborative class creation of evaluation criteria
- Multiple types of assignment deliverables
- Culminating assignment - class creates a resource guide and publishes it
- Student selection of topics for lab activities

Assessment Spine

- Assessments aligned directly with SLOs
- Mix of formative and summative assessment
  - Pre/post information skills survey
  - Concept maps of information ecosystem
  - Unit quizzes
  - Midpoint research process assignment
  - Capstone: Personal Information Literacy Plan

Concept Map Information Ecosystem





Capstone: Lifelong Learning

Personal Information Plan

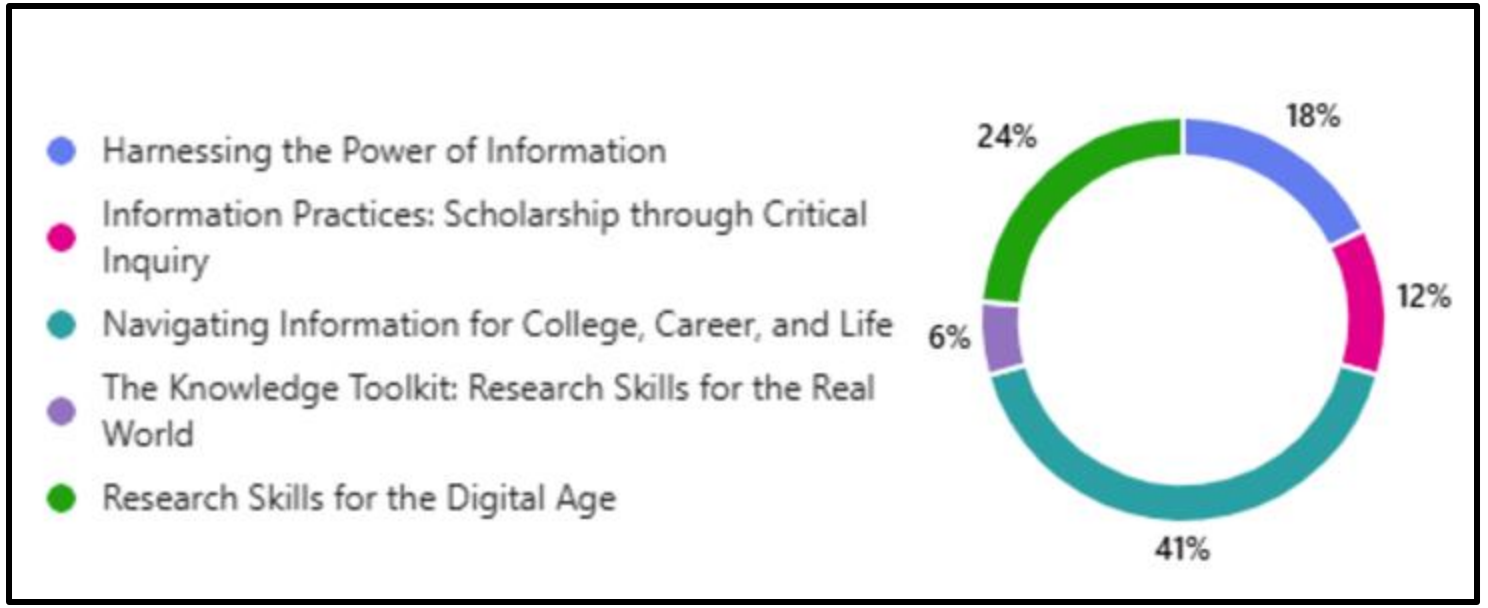
- Purpose and Direction
- Applying Scholarly and Ethical Practices
- Lifelong Learning Strategies
- Understanding Context and Impact
- Relevance and Transfer
- Personal Commitment

IL3.0 was only a working title for this course.
It needed a name and a course code.

We asked the students to help...

Introducing: "NICCL"

LS130: Navigating Information for College, Career, & Life

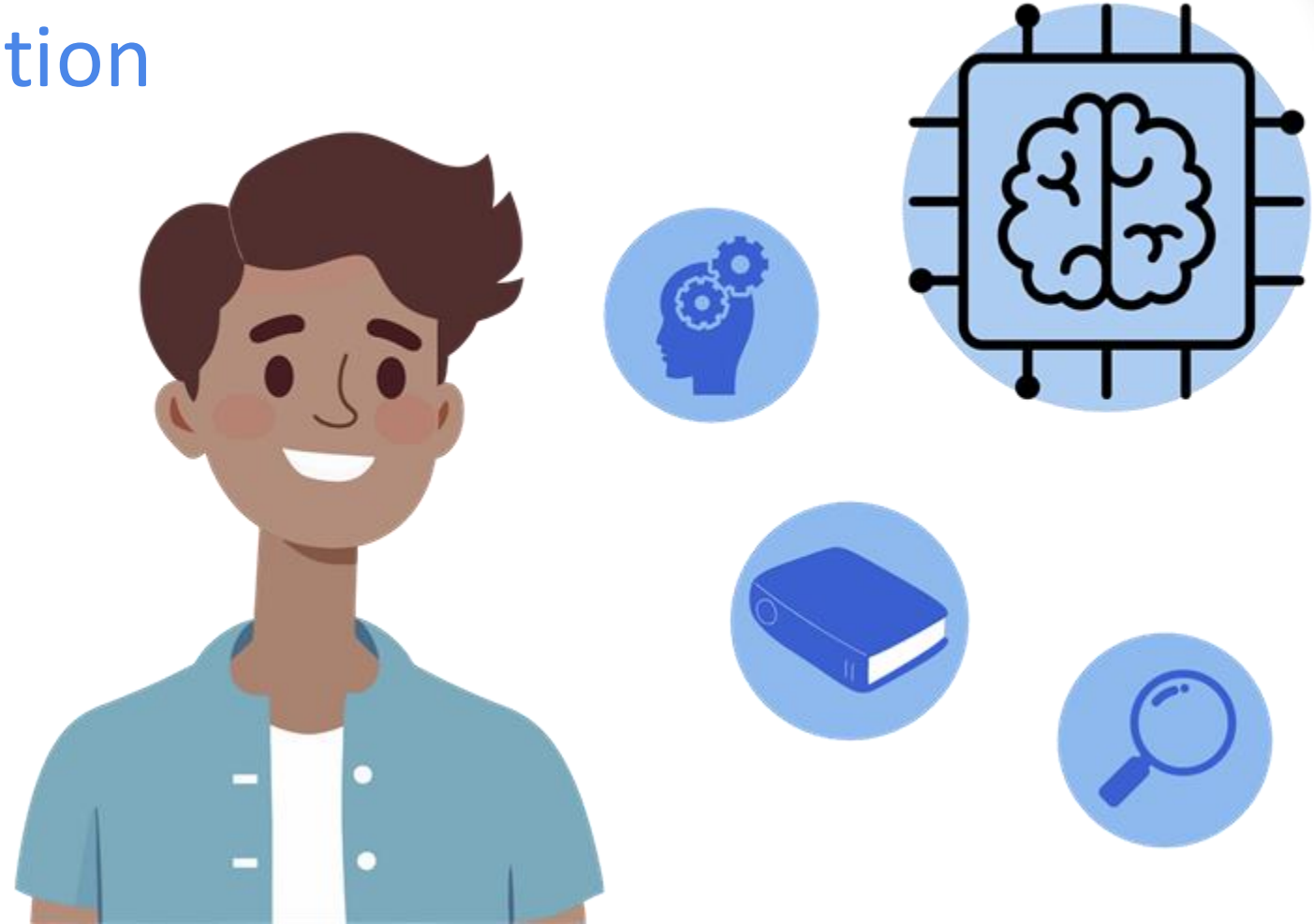


Takeaways

- Information literacy cannot remain a one-shot or exposure model in an AI-mediated environment
- Backward design enables librarians to center learning outcomes
- Design thinking enables librarians to rethink inherited IL models and innovate new forms of practice
- Student agency grows when librarians relinquish sole authority over criteria and knowledge-making
- Share your learning outputs

How do we foster critical thinking in an AI-mediated environment?

Activity: Closing Reflection



Q&A

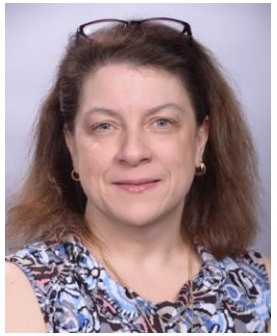

Background: By Rhvanwinkle at English Wikipedia, CC BY 3.0, Https://commons.wikimedia.org/w/index.php?curid=14669177

Thank you!

Maria Burton-Conte, MLIS
Burton-ConteM@felician.edu
201-559-3063

Danianne Mizzy, MLIS & MFA
danianne@convergentlibrarystrategies.com

Jodi Shelly, MLIS & MBA
shellyj@felician.edu
201-559-6070



Supplementary Notes

Critical Schema & Strategies

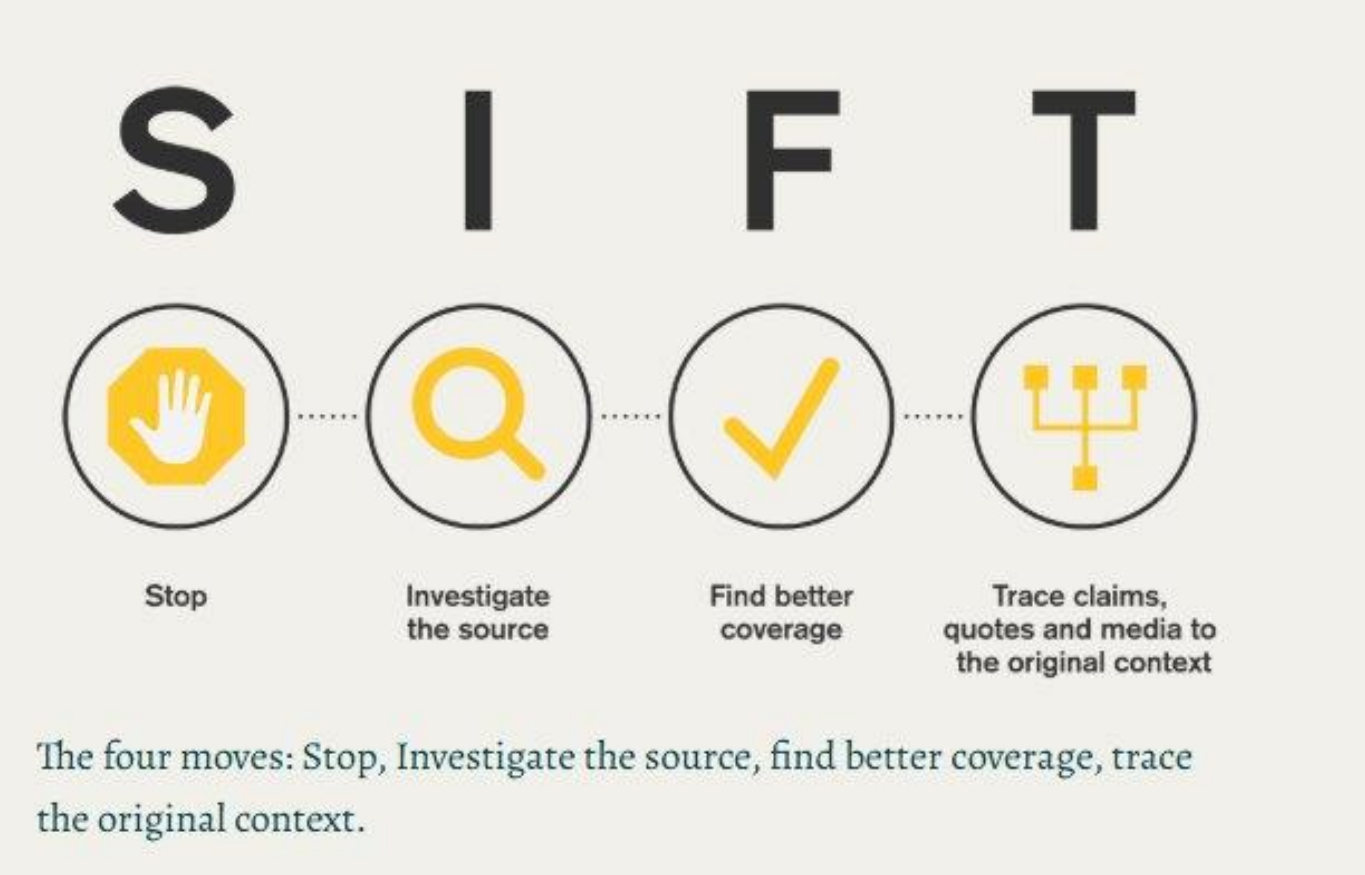
- BEAM (Background, Exhibit, Arguments, Method)
- SIFT (Stop, Investigate, Find, Trace)
- ROBOT (Reliability, Objective, Bias, Ownership, Type)
- CLEAR (Concise, Logical, Explicit, Adaptive, Reflective)
- Lateral Reading

BEAM Model (Joseph Bizup)

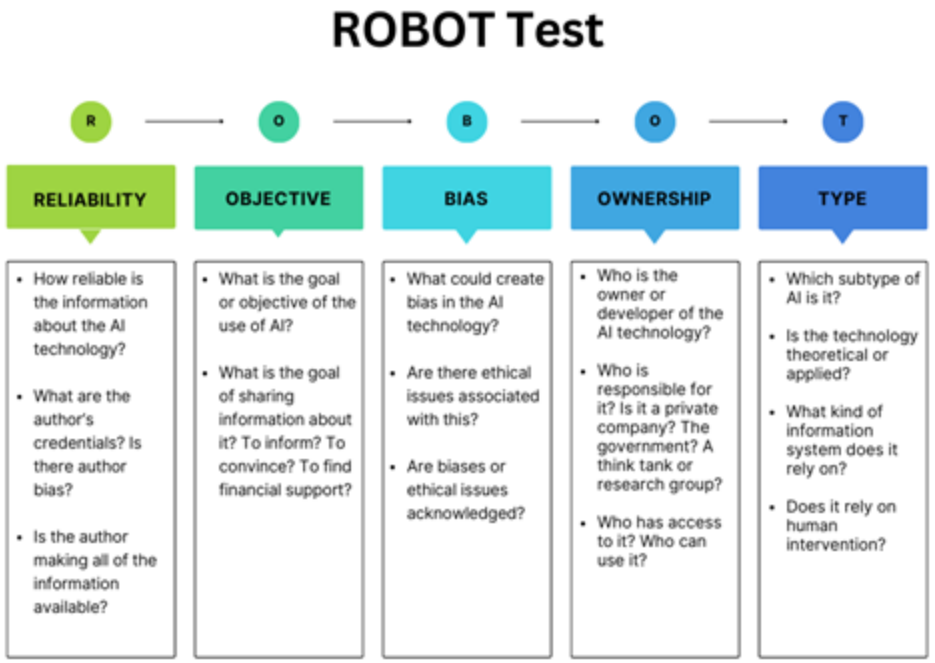
Source Function	Explanation	Examples of Types of Sources	Where you might use it in your paper
B: Background	Factual and noncontroversial information, providing context	Encyclopedia articles, overviews in books, statistics, historical facts	Introduction
E: Exhibit/ Evidence	Data, observations, objects, artifacts, documents that can be analyzed	Text of a novel, field observations, focus group transcriptions, questionnaire data, results of an experiment, interview data (primary sources)	Body/Results
A: Argument	Critical views from other scholars and commentators; part of the academic conversation	Scholarly articles, books, critical reviews (e.g. literacy criticism), editorials	Body, sometimes in Introduction or in Literature Review
M: Method	Reference to methods or theories used, usually explicit though may be implicit; approach or research methodology used	Part of books or articles with reference to theorists (e.g. Foucault, Derrida) or theory (e.g. feminism, post-colonialism, new historicism etc.); information on a research methodology	Methods or referenced in Introduction or Body

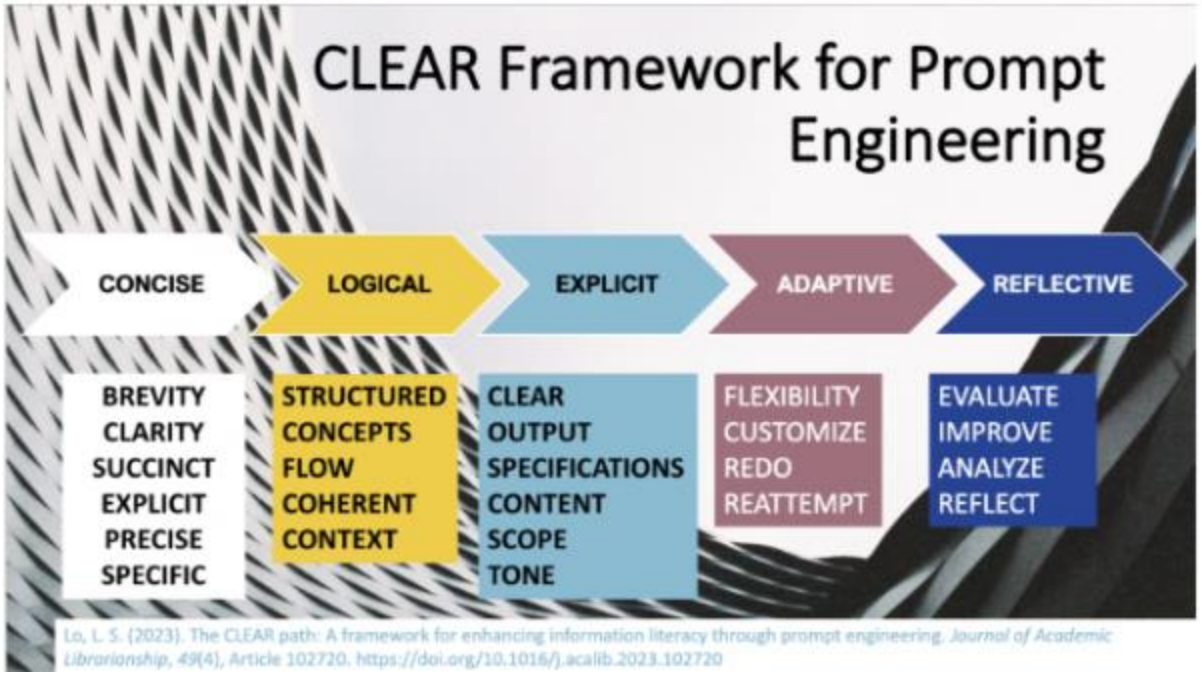
A source may serve more than one function. For instance, a journal article could provide you with background information, exhibits, argument, and method. However, some sources are focused on a single function. For example, an encyclopedia entry is likely to only serve as background information.

Williams College Libraries Evaluating Sources https://libguides.williams.edu/evaluating-sources/beam from
: Bizup, Joseph. "BEAM: A Rhetorical Vocabulary for Teaching Research-Based Writing." *Rhetoric Review* 27.1 (2008): 72-86.



The four moves: Stop, Investigate the source, find better coverage, trace the original context.





Info as a commodity & public good

- This is highlighted in week 2: ethics
- Students analyze open access materials vs paywalled materials
- Compare an issue by two different outlets
- Go over privacy settings & data in Chrome, TikTok etc.

Will we allow AI?

Yes!* (asterisk for fun)

- Encourage AI as a learning aid
- Assignments must reflect original thinking
- Clear expectations from the start
- Critical thinking remains essential

GenAI Fluency as an Information Literacy Design Practice

How we worked with GenAI mirrors what we now ask students to do:

- Interrogate systems
- Test assumptions
- Retain responsibility for meaning-making
- Establish and adhere to ethical guidelines

Questions that Surfaced

- How explicitly is transfer designed rather than assumed?
- What kinds of learning products dominate IL courses?
- How are AI and algorithmic systems positioned: integrated practice or isolated topic?

What the Syllabi Reveal About Learning Design

- Information literacy is often designed as exposure rather than sustained practice
- Transfer is frequently assumed, not engineered
- Cognitive load is under acknowledged, especially post-AI
- Tools often stand in for judgment and sense-making
- Students are positioned more as receivers than designers

Learning Design Shift