From Know-what to Know-why: towards integrating an AI Literacy program into the LIS curriculum

Section 1: Contribution Details

Contribution	Detail
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Section 2: Abstract Text

Considering the dilemma higher education is facing regarding the ethical use of generative AI in teaching and learning, calls for the need for students to advance from being information to AI literate. But what does it mean to be AI literate? Bozkurt (2024) emphasized that to grasp this new concept, AI literacy, "with a specific focus on GenAI technologies, should be based on the principles of know-what, know-how and know-why". To unpack this, the scholar suggested the 3wAI framework, which consists of adaptable statements and guiding questions under three dimensions, namely: Know What (Knowledge-Related Dimension: Theoretical and Conceptual Aspects; Know How (Application-Related Dimension: Practical and Operational Aspects); and Know Why (Critical Perspective Dimension: Ethical, Epistemological and Ontological Aspects). Another approach proposed, is the "competency-based model for generative artificial intelligence (AI) literacy" introduced by Annapureddy et al. (2024), which highlight the importance of embedding twelve progressive competencies into the curriculum and professional training, ensuring that individuals "become responsible and informed users and creators of generative AI".

By transforming the threat of generative AI into an opportunity, a university in Canada recently developed artificial intelligence principles and guidelines to support the university community in adopting and applying AI in their respective areas (UFV AI Task Force, 2024; MacMath, 2024). This was in response to the growing need to be proactive in addressing how AI can and cannot be used in teaching and learning practices, and in a profession, which MacMath (2024) emphasized that: "simply disallowing AI without using this as a learning opportunity is not an option".

Building on this, the purpose of the presentation is to showcase how components of the AI principles and guidelines, 3wAI framework, and competency-based model for generative AI literacy informed the proposed AI Literacy Pilot Program, for integrating into the LIS Curriculum at a university in Canada. The aim is to empower LIS students to advance from being Information to AI Literate. Furthermore, the intended outcome may provide academics and librarians insight into aspects to consider ensuring students and library users acquire AI literacy skills that prepare them for workplace trends.