UNIVERSITY OF HARTFORD

COLLEGE OF EDUCATION, NURSING AND HEALTH PROFESSIONS

Artificial Intelligence and the ACRL Framework for Information Literacy for Higher Education: Applying the Framework to Generative AI in a Library Session for First-Year Students

December 15, 2025

1:00pm - 2:30 pm

Teams Meeting Link

Dissertation Defense by

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The rapid integration of generative artificial intelligence (AI) into higher education challenges academic librarians to adapt information literacy instruction to a complex digital landscape. This quantitative, exploratory study examined the self-reported confidence of first-year undergraduate students at a four-year private university, applying the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education to traditional information sources and AI-generated content. Data were collected via surveys administered before and after a "one-shot" library instruction session that integrated AI literacy with traditional instruction.

The findings reveal that while students initially reported lower confidence applying information literacy skills to AI-generated content compared to traditional sources, they reported increased confidence across all concepts following the library session. This growth regarding AI-generated content outpaced gains observed for traditional sources, particularly regarding concepts such as paywall limitations and author reliability. This suggests that the ACRL Framework is a relevant and effective theoretical lens for teaching AI literacy. The traditional one-shot instructional model can successfully foster student confidence in navigating generative AI tools.

Taylor St. Pierre is the Head of Research, Instruction, & Circulation for the Mortensen Library at the University of Hartford in Connecticut. He holds a Bachelor of Arts in English from the University of Massachusetts-Dartmouth, a Master of Arts in American History, and a Master of Library & Information Studies from the University of Rhode Island.