

LESSONS IN GEN AI FOR CREDIT-BEARING INFORMATION RESEARCH/LITERACY COURSES

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Introduction

- ACRL Framework
- AI Competencies
- CSI – Information Literacy Course
- Activities using Gen AI
- Hunter College - Information Literacy Course
- Research Process Assignment –> AI adapted
- Critical Information Literacy lesson and in class Gen AI activity
- Reflections

ACRL FRAMEWORK FOR INFORMATION LITERACY

<https://www.ala.org/acrl/standards/ilframework>

Information Has Value

"give credit to the original ideas of others through proper attribution and citation"

"make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information"

Research as Inquiry

"formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information" - use various research methods, based on need, circumstance, and type of inquiry

Searching as Strategic Exploration

"use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately "



ALA AI Competencies for Academic Library Workers:

<https://www.ala.org/acrl/standards/ai>

Ethical Considerations
Knowledge & Understanding
Analysis & Evaluation
Use & Application



AT CSI: LIB 102

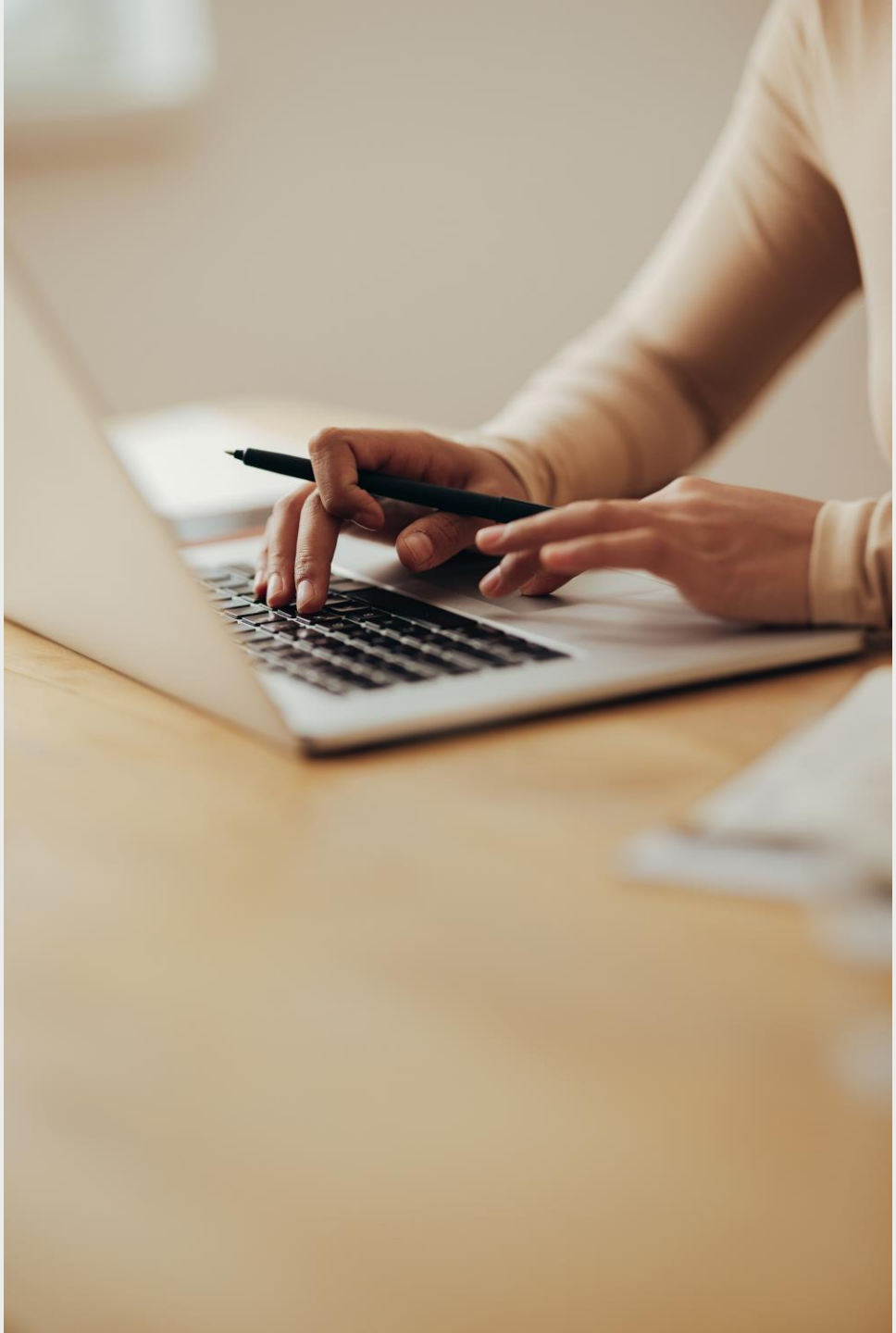
- 1 credit information literacy course
- Typically intended for Freshman, often taken by higher levels
- Shifted focus to information literacy in the age of AI
- Inappropriate vs. Appropriate AI use
- Gen AI Tools: Copilot, ChatGPT, Gemini, Claude

Inappropriate Uses

- Anything that replaces critical thinking or encourages plagiarism
- Asking a generative AI for sources (unless it is specifically designed for this, like Elicit, although this is uncommon with undergrads)
- Issues include hallucinations, ethical issues (dumping full articles or other people's work into AI, which trains the AI without citation or credit – this undermines the entire point of information literacy – how to prove credibility)



- Free training labor
- Data privacy
- Environmental and energy concerns
- Academic dishonesty
- Copyright and plagiarism
- Bias
- Cognitive Offloading

A close-up, warm-toned photograph of a person's hands working on a laptop. The left hand is positioned over the keyboard, while the right hand holds a black pen, resting it on the keyboard. The laptop is open, and the background is softly blurred, suggesting a desk or office environment.

What are appropriate uses of generative AI?

Important to **not** vilify AI, as it is ubiquitous

- Help with topic brainstorming
- Assistance with keyword choice and synonyms
- Inputting thoughts to organize an outline
- Help with refining a research question
- Organizing thoughts – visualizations (charts)

Activities – consulted AI!

I. Citations

Ask students to choose a topic – use Copilot, Gemini, or ChatGPT. Ask it to provide 5 scholarly sources with citations on the topic.

Then, determine the accuracy:

Categorize each source as:

Accurate, false metadata, hallucination

Discuss – Variations in AI models? Why do hallucinations happen? Why is this not a reliable way to seek sources? Discuss database searching.

- Inappropriate usage - preface
- Learning Objectives:
- Understand how LLMs work
- Catch hallucinations
- Verify/evaluate

Activities

II. Detecting Biases

Choose/provide a topic to ask an LLM for a summary. Ex. Poverty causes

Identify any variance in framing, perspectives that are not represented, language differences. Use Snopes.com and Allsides.com as resources.

Discuss – Can Gen AI be used to explore multiple perspectives? Does it show completeness? Is it truly objective?

- Learning Objectives:
- Understand training data bias
- Recognize lack of neutrality
- Verify/evaluate

Activities

III. Fact Checking

Students ask Gen AI to provide an overview of a topic. Ask for sources.

Fact-check claims using library resources

Identify where the AI demonstrates overconfidence yet provides fabricated facts

Discuss the AI "tone" and how it presents wrong information and why

- Learning Objectives:
- Identify potential misinformation
- Verify/evaluate

Activities

IV. Summarization

Students choose an article to read and draft a summary. They then ask AI to summarize it and compare the two summaries.

Which summary is more complete? Accurate? Helpful? Are there biases? Is this helpful? Ethical?

Discuss why using AI to summarize things may be counterproductive, and when it may be helpful

- Learning Objectives:
- Identify gaps in summary
- Verify/evaluate

Activities

V. Topic Brainstorming

Students choose 2-3 different AI models

Brainstorm topics for a potential research paper

Practice iterative refinement

Practice prompt engineering – which relates to the process of developing a research question

- Learning Objectives:
- Learn about prompt engineering
- Learn how different AI models provide different responses to identical prompts
- Gain comfort in brainstorming using LLMs



Takeaways

- Credibility/integrity
- Citing AI?
- Appropriate vs. Inappropriate uses
- Preventing cognitive offloading and preserving critical thinking skills
- Treating AI as an information tool, not source
- Students find AI to be "convenient" but are aware it "makes mistakes"

At Hunter College

Winter 2025

- Camp AI (ACERT at Hunter)
 - Syllabus Statement
 - Design an activity

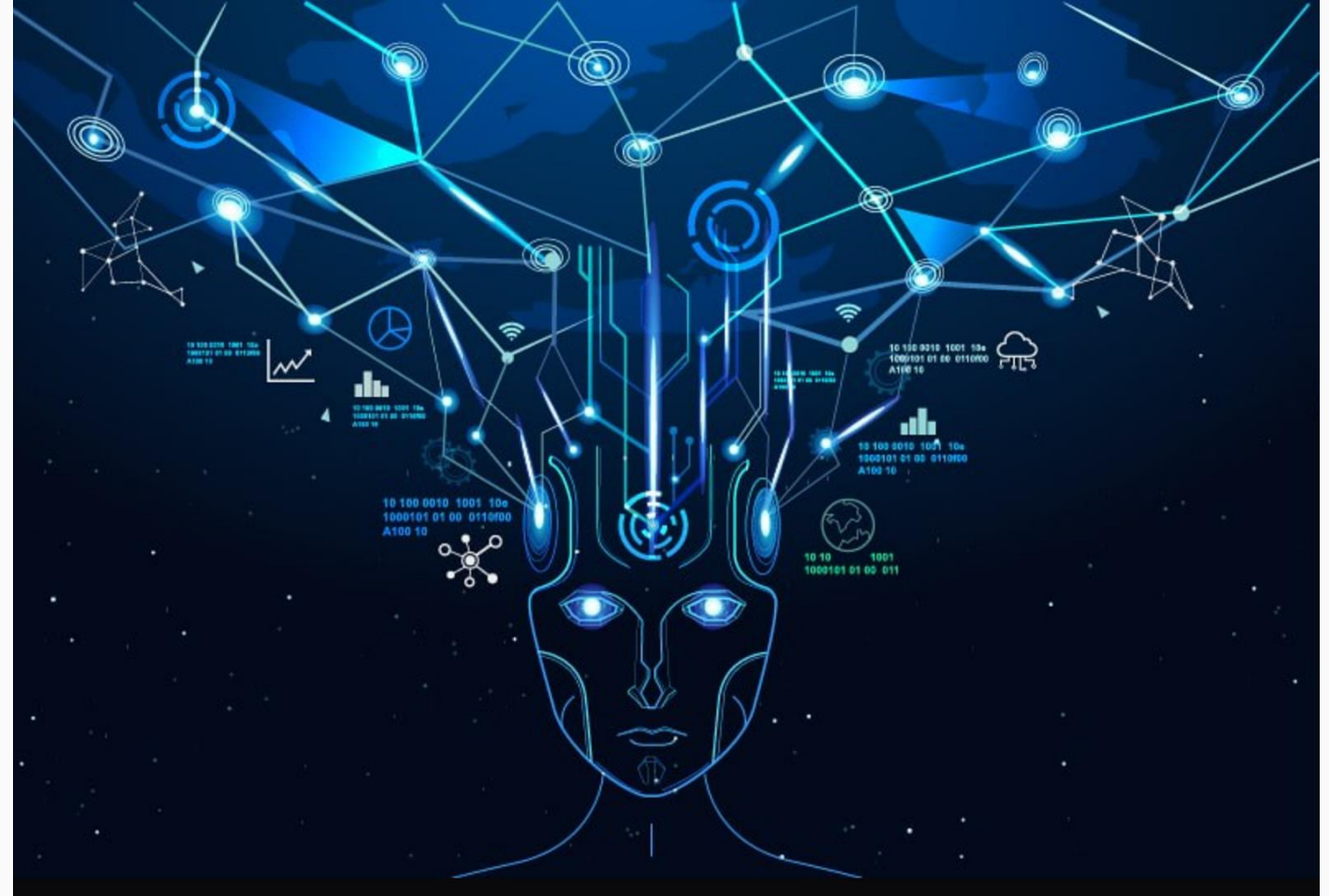
Spring 2025

- LIB 100
 - Research Process Assignment

Spring 2026

- LIB 100
 - Critical AI Literacy
 - In class Gen AI activity

Mini AI Lesson in One Shot



"[Artificial Intelligence - Resembling Human Brain](#)"
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Spring 2025

Introducing AI Infused Research Process Assignment

- **Syllabus Statement**
 - **Transparency: “I used AI to craft the syllabus statement”**
 - Emphasis on prompt – include learning objectives
 - Emphasis on human evaluation and modification of output
- **Midterm Project – Research Process Assignment incorporating AI**

Research Process Assignment

Scaffolded Research Process Assignment (20% of final grade)

- ✓ Research questions – Gen AI
- ✓ Peer review questions in LMS Discussion Section
- ✓ Source discovery and annotated bibliography – Gen AI
- ✓ Research map / narrative /outline of process
- ✓ Reflection

Research Process Assignment

1. Brainstorm Broad topics in class

- Discuss using Gen AI to help narrow down focus of broad topic
 - Emphasize value of iterative process brainstorming and connecting to research question
- Prompt engineering
 - Craft a prompt to focus broad topic
 - Copy prompt and outputs to save for process progress
 - Evaluate outputs to derive or construct own research question
 - Peer review questions
 - Instructor reviews and add comments

Research Process Assignment

2. Finalize research question

Example:

Prompt: I would like some focused ideas for a research paper on the Keto Diet.

Output: ex: How does the keto diet compare with the Mediterranean diet in terms of metabolic health and overall longevity?"

Using final vetted research question

- Prompt AI for sources appropriate for research question (3 academic, 2 magazines or news)
- Locate sources – using college's subscription databases
- Annotated bibliography – annotation = rationale for source selection related to topic

Research Process Assignment

3. Document Process

- Map
- Outline
- Narrative
- Table

Step	Prompt/Comment	Output/Comment
Creating a question	Keto Diet	
Revising a question	Peer review	
Finding sources	5 sources All viable OneSearch & Google Scholar	
Writing Annotated Bibliography	Reading articles; does it work for topic? If so, why?	
Reflection		

Research Process Assignment

Research Process

1. Choosing a topic:

I didn't have any ideas in mind for a topic that I wanted to explore and use for this project. Here is my conversation with ChatGPT where I came across the topic.

Prompt #1: I need a research topic. Let's start very broad, use a "_ and _ format then we will narrow it down.

Spring 2026

AI Literacy Lesson

- ✓ Reflection prompt before lesson
- ✓ In class: Read excerpts from reflections
- ✓ AI Literacy Lesson
- ✓ Reflection prompt – AI use in the classroom
- ✓ In class activity using Gen AI tool

AI Literacy

Reflection prompt before lesson

Artificial Intelligence is a broad topic and many of us are using some form of it today. In a few paragraphs write what you know about it (ex, what is it, do you use it in any capacity? What tool are you using? Do you find it helpful? etc.) What's your opinion about it? Why?

Find an article about the detrimental side of AI

AI Literacy

Lesson on AI literacy*

1. **Technical Knowledge** – Machine Learning, LLMs, training models
2. **Ethical Awareness** – Privacy, Intellectual Property, Bias, Transparency
3. **Critical Thinking** – AI hallucinations, AI slop, appropriate uses
4. **Practical Use** – Survey AI tools, guided exploration
5. **Societal Impact** – Economy, society, culture

*[AI Literacy for All: A Universal Framework](#) by [Leo S. Lo](#)

AI Literacy

Reflection prompt:

What are some responsible and ethical uses you see for Gen AI in your classes?

- Help break down hard content into more digestible material
- Generate study materials
- ChatGPT office: Help instructor to know what is challenging to students
- Help understand mistakes in coding

AI Literacy

In Class

Discuss reflections

Activity = Working in **pairs**

Example:

Pair 1: Democracy 1) CoPilot 2) Gemini

Pair 2: Democracy 1) ChatGPT 2) Claude

Pair 3: Health Care 1) CoPilot 2) ChatGPT

Craft a prompt from assigned broad topic together. Enter same prompt in **assigned tool**

Compare outputs

Share observations with class

Mini AI lesson in One Shot

One shot lesson in Freshman English

- Focus on research process
- **Sources!** Types, locating, evaluating, citing
- LLMs and sources

Google w/o Overview

List of links to sources.

Google w/ AI Overviews

Overviews may include a link to sources, but not reliably the source of the summary overview

(NYTimes article)

[How Accurate are Google AI Overviews?](#) *The New York Times*, April 7, 2026

Looking Ahead

Current research project:

- How are libraries in CUNY and SUNY addressing AI?
- How has this changed in the course of one year?
- AI Policy?
- How many libraries have clear AI resources on their websites?
(Libguides, policy, etc.)

THANK YOU

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