



Artificial Intelligence for Information Literacy Instruction in Libraries

Eesha Sharma, Librarian, MIER College of Education (Autonomous), Jammu -180001,
eesha.sharma@miercollege.in

Abstract

Artificial Intelligence (AI) is increasingly reshaping educational practices and redefining instructional roles within academic libraries. This paper examines the integration of AI in information literacy instruction, a core responsibility of libraries in supporting critical thinking, ethical information use, and lifelong learning. As digital information environments grow more complex, AI-driven tools are being adopted to enhance the effectiveness, accessibility, and personalization of information literacy education. The paper explores the use of AI technologies such as conversational chatbots, intelligent tutoring systems, adaptive learning platforms, and recommender systems in delivering information literacy instruction. These tools enable personalized learning pathways, real-time instructional support, and continuous learner engagement beyond traditional classroom settings. AI-based systems also assist librarians in curriculum integration, assessment of learning outcomes, and identification of students' information-seeking challenges. Despite these opportunities, the adoption of AI in library instruction raises important challenges related to data privacy, algorithmic bias, transparency, and the potential over-reliance on automated guidance. The evolving pedagogical role of librarians and the need for AI-related competencies are highlighted as critical considerations. Adopting a conceptual and analytical approach, this paper emphasizes the importance of responsible and ethical AI integration and positions academic libraries as key contributors to information-literate and digitally competent learners in AI-driven educational environments.

