

ELINET Symposium
on Digital Literacy and Artificial Intelligence
Rethinking Digital Literacy for the AI Era: Frameworks, Practices, and
Emerging Research

Jeroen Clemens
Literacy and truth.
Handling information in a digital age. A big
challenge to education.



**24th European Conference
on Literacy, Ljubljana**

Literacy changes

New texts, New competencies and handling AI



1450/ 1965

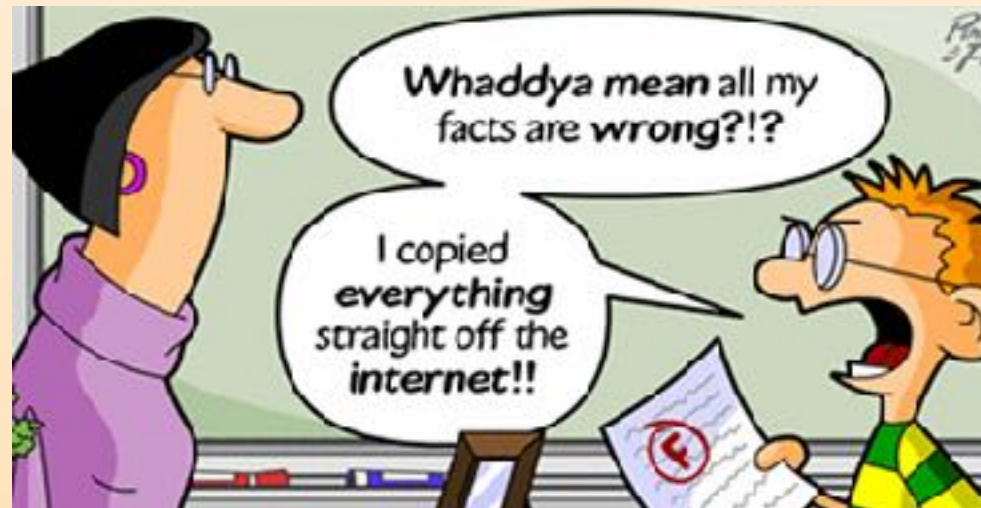
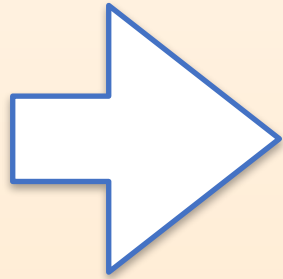


1990



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From Analogue to Digital



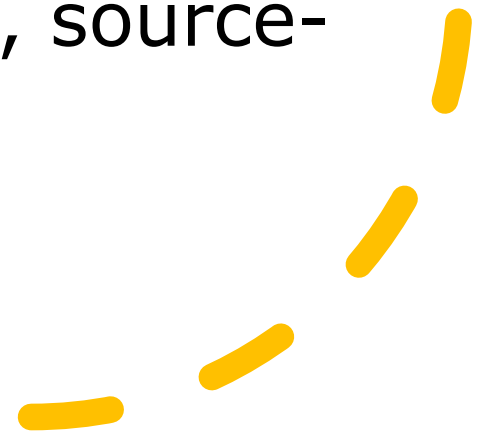
Digital
Literacy >>

Expanding
Competency

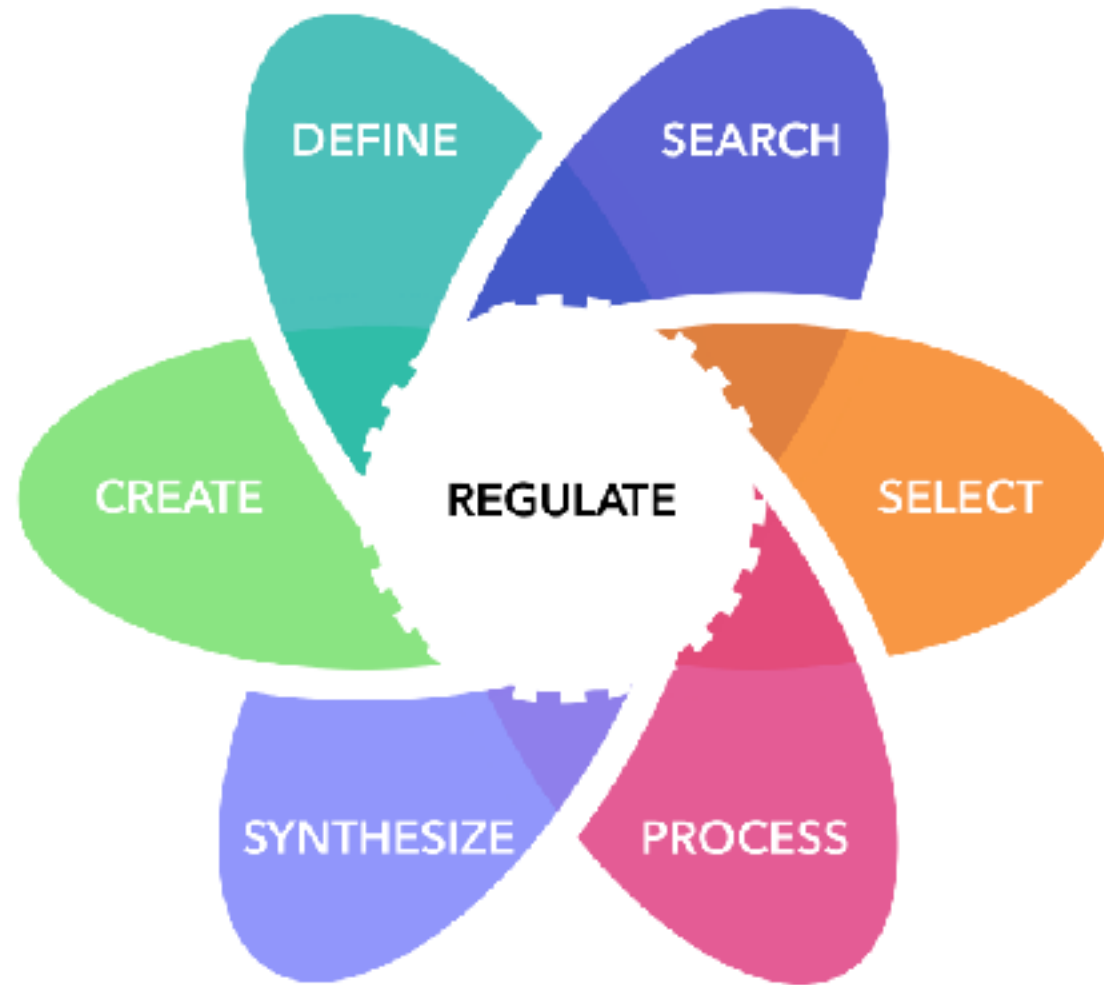
Core Skills
& Strategies

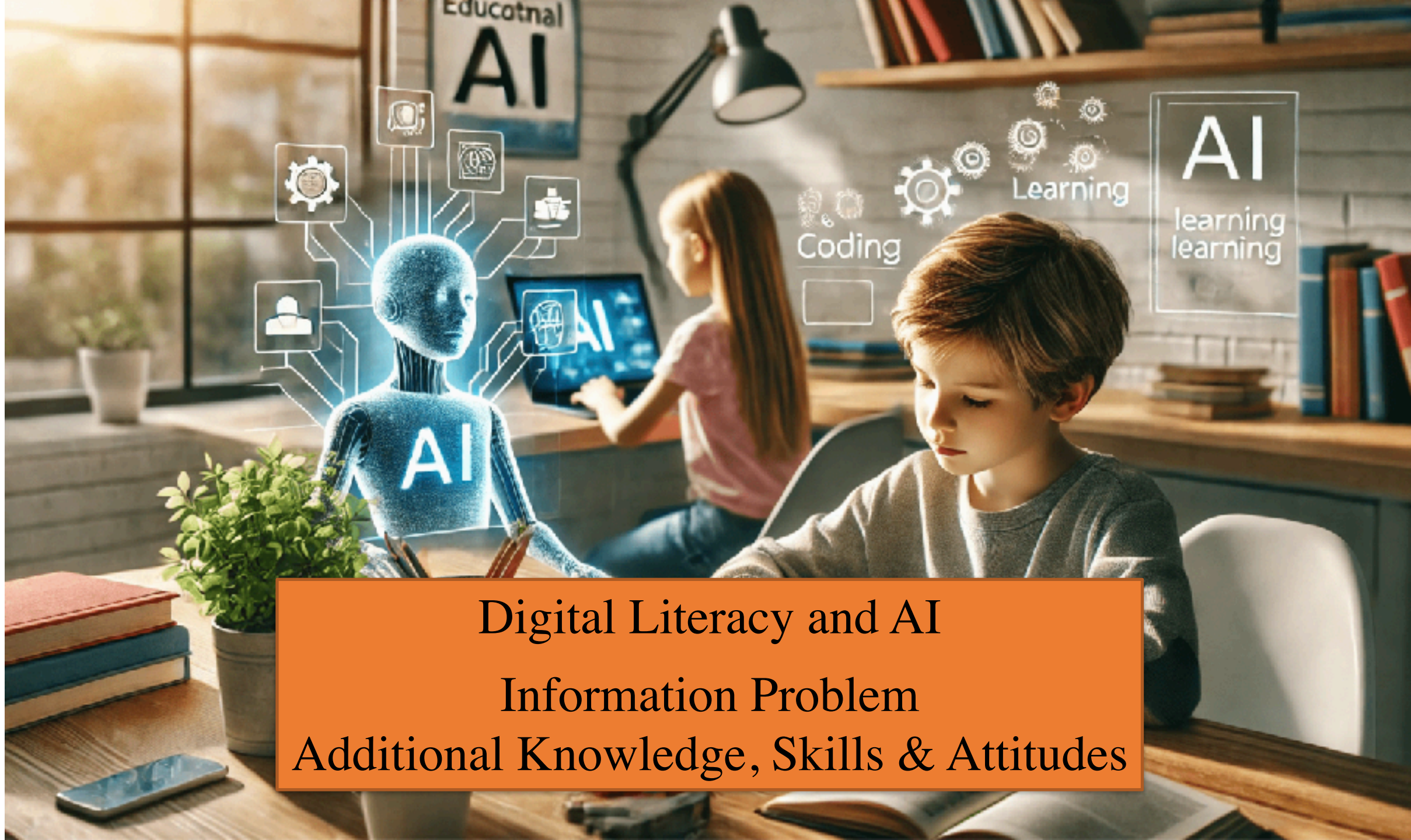
Kiili, C., Leu, D. J., e.a. 2018

- Searching & Locating with search engine
- Evaluating/ Questioning credibility & usability
- Identifying main ideas from multiple documents
- Synthesizing information across multiple online resources
- Communicating a justified, source-based position



Online Literacy / Digital Information Problem Solving





Digital Literacy and AI
Information Problem
Additional Knowledge, Skills & Attitudes

DRŽI? NE DRŽI?
TRUE? FALSE?

Information: What to trust?

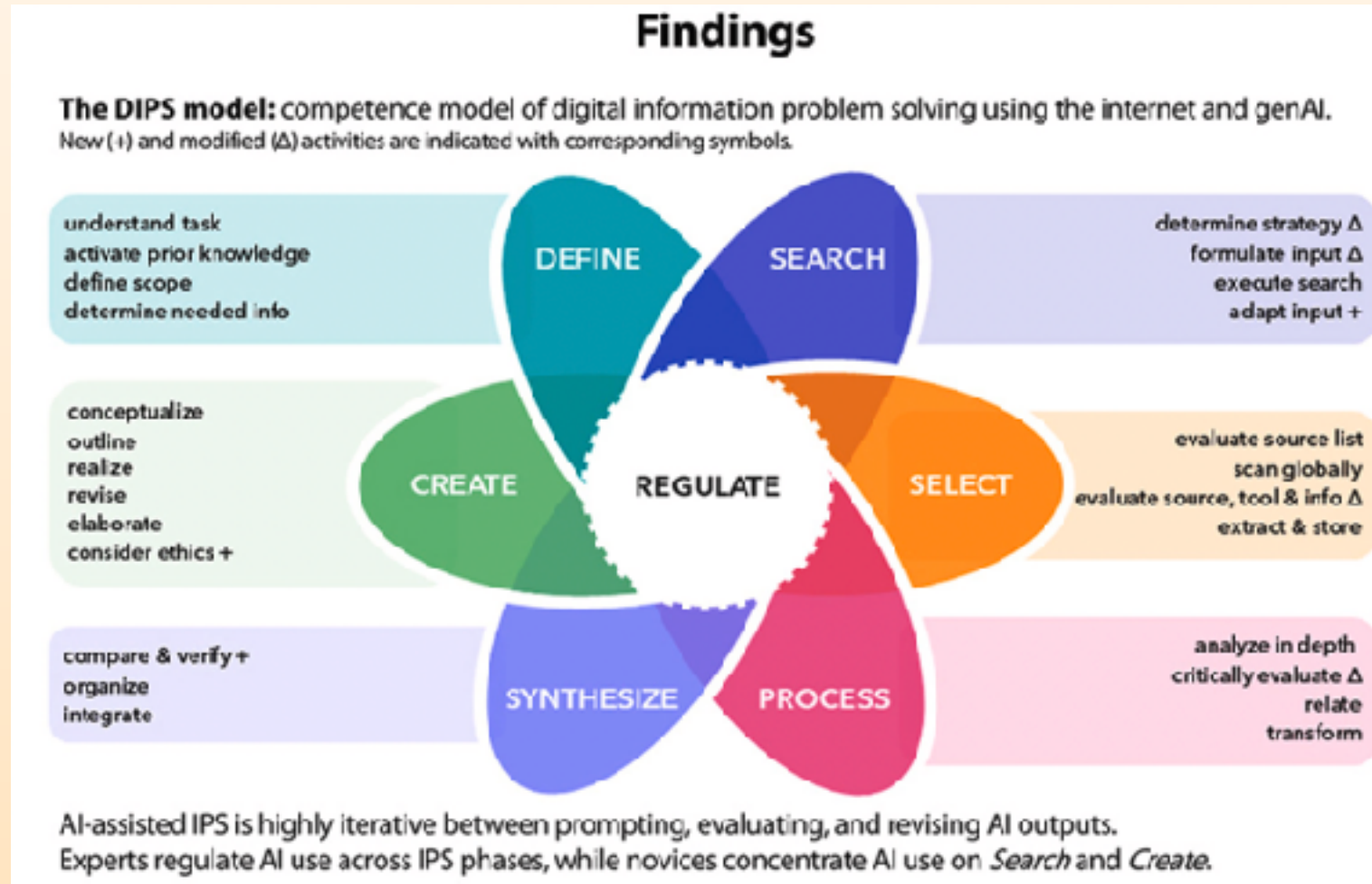
- Traditional truth (evidence-based) is **replaced by emotional narratives**
- **Objective facts are less influential** than appeals to emotion and personal belief (Post-truth)
- Social media creates **information silos and echo chambers** where students only see one perspective.
- The **breakdown of shared reality** makes it harder for students to agree on basic facts.
- Viral content **restricts diverse perspectives**, making disinformation harder to correct
- AI generates "synthetic truth": Plausible but **fabricated information**
- Hallucinations: AI presents **falsehoods as facts**, eroding trust

Trust Model: "Verify before you trust"

- **Authorship:** Content may have no human author.
- **Source** authentication (verifying existence) is a prerequisite to evaluation
- **Skepticism** is mandatory due to AI hallucinations, deepfakes, and synthetic media

DIPS Model Experts vs Novices

GenAI integration in digital information problemsolving by experts and novices



Experts

- Treat AI as a collaborative **tool**
- Integrate AI into **workflow**
- **Critically** question AI outputs
- Combine with traditional sources
- **Invest** in problem definition and regulation
- Reflect on their process

Novices

- See AI as a **replacement** for thinking
- Use AI in **isolation**
- **Accept** outputs uncritically
- Use mainly AI sources
- **Rush** to content generation
- Skip reflection



Where Students Struggle

(By Competency Area)



Knowledge Gaps:

Students often **lack understanding** of AI's true capabilities and limitations. They struggle with **verification methods**, have **superficial grasp** of ethical issues (privacy, bias), and **can't explain** how AI systems work (Springer, 2025; Frontiers, 2026).



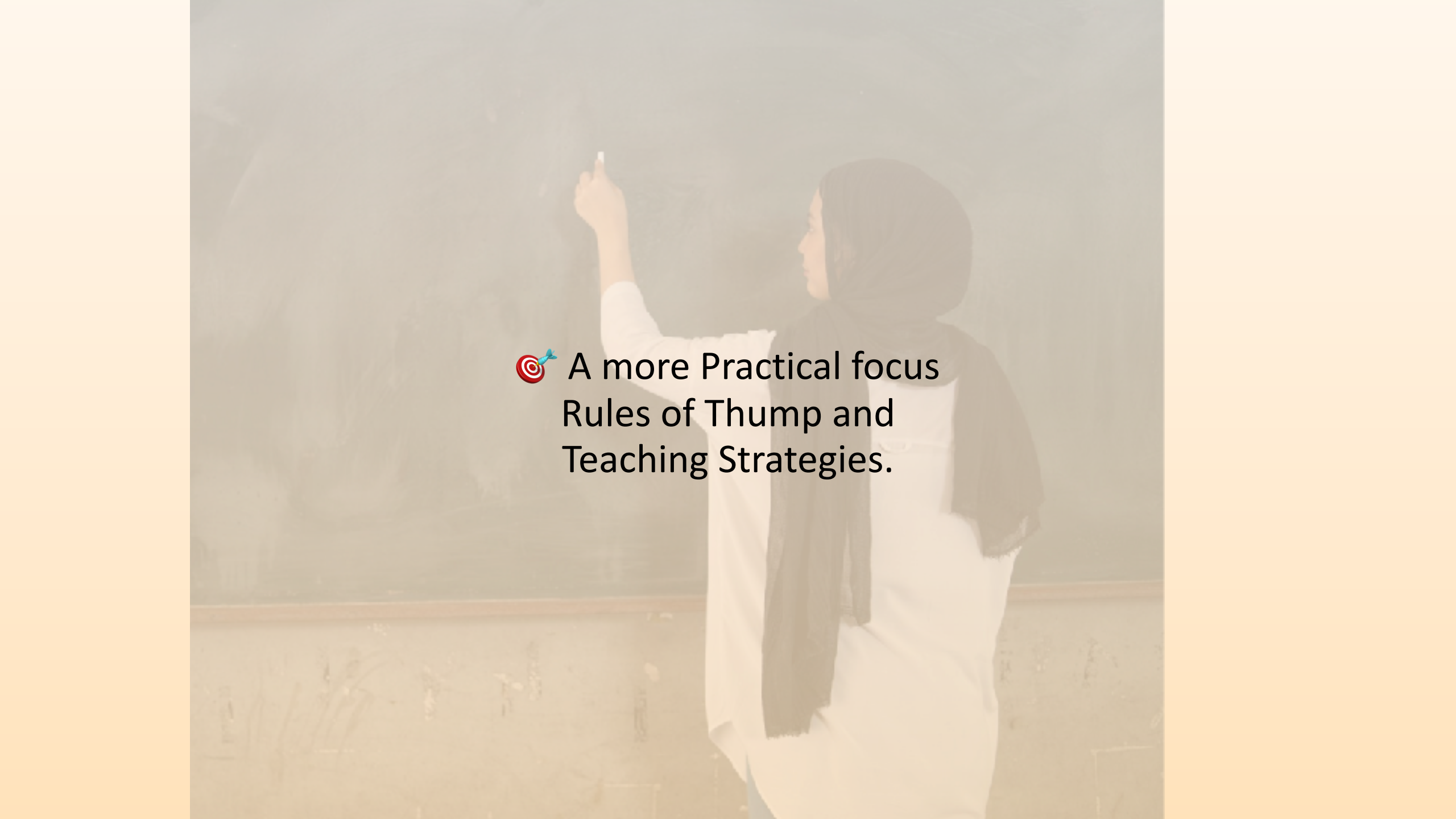
Skills Gaps:

They **skip critical evaluation** of AI outputs, **fail to authenticate sources**, use **ineffective prompts**, **bypass synthesis** with human insights, and lack **practical application** skills (Boetje et al., 2026; ScienceDirect, 2025).



Attitudes Gaps:

Many show **overconfidence** in their AI literacy, **over-rely on AI** (cognitive inertia), and lack **healthy skepticism** or **control-oriented** mindset (Frontiers, 2026; ScienceDirect, 2025).

A woman wearing a white dress and a black hijab is standing in front of a large chalkboard. She is holding a piece of chalk in her right hand and appears to be writing on the board. The background is a soft, out-of-focus view of the chalkboard and the woman's profile.

🎯 A more Practical focus
Rules of Thumb and
Teaching Strategies.

Source Evaluation

Rules of Thumb (Quick Checks)

 Red Flags – Assume It's Unreliable If:

1. **"Too Perfect" Test:** If the answer is **flawlessly written** with no rough edges, be sceptical
2. **"No Source" Test:** If AI can't cite specific, verifiable sources, don't trust it
3. **"One-Sided" Test:** If it **lacks counterarguments or nuances**, it's likely biased or incomplete
4. **"Jargon Overload" Test:** If it uses **excessive technical terms** without explanation, it may be fabricating

Shift to Process-Oriented Assessment

What:

Stop grading **just** the final product – assess the thinking process behind AI use.

Why:

Traditional grading misses whether students truly understand their work or just used AI as a shortcut

How:

- Use scenario-based tasks (e.g., "Solve this problem using AI, then explain your steps")
- Try screencast think-alouds – Have students record their screen and voice while using AI, explaining why they used it, what alternatives they considered, and how they evaluated outputs

Model Expert AI Strategies

What:

Show students how experts use AI – don't just tell them.

Why:

Students **lack metacognitive awareness** of how to regulate their AI use. Seeing it modeled builds this skill.

How:

- **Live demonstrations** – Think aloud while using AI: "I'm revising this AI output because it lacks depth in X area"
- **Peer demonstrations** – Have advanced students show their AI process
- **Highlight mistakes** – Show examples of **bad AI use** and discuss what went wrong

Guided AI Practice with Scaffolds

What:

Give students tools to use AI thoughtfully, not just freely.

Why:

Novices **bypass critical phases** (evaluation, synthesis). Scaffolds force them to **slow down and think**.

How:

- **AI intention diaries** – Before using AI, students write: "I'll use AI for X because Y, and I'll check Z"
- **Planning checklists** – "Have I defined my problem? Have I considered alternatives to AI?"
- **Reflection prompts** – After AI use: "Did this help? What did I learn? What would I do differently?"

AI as Draft, Not Final Answer

What:

Train students to treat AI output as a starting point, not a finished product.

Why:

Students **over-rely on AI** and skip the deep learning that comes from **struggling with the process**.

How:

- **The Draft Rule** – "AI gives you a first draft – your job is to improve it"
- **Critical synthesis activities** – "Combine this AI output with 2 human sources. What's missing?"
- **Revision practice** – Have students **rewrite AI text** in their own words with proper attribution

A glowing lightbulb sits on an open book. The background is a soft-focus bokeh of warm, golden-yellow lights. A semi-transparent green rectangular box is centered horizontally across the middle of the image, containing the text "Support tools".

Support tools



Framework: AILit for Teachers

Just released! (18 June 2026) – **Free and ready to use**

A joint initiative by **the European Commission and OECD**

4 Dimensions for Your Lessons:

- 1. Engage with AI** – Help students understand AI's role in their lives
- 2. Create with AI** – Use AI as a **creative partner**, not a replacement
- 3. Manage AI** – Teach **responsible, ethical** use
- 4. Shape AI** – Empower students to **influence AI development**

19 Competences to Develop:

Knowledge (What AI is and does)

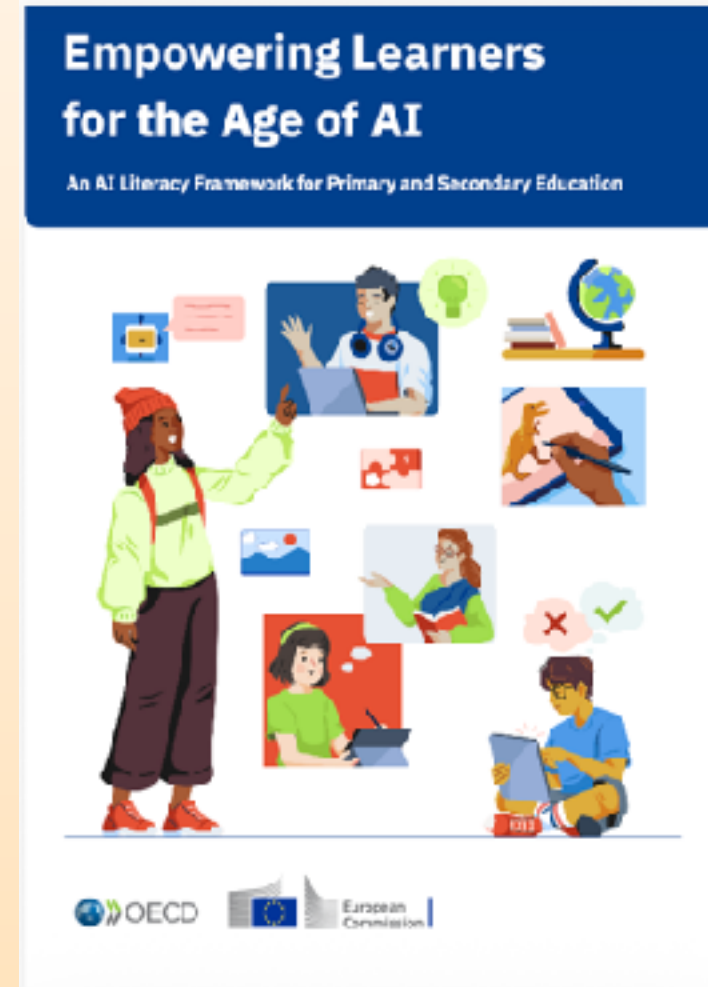
Skills (How to use AI effectively)

Attitudes (How to approach AI critically)

Classroom examples for primary & secondary education



Download your copy: ailiteracyframework.org



Mike Caulfield & Sam Wineburg

HOW TO THINK STRAIGHT, GET DUPED LESS,
AND MAKE BETTER DECISIONS ABOUT WHAT
TO BELIEVE ONLINE



Verified

"Verified offers clear advice on how to navigate
a world of spin, trolls, and lies."

MARIA RESSA, WINNER, NOBEL PEACE PRIZE

Curriculum
Browse lessons, assessments, and collections

Lessons & Assessments Lessons Assessments Collections

Search curriculum Cards List

Three questions are at the heart of the CDR curriculum:

1. Who's behind the information?
2. What's the evidence?
3. What do other sources say?

LESSON START HERE

Intro to Who's Behind the Information? Saturday School

LESSON START HERE

Intro to What's the Evidence? Saturday School

LESSON START HERE

Intro to What Do Other Sources Say? Saturday School

LESSON START HERE

Intro to Who's Behind the Information?

Verified. How to Think Straight, Get Duped Less,
and Make Better Decisions about What to Believe Online

Resources

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THANK YOU

Wishing you the best with your work.
Let's keep in touch.

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