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Abstract

As generative artificial intelligence profoundly reshapes the higher education ecosystem, enhancing the AI literacy of faculty and students has become a core mission of university libraries. Analyzing mature models in foreign libraries provides important reference value for university libraries in China to build a systematic AI literacy education system. Using online survey and case analysis methods, this paper conducts an in-depth analysis of AI literacy education practices at the University of Georgia Libraries in the United States, summarizing their core characteristics from four dimensions: AI resource organization and presentation, tiered education for diverse groups, service integration models, and ethical value guidance. Based on this, the paper proposes that university libraries in China should construct a future-oriented new paradigm of AI literacy education by focusing on four aspects: resource development, tiered instruction, service integration, and ethical guidance.

Full Text

[**Academic Focus: Literacy Development in the AI Environment**]

Practices and Insights of AI Literacy Education at the University of Georgia Libraries in the United States

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Abstract With generative artificial intelligence profoundly reshaping the higher-education ecosystem, improving the AI literacy of teachers and students has become a core mission of university libraries. Analyzing mature models in foreign libraries has important reference value for Chinese university libraries in building a systematic AI literacy education system. Using online investigation and case analysis, this paper conducts an in-depth examination of AI literacy education practices at the University of Georgia Libraries in the United States, summarizing their core characteristics from four dimensions: AI resource organization and presentation, tiered education for diverse groups, service-integration models, and ethical value guidance. On this basis, the article proposes that Chinese university libraries should proceed from four aspects—resource development, differentiated instruction, service integration, and ethical guidance—to build a future-oriented new paradigm for AI literacy education.

[**Keywords**] university libraries; AI literacy; University of Georgia Libraries

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Introduction

In the past few years, with the rapid development of information technology, AI has exerted a profound influence across various fields. In a 2022 report, UNESCO emphasized that all citizens need to possess a certain degree of AI literacy in order to adapt to an increasingly AI-driven world[1]. The Association of College and Research Libraries (ACRL), in its *2024 Top Trends in Academic Libraries*, listed "artificial intelligence and AI literacy" as the foremost of the top ten trends[2]. On June 10, 2025, the International Federation of Library Associations and Institutions (IFLA) released the *Guidelines for the Introduction of Artificial Intelligence in Libraries*, intended to assist libraries in assessing and discussing the benefits and risks of applying AI technologies in different scenarios[3].

As early as July 2017, China issued the strategic document *New Generation Artificial Intelligence Development Plan*, aiming to seize major strategic opportunities in AI development and build China' s first-mover advantages in AI development[4]. After the release of this plan, the Ministry of Education formulated the *Action Plan for Artificial Intelligence Innovation in Higher Education Institutions*, promoting universities to optimize the layout of AI disciplines and strengthen the development of talent-training systems[5]. At the end of 2025, the Expert Steering Committee for Teacher Workforce Development of the Ministry of Education released the *Guidelines for Teachers' Application of Generative Artificial Intelligence (First Edition)*, aiming to deepen AI-enabled teacher workforce development, promote AI-empowered education and teaching, and guide teachers to apply generative artificial intelligence scientifically, safely, compliantly, and rationally[6].

Against this background, carrying out AI literacy education has become an important task for university libraries, with the aim of promoting the reasonable use of AI technologies and tools by teachers and students in teaching and research contexts. Current research on AI literacy education in university libraries is concentrated in the following areas. First, the connotations and frameworks of AI literacy: at present, no unified consensus has been reached on the definition of AI literacy, and there are different formulations such as the "three elements" [7-8], the "four elements" [9-10], and the "five elements" [11-12]. Second, AI literacy assessment systems: there is currently no complete and feasible AI literacy assessment system, and scholars in China and abroad have explored AI literacy education assessment systems for different groups, including university students[13-14], librarians[15], and adolescents[16]. Third, AI literacy education practice: some scholars have reviewed and analyzed AI literacy education practices in university libraries in China and abroad, selecting university libraries in multiple countries—including the United States[17], Australia[18], the United

Kingdom[19], and China[20]—for investigation.

The above studies provide useful theoretical support and practical ideas for Chinese university libraries to carry out AI literacy education. Overall, however, there remains a lack of in-depth empirical case studies on how Chinese university libraries can conduct AI literacy education systematically and efficiently, making it difficult to provide complete models and pathways that can be referenced at the practical level. In view of this, the present study takes the University of Georgia Libraries in the United States as its research object. From four dimensions—AI resource organization and presentation, tiered education for diverse groups, service-integration models, and ethical value guidance—it systematically reviews and deeply analyzes their AI literacy education practices. It also proposes targeted insights in light of current practices in Chinese university libraries, with the aim of providing reference and guidance for the high-quality development of AI literacy education in Chinese university libraries.

1 Research Methods

This paper adopts online investigation and case analysis methods to examine Georgia

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A systematic review and in-depth analysis are conducted of AI literacy education practices in university libraries. Among the methods used, online investigation was employed to comprehensively collect public information, while case analysis was used to organize, interpret, and extract features from the materials.

The University of Georgia Libraries are representative in the field of AI literacy education in university libraries. The University of Georgia was among the earlier U.S. universities to propose building an "AI-integrated university." Its library' s AI literacy education practices began early, have a complete system and structure, and cover a broad scope. The university' s vice president for information technology has stated that the University of Georgia has laid the foundation for integrating AI into all levels of research, teaching, and operations, and that its priorities include talent development, shared infrastructure, and strategic insight. This reflects a high degree of strategic foresight and systematic planning[21]. The practices of the University of Georgia Libraries provide a typical example for exploring mature pathways of AI literacy education in university libraries.

The online investigation for this study was conducted from November 2025 to February 2026, focusing on the university's latest practices against the backdrop of the rapid development of generative artificial intelligence. Using the official

website of the University of Georgia Libraries, the LibGuides platform, public event pages, and policy documents as the main data sources, this study systematically collected first-hand materials including AI literacy guides, workshops, librarian and faculty/staff communications, online courses, and service policies, thereby effectively ensuring the accuracy and reliability of the data.

Based on the above investigation, this paper takes the AI literacy education practices of the University of Georgia Libraries as a case study, summarizes its advanced experience, and, in light of the development realities of university libraries in China, proposes future-oriented development pathways for AI literacy education in four aspects: resource development, tiered instruction, service integration, and ethical guidance. The aim is to provide reference and insight for university libraries in China.

2 AI Literacy Education Practices at the University of Georgia Libraries

The University of Georgia Libraries focus on the core teaching and research needs of faculty and students. Guided by the core orientation of "resource development—tiered instruction—service integration—ethical guidance," they have formed an AI literacy education practice model with distinctive features, providing a referenceable model for AI literacy education in university libraries in China.

2.1 Hierarchical and Scenario-Based Organization and Presentation of AI Resources

2.1.1 Library AI Literacy Guide The Research and Teaching Support module on the official website of the University of Georgia Libraries includes an AI literacy guide covering multiple topics, aiming to provide targeted resources for faculty and students. For example, for students, it provides knowledge and information about commonly used AI, such as the advantages and risks of AI, strategies for verifying the authenticity of AI-generated content, AI writing prompts that promote deeper engagement, and ethical considerations for AI in academic settings. In addition, the guide provides links to video resources to help students supplement background knowledge and expand AI-related coursework, such as the sections "What is AI? by IBM" and "How do machines learn?" [22]. The literature review module in the University of Georgia Libraries' databases and subject guides also introduces AI and explains how to use AI in the process of writing literature reviews. The AI literacy guide not only introduces AI knowledge and tools, but also covers AI-use ethics, risk avoidance, content-verification strategies, and academic-integrity guidance[23].

2.1.2 Disciplinary AI Literacy Guides In addition to the University of Georgia Libraries, libraries of the university' s various schools and departments also maintain guides that organize AI resources and provide discipline-specific

services. Taking the Law Library as an example, the Law Library' s LibGuides not only introduce general AI knowledge, but also include AI resource documents and AI tools related to the legal profession. The documents include *Guidance from the American Bar Association on Lawyers' Use of AI Tools* and *ChatGPT and Its Impact on the Legal Industry (2023)*; the AI tools include Casetext, and GPT-3 can also be used to complete various tasks, such as legal research and document review[24].

2.1.3 AI Tools The University of Georgia Libraries provide access to multiple AI tools, including Microsoft Copilot, Gemini, and NotebookLM, serving faculty and students in teaching and research and helping improve learning and work efficiency[25].

2.2 AI Literacy Education Practices for Diverse Groups

For different groups such as students, teachers, and librarians, the University of Georgia Libraries have carried out AI literacy education practices in various forms.

2.2.1 Addressing Students'Multi-Level Learning Needs The University of Georgia Libraries have launched a series of AI literacy workshops for students. Through both online and offline formats, these workshops increase interaction with students and improve their AI literacy and skills. Taking the AI literacy workshops held in 2025 as an example, the activities were open to all students across the university. Their content covered three major categories—basic AI knowledge, use of AI tools, and AI literacy and ethics—thereby addressing multi-level learning needs ranging from basic understanding to advanced practice (see Table 1).

The AI literacy education activities of the University of Georgia Libraries display three characteristics. First, they emphasize step-by-step progression, including both basic introductory training and advanced training oriented toward graduate students' research scenarios. Second, they emphasize practice orientation, helping students improve practical skills such as operating 3D printers and using research tools. Third, they pay attention to ethics by setting up "ethics workshops," guiding students to focus on responsibility and boundaries when using generative artificial intelligence. Through these measures, the University of Georgia Libraries have not only popularized AI literacy, but also met the multi-level learning needs of students from different disciplines and at different stages.

2.2.2 Empowering Teachers Through Instructional Support and Resource Sharing

(1) Instructional support. The AI literacy guide of the University of Georgia Libraries provides targeted resources for teachers, such as librarian

seminars and one-on-one consultation services. Teachers may apply to incorporate AI literacy instruction into course content and obtain teaching resources and tools to achieve their teaching and research goals[26]. In 2025, the University of Georgia launched an online learning course titled "AI Literacy Navigation for Teachers" for all faculty and staff across the university. Covering topics such as AI output evaluation, prompt literacy, and AI ethics, the course is designed to enable teach

teachers integrate AI literacy into disciplinary teaching[27].

Table 1 2025 University of Georgia Libraries AI Literacy Workshops

Type	Workshop Topic	Main Content
AI fundamentals	AI Lab, Session 2— What Is AI?	Concepts and working principles of generative artificial intelligence
AI fundamentals	AI Literacy and Research Skills: A Library Workshop for Faculty	Introduces a new AI literacy course developed for faculty; the course covers modules such as AI output evaluation, prompt reading, AI ethics, and AI and research
AI fundamentals	An Introductory Guide to AI and AI Literacy	Introduces the concepts and working principles of AI tools; summarizes the advantages and disadvantages of tools, and critically analyzes outputs generated by generative artificial intelligence
AI fundamentals	AI and AI Literacy	Introduces the concepts and working principles of AI tools, and summarizes the advantages and disadvantages of tools

Type	Workshop Topic	Main Content
Use of AI tools	Using AI Tools to Write Job Applications	Uses AI tools such as Copilot and writing-prompt frameworks to improve writing ability and create job applications that are both strategically meaningful and genuinely reflect personal qualities
Use of AI tools	Graduate STEM Research/AI Skills Seminar	Introduces databases, advanced search strategies and tools, generative artificial intelligence tools, and related resources needed for STEM research
Use of AI tools	In-Depth Research: AI Research Tools	Introduces generative artificial intelligence tools for research, such as ResearchRabbit, SciSpace, and NotebookLM; discusses how the tools work and methods for conducting research
Use of AI tools	3D Printer Operation	Teaches 3D modeling knowledge and independent operation of MakerBot 3D printers and UltiMaker Cura software
AI literacy and ethics	AI Lab, Session 3—Ethics Workshop	Ethical issues and precautions involved in generative artificial intelligence tools

(2) Seminar sharing. Each year, the university selects 15 research scholars to participate in the year-long Generative Artificial Intelligence and Teaching (GAIT) Scholars Program. The program brings expert scholars together to jointly explore, develop, implement, and evaluate innovative applications of generative artificial intelligence in teaching. At the "Generative Artificial Intelligence and Teaching" seminar, participants share project experiences, promote broad discussion of AI-enabled education, and stim-

ulate further innovation across the university[28].

(3) Faculty and staff newsletter service. In 2024, the University of Georgia Libraries launched a faculty and staff newsletter service, through which the university' s faculty and staff can regularly receive the latest news from the University of Georgia Libraries in their email inboxes. In October 2024, the University of Georgia Libraries released the first issue of the newsletter, introducing information about AI literacy and "Open Access Week" seminars[29]. This newsletter service helps ensure that all faculty and staff are aware of the many services and resources provided by the library.

2.2.3 Strengthening Librarians' Professional Competence and Communication

(1) Organizing professional training. The University of Georgia Libraries focus on librarians' development and enhance librarians' AI literacy and professional capabilities through a series of activities such as seminars and workshops. The University of Georgia Libraries have invited leading AI experts in the United States to help researchers and librarians gain an in-depth understanding of how to avoid legal issues related to text and data mining in tasks such as content licensing[30].

(2) Building communication platforms. The library builds platforms for dialogue and exchange, bringing together diverse perspectives and highlighting the library' s important role as a campus platform for academic dialogue. For example, the library, in collaboration with the university' s teaching center, AI institute, philosophy department, and other units, held a ChatGPT faculty-student symposium, attracting faculty, staff, and students from different disciplinary fields across the university. Each symposium guest discussed the impact of ChatGPT on teaching and research from a different perspective[31].

2.3 Seamlessly Embedded Service Integration Model

The seamlessly embedded service integration model covers two aspects: services and space. Together, these constitute a complete cultivation chain extending from knowledge acquisition to knowledge application and creation.

2.3.1 Real-Time Guidance in Reference Consultation

Real-time guidance in reference consultation seamlessly embeds the intellectual support of professional librarians into the research and learning workflows of faculty and students, realizing a transformation from a "resource center" to "intelligent collaboration." When specific research questions need to be answered, users can click "Chat With Us" on the library' s official website to communicate promptly with librarians, achieving "learn as you use, think as you use." In

addition to online consultation, users can also book one-on-one and small-group AI literacy education services on the official website[32].

2.3.2 Technological Empowerment of Library Spaces

Technological empowerment of library spaces transforms abstract literacy concepts into embodied experiences that are tangible, operable, and collaborative. The University of Georgia Libraries provide learning spaces and technical services, such as makerspaces and creative interaction areas, offering AI-related software and hardware support in physical spaces, encouraging exploration and creation, and extending literacy education into practical settings. For example, the University of Georgia Libraries' makerspace is a peer-supported experiential learning laboratory equipped with 3D printing and laser-cutting equipment.

etc., can provide training venues for faculty, students, and staff, and create interdisciplinary collaboration platforms and creative spaces[33].

2.4 Ethical Value Guidance Running Throughout

2.4.1 Explicit Policy Links and Interpretation The library' s AI literacy guide proactively links to and interprets university-level academic integrity policies, clarifying the principle of "prohibited by default, permitted with authorization," and helping faculty and students delineate boundaries. At the University of Georgia, current regulations state that the use of generative artificial intelligence is not allowed without authorization from the course instructor[34]. In addition, the university' s Graduate School prohibits the use of generative artificial intelligence in theses and dissertations unless approved by the advisory committee. For non-thesis or non-dissertation assignments, instructors may decide for themselves the extent to which generative artificial intelligence tools may be used[35].

2.4.2 Forward-Looking Discussion of Ethical Issues AI literacy workshops and AI literacy guides address topics such as the boundaries of AI tool use, data privacy, and academic integrity, with the aim of cultivating students' critical thinking and sense of social responsibility. For example, in January 2025, the University of Georgia Libraries held the third AI Lab ethics workshop, focusing on ethical issues and points for attention related to generative artificial intelligence[36]. The guide explicitly notes that AI tools may give rise to risks such as superficiality, plagiarism, and data contamination, and may produce negative impacts such as distortion of reality and social injustice[37].

3 Implications of AI Literacy Education at the University of Georgia Libraries for China

Through literature research and online investigation, it was found that AI literacy education in many domestic university libraries has already achieved significant results, with marked improvements in educational formats, educational

content, staffing, and infrastructure[38]. However, viewed as a whole, AI literacy education in Chinese university libraries still has room for optimization in such areas as the systematic development of resources, the targeted nature of educational content, the deepening of ethical construction[39], and the diversification of service methods[40].

The University of Georgia Libraries provide AI literacy education in diversified forms and at different levels for different target groups, breaking through temporal and spatial limitations, achieving seamless embedding of service models, and guiding audiences to critically evaluate AI ethical issues. This offers useful reference for the development of AI literacy education in Chinese university libraries.

3.1 Resource Development: Building Layered and Scenario-Based Educational Resources

Traditional resource guides in university libraries have mostly centered on "stacking tools," lacking in-depth insight into users' specific use scenarios. The University of Georgia Libraries have built a "layered knowledge pyramid" : the bottom layer consists of general AI concepts and micro-courses, the upper layer consists of targeted guides for different groups, while subject libraries embed themselves in specific disciplinary work to provide vertical and scenario-based navigation.

Chinese university libraries can learn from this layered and scenario-based approach by establishing dedicated AI literacy guides or thematic portals on library websites. AI literacy guides should cover general knowledge, practical skills, academic applications, ethical norms, and other content. In addition, libraries can also personalize AI literacy education content. On the one hand, subject librarians should be encouraged to cooperate with schools and departments to develop distinctive "AI + discipline" guides for different disciplinary scenarios such as law, medicine, and engineering, embedding them into subject services and meeting users' precise needs. On the other hand, guidance should be provided for AI literacy education throughout the entire research process according to different research scenarios. At present, some Chinese universities have already carried out related practices. For example, the Beijing Normal University Library has built a thematic guide on generative artificial intelligence, including sections such as AI tools and applications, AI and academic integrity, and AI and privacy security, thereby covering research, teaching, and office scenarios[41].

In terms of presentation formats, in addition to textual guides, libraries can actively integrate or produce high-quality short videos, micro-courses, online tutorials, and other learning resources to lower the threshold for learning. At the same time, libraries can explore cooperation with university information technology departments to provide faculty and students, under the premise of security and compliance, with trial use of or access rights to campus versions of mainstream AI tools, thereby combining resource acquisition with tool-based

practice.

3.2 Layered Instruction: Building a "Student-Teacher-Librarian" Educational System

In traditional university governance and teaching systems, the role of the library is often confined to resource provision, space management, basic training, and similar levels; in essence, it functions as a responsive teaching-support department. However, as disruptive technologies represented by AI profoundly reshape the educational ecosystem, this passive support model can no longer meet the needs of talent cultivation and teaching reform in the digital-intelligent era. The practice represented by the University of Georgia Libraries shows that a hierarchical "student-teacher-librarian" educational system with the library as the hub can be constructed to meet the educational needs of different groups.

3.2.1 For Student Groups The University of Georgia Libraries carry out AI literacy education for student groups around two aspects: systematic content and diversified formats. In terms of AI literacy education content, they have formed an educational system covering basic AI knowledge, the use of AI tools, and AI literacy and ethics; in terms of format, they carry out a series of activities such as workshops, competitions, and lectures.

Chinese university libraries can innovate in both content and format. In terms of content, they can offer tiered and thematic series of workshops and lectures. In addition to "Introduction to AI Tools," they can also build a complete competency framework progressing from "cognitive understanding" such as basic AI principles and overviews of AI tools, to "practical application" such as review writing, data visualization, and academic writing, and then to "critical reflection" such as AI ethics, algorithmic bias, and academic integrity, so as to cover the differentiated needs of student groups. In terms of format, an integrated online-offline model can be adopted to expand coverage and enhance flexibility. Offline activities should emphasize interaction, exchange, and practice, such as establishing "AI Innovation Workshops" that provide computing power, equipment, and data support, guiding students in project-based learning; online activities can take forms such as micro-courses and challenges, extending the learning chain and promoting the transformation of knowledge into competence.

3.2.2 Empowering the Teacher Community

Libraries need to undergo a role transformation: from passively waiting for teachers to submit resource requests, they should turn toward becoming active partners in teachers' teaching innovation. Libraries should proactively design and promote special training programs for teachers. For example, the University of Georgia' s online AI literacy course includes AI output evaluation, prompt literacy, AI ethics, AI and research, and other content, exploring how to apply specific knowledge to teaching practice.

In addition, libraries can collaborate with departments such as academic affairs offices and centers for faculty development to establish "AI Teaching Innovation" incentive programs, promoting the sharing of teachers' practical experience.

3.2.3 Strengthening the Librarian Community

Librarians are the core human resources for libraries to realize functional transformation. AI literacy should be established as a core professional competence and development requirement for librarians, and a systematic, multi-level, tiered skills-training system centered on academic scenarios should be built. Specifically, it should cover three aspects: first, technical application competence, requiring proficient mastery of mainstream AI tools; second, teaching-integration competence, enabling the effective integration of AI tools with information literacy and disciplinary teaching; and third, ethical-risk identification competence, providing professional consultation on issues such as academic integrity, data privacy, and social impact in the use of AI.

University libraries in China may draw on the experience of the University of Georgia Libraries by regularly organizing internal seminars and expert lectures to enhance librarians' professional competence in AI tool application, ethical-risk identification, and related areas, so that they become qualified supporters and guides for AI literacy education.

3.2.4 Establishing a Normalized Cross-Departmental Collaboration Mechanism

A single department can hardly promote AI literacy education across an entire university. Libraries should proactively collaborate with the university' s information technology center, academic affairs office, schools and departments, and scientific research administration departments to build stable communication and cooperation channels, jointly plan university-wide AI literacy education activities, formulate norms for the use of AI tools, and develop AI literacy education resources, thereby forming educational synergy.

3.3 Service Integration: Optimizing Service Models and Expanding Service Spaces

To ensure the effectiveness of AI literacy education, libraries need to break through the limitations of traditional responsive activities and build a new service-integration model that can be seamlessly embedded in users' learning, research, and practice processes, and that enables immediate learning and application. The AI literacy education model of the University of Georgia Libraries breaks through the constraints of time and space, emphasizing the scenario-based, timely, and accessible nature of services, with the aim of naturally integrating AI literacy education into every link of user–library interaction. University libraries in China can also transform their service models and service spaces in AI literacy education.

In terms of service models, literacy education can be promoted in greater depth. Librarians can work with faculty members in different disciplines to embed AI literacy content into specialized courses, implement an "AI+" education model, provide students with targeted and personalized guidance on AI academic applications, and conduct in-depth ethical discussions. In addition, service technology can be upgraded: on the basis of existing face-to-face and email communication, online real-time consultation and appointment-based consultation services can be added to provide one-on-one Q&A. At the same time, faculty-and-staff communication services can be launched to provide "embedded" consultation and answers, such as regularly pushing the latest industry information to university faculty and staff. University libraries in China may use WeChat and email to publicize AI literacy education, ensuring that teachers and students are fully aware of the various resources provided by the library.

In terms of service space, functions can be expanded to realize interaction between virtual and real scenarios. Libraries include both physical spaces and virtual spaces carried by digital media. With the empowerment of technology, the two can integrate and coexist, interact in real time, and form intelligent service spaces, thereby expanding the boundaries of spatial services. Users can enjoy convenient services in offline physical spaces while also obtaining embodied experiences brought by online virtual spaces, realizing free role switching and real-time interactive communication in virtual–real scenarios[^42]. Against this background, libraries can add spatial equipment related to AI experiences, such as 3D printers and VR/AR devices, making AI literacy education tangible and accessible.

3.4 Ethical Guidance: Strengthening Ethical Development for Librarians and Users

While AI technology brings opportunities to libraries, it also gives rise to many ethical issues, such as user privacy protection, data security, and algorithmic bias. If these issues are not properly resolved, they will seriously damage users' rights and interests as well as social trust.

First, libraries should strengthen librarians' AI ethics development. Through lectures, training, publicity, and other forms, libraries can improve librarians' ethical awareness and sense of social responsibility, strengthen information-resource protection, strictly safeguard user data security, and cultivate sound professional ethics. This is also an indispensable component of AI literacy education for university librarians[^43].

Second, libraries should carry out AI literacy ethics guidance, including interpreting university policies on academic integrity and rules for AI use in courses, helping teachers and students clarify behavioral red lines. The University of Georgia Libraries relies on AI literacy guides, workshops, and other forms to conduct education on ethical issues such as algorithmic bias, data privacy, and digital equity, cultivating students' critical thinking and sense of social respon-

sibility. The East China Normal University Library has already carried out related practices: it proactively undertakes the key responsibility of ethical guidance and the construction of norms and consensus on campus; establishes clear behavioral guidelines within the university; relies on a dedicated section of its WeChat public account to systematically explain potential risks in AI applications and provide detailed introductions to citation norms and detection tools for AI-generated content; and holds AI literacy lectures that take academic misconduct in the use of AI as one of the core topics, combining case analyses to guide teachers and students in developing prudent critical thinking and ethical awareness[^44].

Finally, in the future development of AI literacy education, libraries should advocate and support adaptive reforms of educational evaluation systems, promoting a shift in evaluation models from simple knowledge assessment to comprehensive competency evaluation. For example, teachers and students can be guided to use AI tools to enhance critical thinking, creativity, and collaboration skills, and to reasonably record and demonstrate this practical process. Through channels such as AI literacy education courses and research data management services, libraries can help students actively collect, organize, and present the process of using AI to carry out [[unclear: text continues after "负"]].

evidence for responsible learning and innovative practice.

4 Conclusion

The rapid development of generative artificial intelligence is profoundly changing the modes of knowledge production, dissemination, and learning in higher education, and it has also placed unprecedentedly urgent demands on the AI literacy of teachers and students. As knowledge hubs and educational bases, university libraries shoulder the core mission of guiding teachers and students to adapt to AI technologies, use AI tools rationally, and creatively realize the value of AI. From four dimensions—AI resource organization and presentation, hierarchical education for diverse groups, service-integration models, and ethical value guidance—this paper systematically reviews and analyzes the AI literacy education practices of the University of Georgia Libraries. On this basis, it extracts and constructs an AI literacy education pathway suited to Chinese university libraries: "resource development—tiered instruction—service integration —ethical guidance."

This paper has certain limitations: the study is mainly based on manual investigation and relies only on publicly available website materials, making it impossible to obtain internal, unpublished details of practice; therefore, problems such as information omissions, content lag, or subjective interpretive bias may exist. In addition, constrained by the research method, the channels for acquiring information are relatively limited, and the study lacks multidimensional and comprehensive observation and inquiry. Future research may further expand the content and dimensions of studies on AI literacy in university libraries, conduct

empirical research with broader coverage and deeper levels, and systematically sort out the AI literacy education systems and optimization pathways of university libraries in different countries and of different types, thereby providing more solid empirical support for constructing a university-library AI literacy education system suited to China' s national conditions.

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The Practice and Implications of AI Literacy Education at the University of Georgia Libraries

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Abstract With the in-depth reshaping of the higher education ecosystem driven by generative artificial intelligence, improving the AI literacy of teachers and students has become a core mission of university libraries. Analyzing the mature models of foreign libraries is of great reference significance for Chinese university libraries to construct a systematic AI literacy education system. Adopting a web survey method and a case analysis method, this paper conducts an in-depth analysis of the AI literacy education practices of the University of Georgia Libraries and summarizes its core characteristics from four dimensions: the organization and presentation of AI resources, hierarchical education for diverse groups, integrated service models, and ethical value guidance. On this basis, this paper proposes that Chinese university libraries should start from four aspects, including resource construction, hierarchical teaching, service integration, and ethical guidance, so as to build a future-oriented new paradigm of AI literacy education.

Keywords University libraries; AI literacy; University of Georgia Libraries

Note: Figure translations are in progress. See original paper for figures.

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