Data and AI-Driven Empowerment: Exploring Innovative Literacy Training Models in University Libraries

Lili Zheng
Inner Mongolia University of Science & Technology Library, Baotou, China

Abstract: This study focuses on the digital intelligence era and provides an in-depth analysis of new literacy training in university libraries. It discusses how the rise of data-intelligence technologies has exposed the limitations of traditional literacy training, both in terms of content and methods, which are no longer sufficient to meet the diverse needs of students. The paper examines the current state of literacy training, emphasizing the importance of data and AI-driven empowerment in addressing these challenges. It proposes a range of innovative strategies and practical approaches, including: optimizing training content by incorporating cutting-edge data-intelligence knowledge and promoting interdisciplinary integration; innovating training methods through the use of online learning platforms, virtual resources, and interactive practical activities; enhancing faculty development by cultivating data-intelligence literate teachers and involving industry experts; and establishing a robust evaluation and feedback system to ensure continuous improvement.

Keywords: Digital Intelligence Era; University Libraries; New Literacy; Literacy Training

1. Introduction

With the widespread application and profound development of emerging technologies such as artificial intelligence (AI), big data, cloud computing, and the Internet of Things, society is gradually transitioning into the era of digital intelligence [1-3]. University libraries, serving as the core of scholarly information and knowledge services within academic institutions, face the challenge of adapting to the evolving demands of this new era. Specifically, they must integrate these cutting-edge technologies while addressing the growing need for personalized and diverse services among readers. In the digital age, the volume of information is increasing exponentially, the speed of its dissemination is accelerating, and the means of access are becoming increasingly varied [4]. Consequently, faculty and students not only need access to vast amounts of information, but they must also develop the ability to efficiently filter, analyze, and apply this information [5]. As the primary venue for literacy education, university libraries are entrusted with the important responsibility of fostering the information literacy of students through their abundant resources [6]. Therefore, investigating how data and AI-driven empowerment can enhance new literacy training within university libraries is of great practical significance.

2. Current State of Literacy Training in University Libraries

2.1 Content and Methods of Traditional Training

Traditional literacy training in university libraries primarily revolves around information retrieval, literature utilization, academic standards, lectures, and one-on-one consultation services [7, 8]. In the area of information retrieval, training focuses on teaching students how to use the library' s catalog system to find physical resources such as books and journals, as well as how to access electronic resources through various databases. In terms of literature utilization, the training guides students in how to select, analyze, and organize the literature they retrieve, cultivating their ability to critically read and assess information. Academic standards training emphasizes the importance of maintaining academic integrity, following ethical guidelines, and avoiding academic misconduct such as plagiarism and dishonesty. Lectures are typically conducted by professional librarians or subject experts, providing

students with valuable insights into effective database use. Additionally, the one-on-one consultation service offers personalized guidance on specific needs such as information retrieval and literature use, addressing students' individual queries and providing tailored advice to help them resolve practical issues.

2.2 Limitations of the Traditional Literacy Training Model

In the digital intelligence era, where the pace of knowledge evolution is accelerating and new technologies continuously emerge, the traditional training model faces notable limitations in adapting to the demands of this era and in providing personalized services [9]. With the widespread application of technologies such as AI and big data, students are increasingly required to master how to leverage these tools for information mining, analysis, and innovative applications. However, traditional training often touches little on these essential skills. The traditional model predominantly relies on uniform lectures, making it difficult to offer personalized training that aligns with each student's learning pace, interests, and knowledge level. This one-size-fits-all approach fails to meet the diverse learning needs of students and does not address the varying information literacy requirements across different disciplines. Moreover, the traditional model is limited in terms of the distribution and sharing of training resources, which are primarily confined to classrooms and lecture settings. This restricts the broader dissemination and reutilization of training content, resulting in lower utilization rates of available resources.

2.3 The Necessity of Data and AI-Driven Empowerment for a New Model of Literacy Training in University Libraries

2.3.1 Diversification and personalization of student needs

In the digital intelligence era, students' learning needs are becoming increasingly diverse and personalized, with a sharp rise in the demand for proficiency in emerging technologies such as AI and big data [10]. The traditional literacy training model struggles to meet these needs, whereas data-intelligence technologies can precisely identify students' interests and preferences through big data analysis. Intelligent learning platforms can then deliver customized content, enabling personalized training. For example, by analyzing students' browsing and download records on the library's digital resource platform, institutions can gain insights into their academic interests and recommend cutting-edge research and learning materials in their field of study.

2.3.2 Enhancing service efficiency and quality

Traditional library services face limitations in resource management and response efficiency. Data-intelligence technologies can optimize resource retrieval, such as through semantic search and knowledge graphs, allowing for the quick location of relevant resources. Intelligent customer service systems can provide real-time answers to inquiries, enhancing service responsiveness. Data analytics further helps in continuously refining service quality to meet the needs of readers for fast and convenient access. For instance, using knowledge graph technology, libraries can link different types of resources across disciplines, so when a reader searches for a keyword, the system can quickly present various related resources, including books, articles, research reports, etc., significantly improving search efficiency.

2.3.3 Adapting to the trend of educational transformation

The education sector is rapidly shifting toward a hybrid online-offline model, necessitating that students develop new competencies such as digital literacy and information literacy. University libraries should leverage data-intelligence technologies to offer training in digital tools, innovative projects, and other areas, helping students adapt to new learning methods and laying a solid foundation for their future development.

3. Strategies and Pathways for Data and AI-Driven Empowerment in University Library Literacy Training

3.1 Optimizing Training Content to Meet the Demands of the Data-Intelligence Era

3.1.1 Integrating cutting-edge data-intelligence knowledge and skills

University library literacy training should stay in step with the digital intelligence era by incorporating the latest knowledge and skills in digital intelligence. AI has demonstrated enormous potential in areas such as resource

management and service optimization within libraries. Training should include explanations of how intelligent recommendation systems analyze students' borrowing histories and preferences to provide precise book and resource suggestions. Additionally, training should cover how intelligent search systems leverage natural language processing (NLP) technologies to perform more efficient and accurate information retrieval. Through real-world case studies and hands-on demonstrations, students will gain a deeper understanding of AI applications in library services, sparking their interest and curiosity in exploring AI technologies further.

The importance of big data analytics in the digital intelligence era cannot be overstated. University libraries collect vast amounts of data on reader behavior, resource usage, and more. By employing big data analysis techniques, libraries can uncover valuable insights hidden within these datasets, providing robust support for library management and services. The training should teach students the fundamental processes and methods of big data analysis, including data collection, data cleaning, data analysis, and data visualization. Students will learn to use big data analysis tools to analyze and process library data, which will help them better understand library operations and reader needs. For instance, students could use tools such as Excel to analyze borrowing data from a particular semester, identifying trends such as the most frequently borrowed subject areas or peak borrowing times.

3.1.2 Emphasizing interdisciplinary integration and the cultivation of innovative thinking

The challenges of the digital intelligence era are often complex and multifaceted, requiring the integration of knowledge and methods from various disciplines to solve them. Therefore, university libraries should emphasize interdisciplinary integration in literacy training, encouraging students to break down disciplinary barriers, broaden their intellectual horizons, and develop innovative thinking skills that will enhance their ability to address complex problems.

In designing training content, it is essential to break free from traditional academic silos and organically integrate knowledge and skills from diverse fields. Interdisciplinary courses should be introduced, allowing students to encounter different modes of thinking and research methodologies. This will promote the cross-pollination of knowledge and help students develop the ability to approach problems from various disciplinary perspectives. Moreover, practical interdisciplinary projects should be implemented to provide students with opportunities to hone their problem-solving skills in real-world scenarios.

Innovative thinking is another indispensable competency in the digital intelligence era. Training should employ methods such as heuristic teaching, case analysis, and group discussions to stimulate students' creativity and cultivate their ability to think innovatively. This will better prepare students to adapt to the evolving needs of the digital age, enabling them to become high-caliber professionals with both innovative spirit and practical abilities.

3.2 Innovating Training Methods to Enhance Training Effectiveness

3.2.1 Leveraging online learning platforms and virtual resources

In the digital intelligence era, the establishment of comprehensive and resource-rich online learning platforms is crucial for the success of university library literacy training. These platforms should feature a diverse array of educational resources, including video courses, audio lectures, electronic documents, and more, covering a broad range of topics such as information literacy, digital literacy, and AI literacy. Additionally, the platform should offer an extensive case library that, through real-world case studies, helps students better understand and apply the knowledge they acquire. Online learning platforms can also integrate various virtual laboratory resources, allowing students to engage in practical exercises within a virtual environment, thus enhancing their hands-on abilities. Furthermore, the platform should incorporate personalized recommendations and intelligent tutoring features. By leveraging big data analysis, it can offer precise resource suggestions tailored to each student's learning needs, facilitating personalized learning experiences. When students encounter difficulties, the intelligent tutoring system can provide real-time answers to their questions, boosting both the efficiency and quality of

their learning.

3.2.2 Implementing interactive and hands-on training activities

Interactive and hands-on training activities are instrumental in engaging students' enthusiasm and initiative, enhancing both their participation and practical skills. These activities are key to improving the effectiveness of new literacy training in university libraries. To design such activities, thought-provoking and controversial topics should be introduced, prompting students to participate in group discussions, share their viewpoints and experiences, listen to others' opinions, and learn from one another. This process cultivates critical thinking and teamwork skills. Case analysis is another vital aspect of interactive training. For instance, real-world data analysis from corporate research projects can be selected as case studies, encouraging students to analyze and discuss them, thereby honing their problem-solving skills. Libraries can also collaborate with various academic departments, enterprises, and other entities to create project-based practical activities related to data-intelligence technologies. These initiatives enable students to apply their acquired knowledge and skills in real-world settings, tackling actual problems while boosting their innovation and practical capabilities. Through these interactive and hands-on training methods, students will be better equipped with the literacy and skills essential for thriving in the digital intelligence era, enhancing their overall competence and competitiveness.

3.3 Strengthening the Faculty Team and Enhancing Teaching Standards

3.3.1 Cultivating professional teachers with data-intelligence literacy

The digital intelligence era imposes new expectations on teachers responsible for library literacy training in universities. Teachers must not only possess solid professional knowledge but also be proficient in data-intelligence literacy and teaching abilities. Regular participation in training related to data-intelligence technologies should be encouraged, allowing teachers to enhance their understanding and application of AI, big data analysis, cloud computing, and other relevant fields. Inviting experts and scholars from these areas to give lectures and conduct training sessions will keep teachers informed about the latest developments and applications of data-intelligence technologies, broadening their horizons. Furthermore, opportunities for further education should be provided, encouraging faculty to study at renowned domestic and international universities or research institutions to enhance their expertise.

In terms of improving teaching skills, training in modern educational methods and instructional design should be conducted to equip teachers with a deep understanding of contemporary educational philosophies and teaching techniques. These methodologies will help teachers design suitable curricula based on students' characteristics and needs. Teachers should also be encouraged to participate in teaching observation and discussion activities, promoting mutual learning and exchange of teaching experiences. This fosters continuous improvement in teaching methods, ultimately leading to enhanced teaching quality. Additionally, by utilizing online teaching platforms and educational management systems, teachers will be provided with better support and resources for their instructional activities. Through such ongoing learning and training, a team of teachers skilled in both professional knowledge and data-intelligence literacy will be developed, ensuring strong support for modern literacy training initiatives.

3.3.2 Engaging industry experts and corporate mentors

To ensure that library literacy training aligns with real-world applications and industry demands, it is essential to involve industry experts and corporate mentors in the training process. Their participation will enrich the faculty strength and improve the quality and impact of the training, producing high-caliber talent better suited to societal needs.

Industry experts and corporate mentors bring with them rich practical experience and up-to-date knowledge of industry trends. Their involvement infuses the training program with new vitality and practical relevance. By inviting technical experts from companies to share real-world application cases and experiences, students can gain a more tangible understanding of practical scenarios and their inherent value, which will spark their learning interest and motivation. Corporate mentors can also guide students in their practical projects,

helping them apply their theoretical knowledge in real-world situations, thereby improving their problem-solving capabilities and hands-on expertise. Additionally, these mentors can provide valuable career guidance and employment advice, tailoring their suggestions based on industry requirements and employer standards. Such guidance helps students stay abreast of industry trends and labor market demands, ultimately boosting their employability and competitiveness.

3.4 Establishing a Comprehensive Evaluation and Feedback Mechanism

Developing a scientifically sound and rational evaluation framework is crucial to ensuring the quality and effectiveness of training programs. The evaluation criteria should comprehensively cover multiple aspects, including the content, methods, instructors, and student learning outcomes, in order to provide a thorough, multi-dimensional assessment of the training efforts. For example, when evaluating the training content, it is essential to assess whether it encompasses the cutting-edge knowledge and skills required in the digital intelligence era. In evaluating the training methods, attention should be paid to their innovativeness and effectiveness, as well as their ability to stimulate students' interest and participation. When assessing the instructors, their professional competence and teaching capabilities should be taken into account. Student learning outcomes should be evaluated through a combination of exam results, project achievements, and self-assessments, among other measures.

Various methods, such as surveys, online evaluations, and discussion forums, should be employed to gather extensive feedback from students regarding the training content, methods, and instructors. Based on the evaluation results and student feedback, training programs should be adjusted and optimized in a timely manner. Any issues identified during the evaluation process should prompt the development of targeted improvement strategies. Through continuous refinement, the quality and effectiveness of the training can be progressively enhanced, ensuring that it meets the evolving needs of students and provides them with high-quality literacy training that supports their growth and development.

4. Development Trends and Prospects of Data and AI-Driven Empowerment in University Library Literacy Training

As AI technology continues to evolve at an unprecedented pace, its integration into university library literacy training will deepen and diversify. In the future, university libraries will firmly adhere to a "student-centered" approach, making the comprehensive needs and long-term development of students the cornerstone of training design and implementation. The focus will be on fostering personalized, intelligent, and lifelong learning experiences, ensuring that students can continue to benefit from library services even after they leave campus. This vision aims to provide a solid foundation for their ongoing personal and professional development, enabling them to thrive throughout their lives.

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