Artificial intelligence and the change of information practices in higher education:
An exploratory study

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1 The information practices are changing

Searching, evaluating, using, sharing and organizing information are essential in writing and research processes. Artificial intelligence-based technology is changing information practices in higher education. Infrastructures around research processes are changing, and new technological aids are challenging established practices. Students participate in communities of practice with teachers, fellow students and supervisors.

2 How the practices are changing

The study examines the impact of AI-based tools on information practices in learning and research. Keenious, a tool for recommending literature, is studied in depth. Interviews with master's students showed they use a variety of tools in the writing process, including Google, Google Scholar, and recommendations from supervisors and students. Keenious was adopted to some extent in creative ways but was not used systematically.

3 Larger infastructures

Students use a larger infrastructure of human and technological resources, including fellow students, tutors, teachers, Google, Google Scholar, Zotero, text-to-speech, and speech-to-text software. Findings provide an opportunity to discuss whether students develop practices not necessarily shared by the wider academic community.

4 Research support

Those who support students in their information-related activities, such as tutors and library staff, must deal with technology as a new type of actor and help students understand its active participation in the writing process.