

Advancing AI Literacy with Learning Analytics (AI-LIT)*

28th April 2026, Bergen, co-located with the LAK'26 Conference

This volume contains the proceedings of the First International Workshop on Advancing AI Literacy with Learning Analytics (AI-LIT), held on 28th April 2026 in Bergen, Norway, as part of the pre-conference program of the 16th International Conference on Learning Analytics and Knowledge (LAK'26). The workshop was convened as the first dedicated venue within the learning analytics community to examine how AI literacy can be defined, measured, and cultivated through learning analytics approaches, bringing together researchers, educators, and developers working at this rapidly emerging intersection.

The goal of the AI-LIT workshop was to advance AI literacy research and practice within the learning analytics community. As artificial intelligence and generative AI tools become embedded in everyday teaching and learning, AI literacy – the ability to understand, use, evaluate, and ethically engage with AI systems – has rapidly emerged as a critical competency. Yet its integration with learning analytics has remained underexplored. The workshop created a dedicated space to (a) define and refine what AI literacy means in relation to learning analytics, (b) explore how AI literacy can be assessed and measured using diverse instruments and data sources, and (c) co-develop strategies for embedding AI literacy into educational practice through learning analytics approaches. The broader aim was to seed working groups and collaborations that produce shared instruments, open resources, and actionable frameworks at the intersection of AI literacy and learning analytics.

There were twelve papers submitted to the workshop, seven of which were accepted for presentations at the workshop. These peer-reviewed contributions span conceptual and measurement frameworks, process-oriented and trace-based assessment, and domain-specific empirical studies across K-12, higher education, medical and Traditional Chinese Medicine education, and AI-assisted academic writing. Together, these papers illustrate how learning analytics methods can move AI literacy assessment beyond static self-report instruments towards more authentic, process-sensitive, and context-aware measurement. All papers included in this volume were submitted for CEUR publication and accepted after review by the organising committee.

- Evaluating Learner Competency in GenAI-Enhanced Learning: A Framework for Process-Oriented Assessment of Human-AI Collaboration – *Chathura K. Sooriya-Arachchi*
- How Professional Identity Drives AI Readiness in TCM Students: The Mediating Mechanism of Learning Engagement – *Xinyi Li, Shuangqing Zhai, Nan Jiao, Na Yuan, and Yu Liu*
- Measuring AI Literacy Among Medical Students: An Item Set – *Weiguang Wang and Shuangqing Zhai*

*Joint Proceedings of LAK 2026 Workshops, co-located with the 16th International Conference on Learning Analytics and Knowledge (LAK 2026), Bergen, Norway, April 27 – May 1, 2026

- Tracing GenAI Literacy: Uncovering Student-AI Interaction Patterns in Academic Writing through Epistemic Network Analysis – *Angxuan Chen and Jiyou Jia*
- What should we measure in AI literacy education? – *Ayaz Karimov*
- Revisiting the Role of Learning AI Principles in Moving Students Beyond Anthropomorphic Thinking – *Hagit Gabbay, Ronit Halstuch, Ruth Ston, Ido Roll, Yael Shwartz, and Giora Alexandron*
- Contextualizing Multidimensional AI Literacy for Learning Analytics – *Laura K. Allen and Panayiota Kendeou*

The workshop opened with a welcome and overview that introduced the aims of AI-LIT, followed by an insightful keynote by Prof. Davy Tsz Kit Ng (The Education University of Hong Kong). Subsequently, the authors of accepted workshop papers presented their contributions, covering frameworks, measurement approaches, case studies, and tools. The core of the workshop featured collaborative design sessions in which participants worked in small groups with short learner scenarios to identify and measure relevant AI literacy dimensions, and sketch how such evidence could support assessment or intervention. The day closed with groups sharing the insights from their collaborative discussions.

We would like to sincerely thank all authors and presenters for their contributions to the workshop, as well as all participants for their active engagement in the discussions and design activities. We are especially grateful to our keynote speaker and to the members of the organising committee for their continued support and contributions to AI-LIT.

Organising Committee

- Yueqiao Jin, Monash University
- Yizhou Fan, Peking University
- Yuan Shen, Zhejiang University of Technology
- Lixiang Yan, Tsinghua University
- Yuheng Li, The Hong Kong Polytechnic University
- Shan Zhang, University of Florida
- Mohammad Khalil, University of Bergen
- Thomas K. F. Chiu, The Chinese University of Hong Kong
- Davy Tsz Kit Ng, The Education University of Hong Kong
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