

2025–2026 Cycle Report & Strategy Blueprint

Smart Learning in Twenty Minutes

Promoting Information and AI Literacy
among University Staff

Gemini Notebook

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التعلم الذكي في عشرين دقيقة
Smart Learning in Twenty Minutes

Rapid digital evolution requires continuous micro-interventions.



Focused Scope

One practical concept per session. Prevents cognitive overload and fits into a dense academic workday.



Applied Orientation

Tied directly to real academic workflows: teaching, assessment, content creation, and information organization.



Continuous Rhythm

A recurring habit of learning. Replaces the outdated one-off training event with sustained, repeated exposure.

The 2025–2026 microlearning model achieved massive staff reach.

49

Microlearning Sessions



2,551

Recorded Participations



52

Average Participants per Session

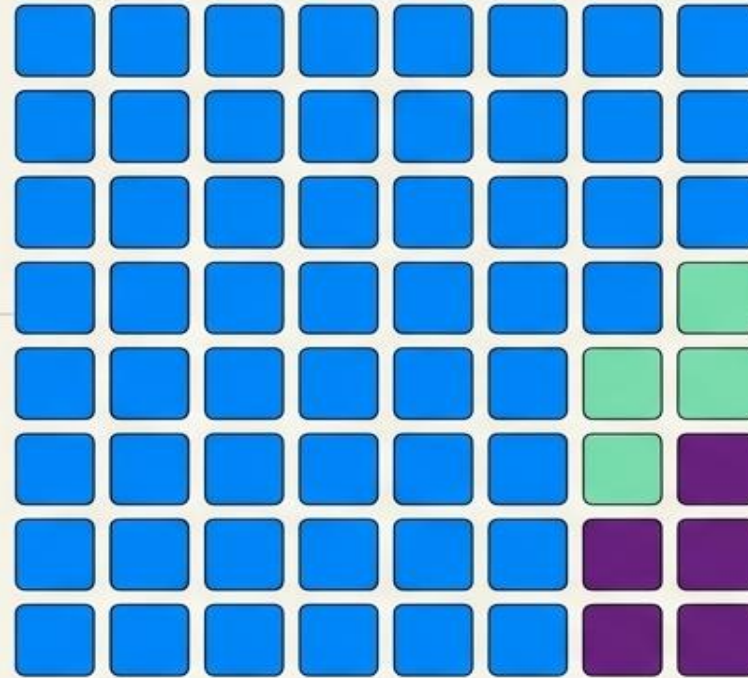


111

Peak Session Attendance



AI literacy anchored the curriculum, supported by pedagogy and information practices.



42 Sessions: AI Literacy

e.g., Copilot, LLM question generation

3 Sessions: Digital Pedagogy

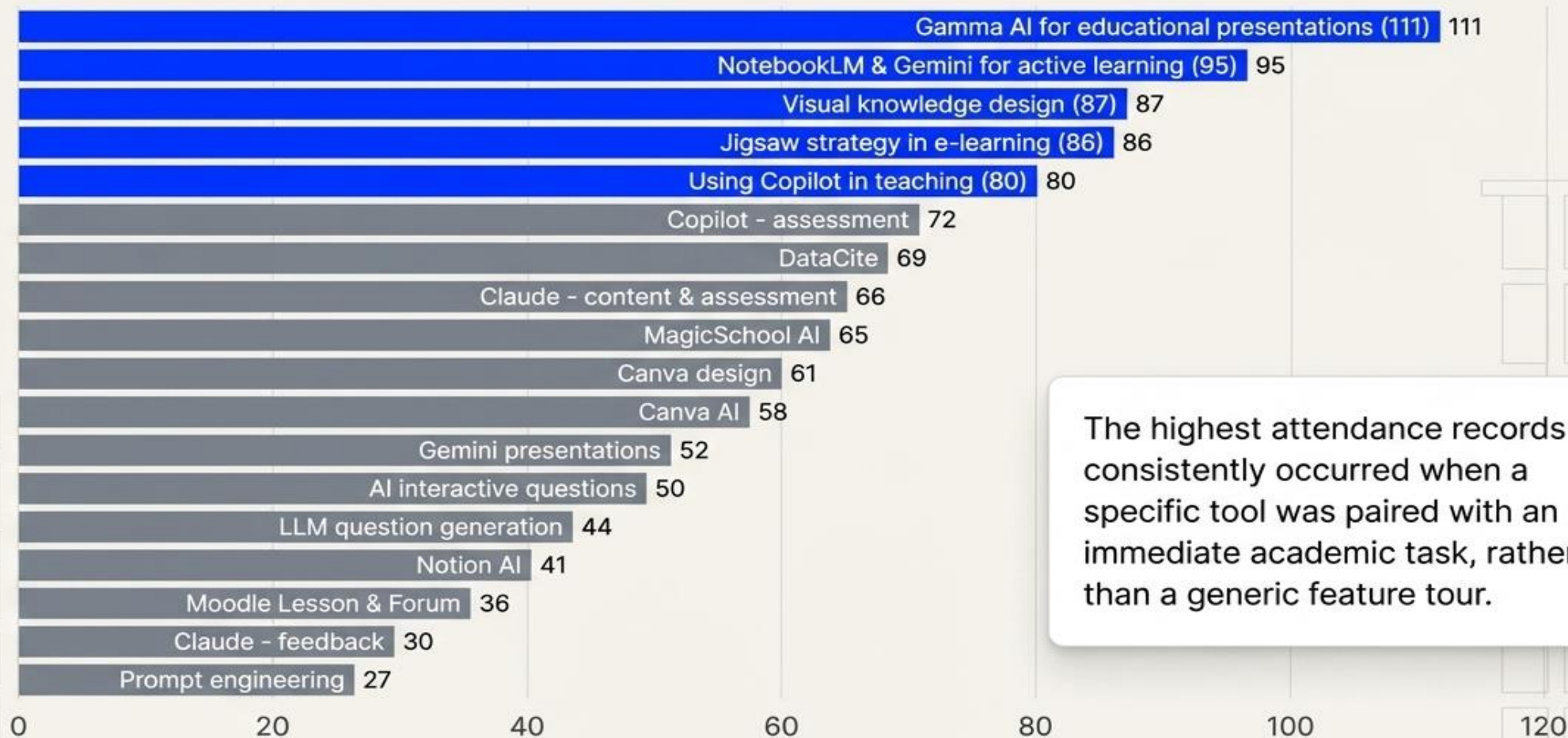
e.g., Jigsaw strategy, Moodle Lesson

4 Sessions: Information Literacy & Combined AI

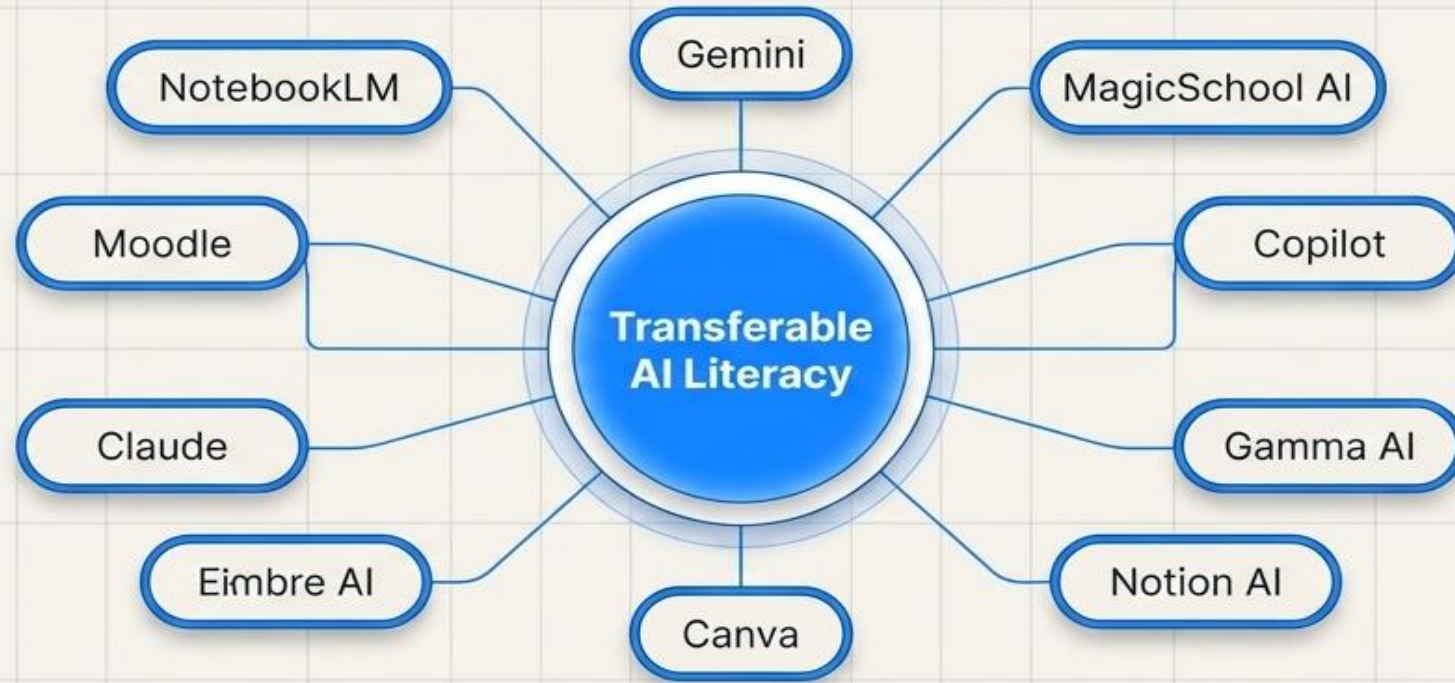
e.g., DataCite, Knowledge visualization

Insight: Digital pedagogy and information literacy served as crucial bridges, connecting raw technological competence directly to learning outcomes and information quality.

Concrete academic tasks drive peak engagement over abstract concepts.

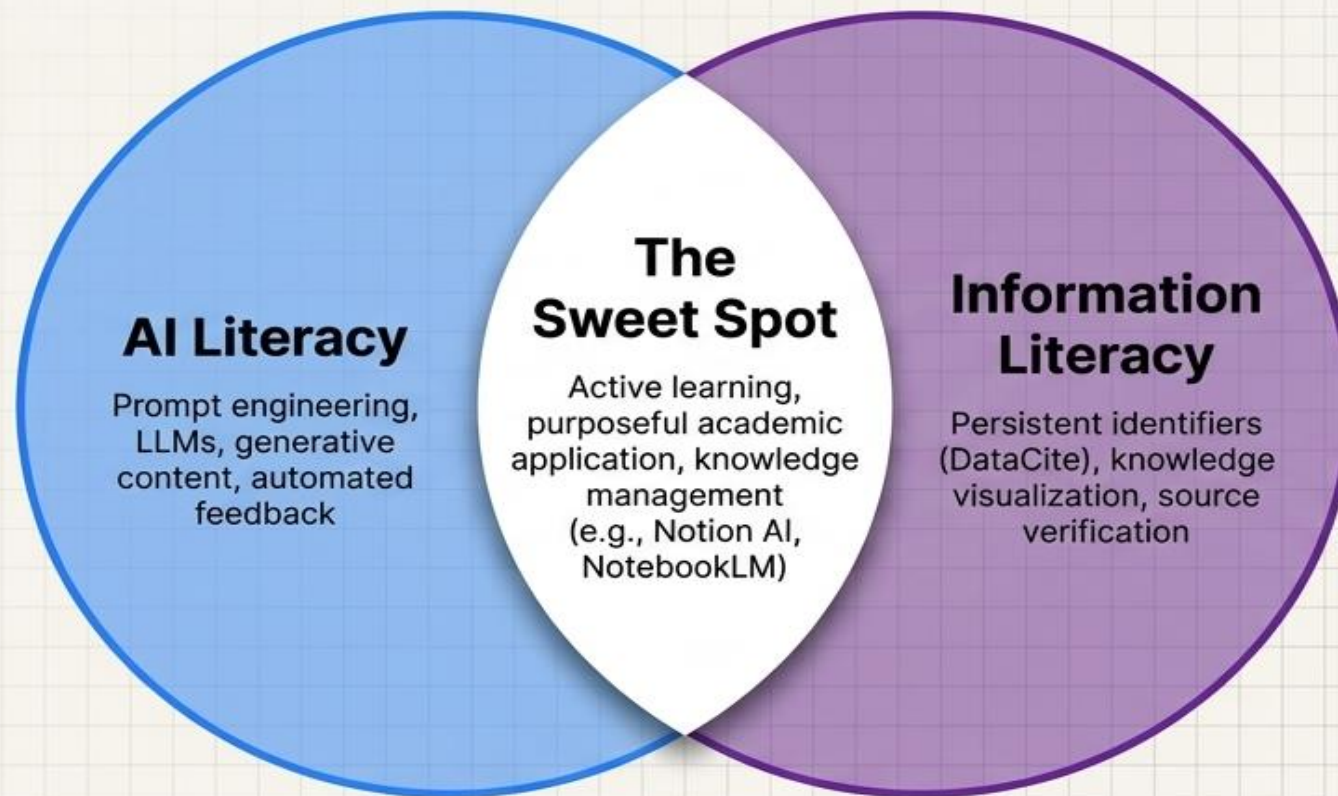


A broad ecosystem approach reduces dependence on single platforms.



Exposing **staff to a diverse array of tools** encourages them to **think in terms of academic capabilities** (e.g., generating text, visual design, organizing knowledge) rather than becoming locked into a single product ecosystem.

Generative AI tools require the anchor of robust information practices.



In a university setting, AI and information literacy reinforce each other. AI provides the generation; information literacy ensures the quality, organization, and academic integrity.

Redefining success: High attendance proves reach, not academic impact.

The Known

2,551 Participations

High staff appetite, proven engagement model,
reduced barriers to entry

The Unknown



Post-Training Transfer

No current measures of competence, satisfaction, or classroom integration

To claim true literacy growth in Version 2.0, the initiative must evolve to measure learning gain and the application of tools in actual teaching workflows.

A frictionless, four-stage evaluation blueprint for the next cycle.

Stage 1: Before

Establish baseline. 2-3 item self-assessment and one baseline task prior to the session.

Stage 2: During

Capture immediate practice. One applied mini-task or guided demonstration within the 20 minutes.

Stage 3: Immediately After

Measure perception. A short exit ticket evaluating knowledge, confidence, and intended use.

Stage 4: 4-6 Weeks Later

Measure transfer. Follow-up evidence of actual use in teaching, assessment, or content creation.

Strategic Evolution: Restructuring Programming and Content

Current State

Standalone Sessions

Implicit Trust

Static Planning

Version 2.0 Strategy

Organize by Literacy Pathways.

Group content into curated strands: 🧠 **AI Foundations**, **Verification**, 🔍 **Assessment**, 🧑 **Digital Pedagogy**.

Embed Responsible Use.

Explicitly include 🖐️ verification, academic integrity, privacy, and 🗝️ human oversight in every AI session. 👁️

Leverage Attendance Data. 📈

Repeat high-interest topics at advanced levels; reframe low-attendance topics around concrete problems. 🔍

Strategic Evolution: Refining Delivery and Measurement.

Current State

Variable Training Models

Tool Demonstrations

Attendance Tracking

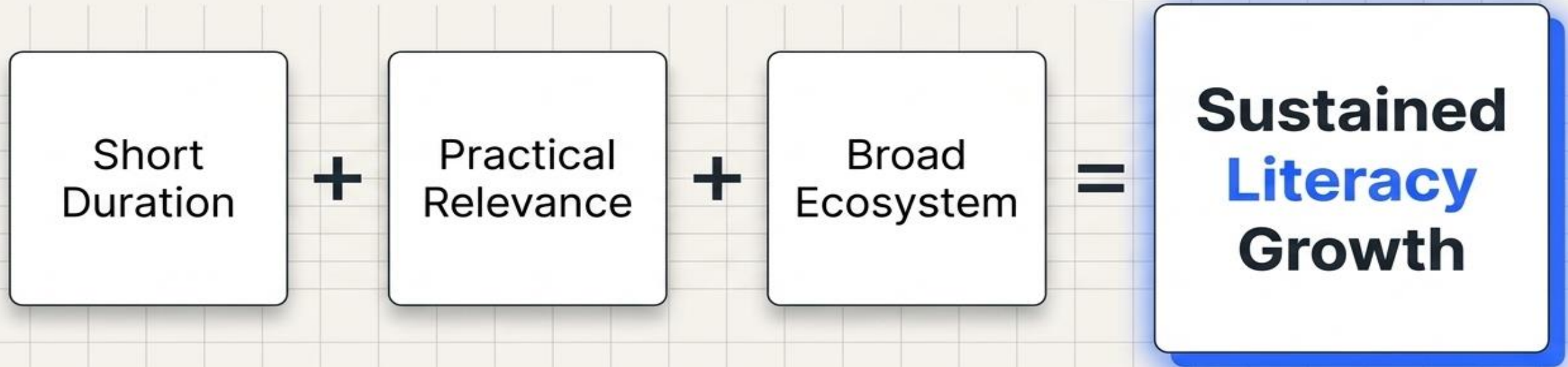
Version 2.0 Strategy

Maintain the Format. The data proves the 20-minute, continuous rhythm reduces barriers.

Shift to Task-Based Competency. Move entirely away from tool tours to academic performance outcomes.

Measure Transfer. Implement the 4-stage framework to capture application in workflows.

The blueprint for continuous staff development



By pairing the proven engagement of the 20-minute model with targeted measures of learning transfer, the university will set the gold standard for navigating rapid digital change.

Key Takeaway

Twenty minutes is not enough to master AI.

But it is enough to start a habit of continuous learning.

By connecting information literacy, AI literacy and practical digital pedagogy, the initiative created a recurring space for university staff to explore emerging tools, question their use, and translate them into academic practice.

Thank you