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Building Information Resilient Smart Campuses through Media and Information Literacy: An Evaluation of a knowledge Sharing Program

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ABSTRACT

The rapid growth of digital technologies, social media and artificial intelligence has created new opportunities for higher education while also increasing concerns about misinformation, disinformation and the responsible use of information. Media and information literacy (MIL) has therefore become important for developing critical and responsible information practices within smart campus environments. This study evaluated the impact of MIL knowledge sharing program, to build an information resilient smart campus A descriptive mixed-method design was adopted. The study used census sampling and included all 25 seminar participants comprising faculty members, academic administrators and other higher education professionals. Data were collected immediately after the seminar through a structured feedback questionnaire. Quantitative responses were analyzed using descriptive statistics, while open-ended responses were analyzed thematically. The findings showed an overall positive evaluation of the program with mean scores ranging from 3.75 to 4.56. The highest rating was for the facilitator's clarity of content delivery ($M= 4.56$, $SD= 0.512$), followed by the relevance and usefulness of the topic ($M= 4.44$, $SD= 0.727$). Thematic result showed that information verification, use of trusted sources, factchecking, awareness of misinformation and disinformation, responsible use of AI, and MIL were the major learning outcomes. Participants also reported intentions to apply these practices in their academic and professional work. The study indicates that knowledge sharing programs can support MIL awareness and responsible information use in higher education while future programs should provide more practical activities on smart campus applications.

Keywords: Artificial Intelligence, Higher Education, Information Disorder knowledge Sharing, Media and information Literacy, Smart Campus

INTRODUCTION

The rapid advancement in digital technologies has changed the way higher education institutions create, access and share information. Universities increasingly depend on digital platforms, online learning environments, social media and artificial intelligence (AI) to support teaching , learning, research and communication. While these technological developments have improved access to information and enhanced educational opportunities, they have also contributed to the rapid spread of misinformation, disinformation and manipulated digital content. As a result, higher education institutions are facing new challenges in maintaining academic integrity, promoting critical thinking and ensuring that students and educators can identify and use reliable information effectively (Wardle & Derakhshan, 2017).

REVIEW OF LITERATURE

The growing problem of information disorder has become particularly significant in higher education, where students frequently use social media and AI-powered tools to obtain academic and non-academic information. False academic announcements, misleading social media posts,



AI-generated images, deep-fake videos, and fabricated online content can influence students' decision, create confusion and reduce trust in credible sources. In an environment where information is produced and share almost instantly, the ability to critically evaluate information has become as important as the ability to access it (UNESCO, 2021). Therefore, universities must develop strategies that strengthen students' capacity to recognize trustworthy information and make informed decisions.

In response to these challenges, the concept of a smart campus has gained increasing attention in higher education. A smart campus extends beyond the use of advanced technologies and digital infrastructure. It also promotes an educational environment where technology is combined with digital responsibility, critical thinking, collaboration, innovation, and ethical information practices. A truly smart campus prepares students and educators not only to use digital technologies effectively but also to engage with information responsibly and confidently in an increasingly complex digital environment (Zhu, et al., 2016).

Media and information literacy (MIL) has emerged as one of the most effective approaches to addressing information disorders. UNESCO defines MIL as set of competencies that enables individuals to access, evaluate, create and communicate information in an ethical, critical and effective manner (UNESCO, 2021). These competencies help individuals distinguish credible information from misleading content, develop fact-checking habits and become responsible digital citizens. Integrating MIL into higher education can therefore strengthen critical thinking, improve information evaluation skills and reduce vulnerability to misinformation and AI- generated manipulation. Al Zou'bi (2022) found that MIL education improved students' ability to identity fake news and encouraged more systematic approaches to evaluating information. This supports the present finding that participants identified information verification, source evaluation and factchecking as important learning outcomes. A grounded meta-synthesis by Mansoor (2024) concluded that MIL serves as a central mechanism for reducing communication disorder and enhancing public resilience against disinformation in digital environments.

Pinto et al. (2024) emphasized the growing importance of information, media and data literacy in academic environments, particularly in supporting learners' ability to evaluate and use information effectively. Integrating Media and information literacy (MIL) into smart campus initiatives can consequently strengthen academic integrity informed decision making and responsible digital participation. The researcher highlighted the importance of assessing information, media, and data literacy in academic library settings. Their review suggests that structured literacy initiatives can help institutions understand learners' information competencies and identify areas for further development. This supports the use of seminars and knowledge-sharing programs as practical approaches to strengthen information literacy and prepare higher education communities to deal with the challenges of the digital information environment.

Yap et al. (2024) examined the role of libraries and librarians in addressing information disorder in the social media environment through a scoping review of 22 studies. Their review highlighted



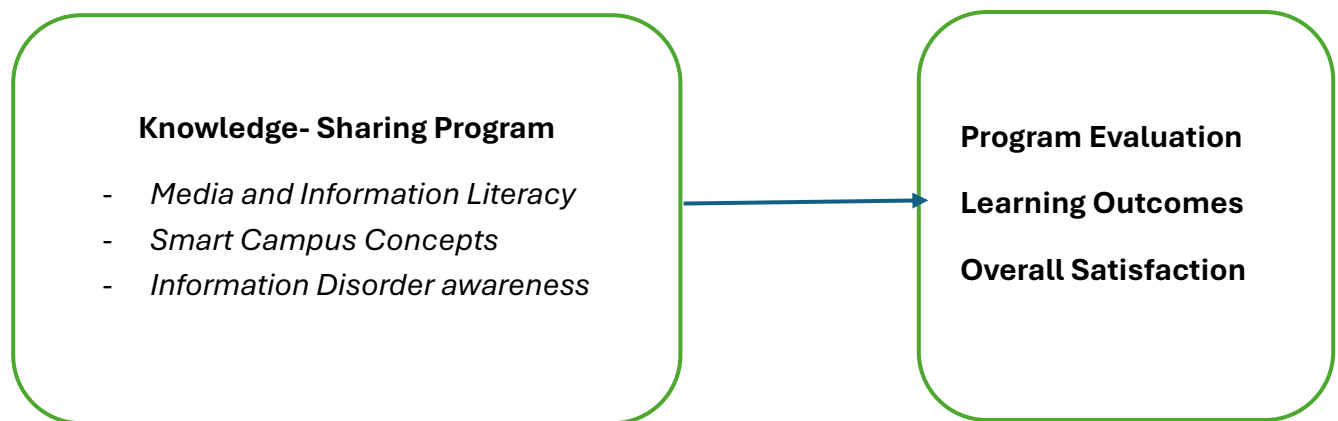
key themes including democracy, civic engagement, the public sphere, and critical literacy, with most of the reviewed studies using qualitative approaches. The authors emphasized the role of libraries and information professionals in strengthening critical and information literacy practices. This finding is relevant to higher education because libraries, faculty, and academic institutions can work together to help students critically evaluate information and respond responsibly to misinformation and other forms of information disorder.

Despite growing research on Media and information literacy, information disorder, and digital literacy, limited empirical attention has been given to evaluating MIL based knowledge sharing programs in higher education particularly in Nepal. Existing studies largely emphasize conceptual and curriculum related issues with less focus on participant learning outcomes and perceptions of such initiatives. This study addresses this gap by evaluating the build smart Campuses: National Media and information literacy (MIL) Network initiative for higher education in terms of program effectiveness, learning outcomes, overall satisfaction and recommendation for future initiatives.

OBJECTIVE OF THE STUDY

- To evaluate the effectiveness of the knowledge- sharing program on “Building Smart Campuses: Media and information Literacy (MIL) Network Initiative for Higher Education” based on participants’ program evaluation and overall satisfaction
- To examine participants’ perceptions of its relevance and learning outcomes.

Conceptual Framework



Note. Research framework

RESEARCH METHODOLOGY

Research Design

The study adopted a descriptive mixed- method research design to evaluate participants’ perceptions and learning outcomes from the knowledge sharing program.

Participants and Sampling Technique



The study adopted a census sampling technique, including all 25 participants who attended the similar. The event notice was circulated among the faculty members of Academia International college, along with an invitation for interested faculty and other higher education professionals to participate through self-registration. The participants comprised faculty members, academia administrators and other higher education professionals. Since all seminar participants were included in the study, the census approach enabled the researchers to capture the complete feedback and learning experience of the participants.

Data collection

Primary data were collected using a structured feedback questionnaire administered immediately after the seminar. The seminar was conducted as a three-hour knowledge-sharing session in an academic setting and focused on the role of MIT, information and AI and the relevance of smart technologies to higher education. The feedback questionnaire consisted of two sections.

- Program Evaluation
- Learning Outcomes

The Program Evaluation section assessed the relevance and usefulness of the topic, clarity of content delivery, understanding of smart campus concepts, MIL awareness, practical applicability, participant engagement, time management and overall program organization.

The learning outcomes section used open-ended questions to explore participants' key learning from the session and how they intended to apply the knowledge in their academic or professional work. The questionnaire was completed voluntarily by the participants at the end of the seminar.

Data Analysis

Quantitative data were analyzed using descriptive statistics and Qualitative Responses from the learning outcomes section were analyzed using thematic analysis to identify common themes and insights

RESULT

Program Evaluation

Table 1

Participants' Evaluation of the Program

Code	Statement	Mean	SD
PE 1	The Topic of the session was relevant and useful	4.44	0.727
PE 2	The facilitator delivered the content clearly	4.56	0.512
PE 3	The session enhanced my understanding of Smart Campus Concepts	3.75	1.13
PE 4	The session improved my awareness of Media & Information Literacy (MIL)	4.19	0.981



PE 5	The content was practical and applicable	3.94	1.09
PE 6	The session was interactive and engaging	4.25	0.775
PE 7	Time management of the session was effective	3.81	0.834
PE 8	Overall organization of the program was satisfactory	4.31	0.602

Note. Primary data 2026

Table 1 presents the participant evaluation using eight statements on a five-point Likert scale. The result indicates an overall positive perception of the session with mean scores ranging from 3.75 to 4.56. PE 3 is the highest mean score ($M = 4.56$, $SD = 0.512$) followed by PE 1 ($M = 4.44$, $SD = 0.727$). Participants also rated PE 8 positively ($M = 4.31$, $SD = 0.602$) and found PE 6 ($M = 4.25$, $SD = 0.775$). The PE 4 awareness received a mean of 4.19 ($SD = 0.981$). In comparison, PE 3 received the lowest mean score ($M = 3.75$, $SD = 1.13$), followed by PE 7 ($M = 3.81$, $SD = 0.834$) and PE 5 ($M = 3.94$, $SD = 1.09$). Overall, the findings suggest that participants viewed the program positively, particularly in terms of content delivery, relevance, organization, and engagement.

Learning outcomes: Thematic Analysis

1.1 Participants learned

The open-ended responses were analyzed thematically to identify the key learning outcomes reported by participants. The responses were several interconnected themes related to Media and information literacy responsible information use and smart technology in higher education.

Table 2

Participants learned

Major Theme	Key Learning Point Identified by Participants
Information Verification	Information should be verified through trusted and reliable sources before accepting or sharing it.
Misinformation and Disinformation	Increased awareness of misinformation, disinformation, and misleading information circulating through social media and online platforms.
Media and Information Literacy	Better understanding of MIL and its importance in interpreting and using information responsibly.
Responsible Use of AI	AI-generated and online information should be critically evaluated rather than accepted without verification.
Smart Technology in Higher Education	Recognition of the role of smart technologies in improving teaching, learning, and higher education services.



Major Theme	Key Learning Point Identified by Participants
Libraries and E-Library Resources	Greater awareness of libraries and e-library resources as sources of reliable academic information.

Note. Primary data 2026

Table 2 presents that the most important learning outcome was information verification as several participants emphasized checking information through trusted sources before sharing it. This was followed by increased awareness of misinformation and disinformation and a better understanding of Media and information literacy. Participants also recognized the need for responsible use of AI and digital technologies, while the contribution of libraries, elibrary resources and smart technology to higher education.

1.2 Application of learning in Academic and Professional work

Participants were asked “How will you apply this knowledge in your academic/ professional work?” The responses were thematically analyzed

Table 3

Application of learning in Academic and Professional work

Theme	Key Application
Information Verification	Verify information and sources before using or sharing them.
Reliable Sources	Use trusted websites and official sources for information.
Fact Checking	Validate online information and official notices before relying on them.
MIL Application	Apply MIL and the CRAAP approach in academic and professional work.
Digital Technology	Use digital tools to support learning, research, and professional activities.
Supporting Students	Guide students toward reliable sources and better information-search practices.

Note. Primary data 2026

Table 3 shows that participants mainly intended to verify information, use reliable sources, and apply fact-checking practices in their academic and professional activities. They also identified MIL, digital tools, and reliable information sources as useful for improving their own work and supporting students.

DISCUSSION

The findings indicate that the knowledge-sharing program was positively received by participants. The highest rating was for the clarity of content delivery ($M = 4.56$), followed by the relevance



and usefulness of the topic ($M = 4.44$). This suggests that the session successfully communicated the importance of Media and Information Literacy (MIL) in the higher education context.

The qualitative responses further support this finding. Participants mainly identified information verification, use of trusted sources, fact-checking, and awareness of misinformation and disinformation as key learning outcomes. These findings are consistent with UNESCO (2021), which emphasizes MIL as an important competency for critically accessing, evaluating, and using information. Similarly, Pinto et al. (2024) highlighted the importance of information, media, and data literacy in academic environments. AI Zou'bi (2022) also emphasized the growing importance of AI literacy and the ability of users to understand, critically evaluate and responsibly use AI technologies in educational and information environments.

Participants also reported that they intended to apply the learning by verifying information before sharing it, checking official sources, and using reliable websites. This indicates that the program encouraged participants to connect MIL with their academic and professional practices. The responses concerning libraries and e-library resources also support the role of information professionals in strengthening critical and information literacy, as highlighted by Yap et al. (2024).

However, Smart Campus concepts received the lowest mean score ($M = 3.75$), suggesting an area for improvement. Future programs could therefore provide more practical examples and activities showing how MIL can be integrated into smart campus development.

Overall, the findings suggest that the program was effective in raising awareness of MIL and promoting responsible information use, although further and more practical engagement may be needed to deepen participants' understanding of smart campus concepts.

CONCLUSION

The study concludes that the twenty-five participants were positively received and contributed to greater awareness of responsible information use. Participants particularly valued the relevance of the topic and clarity of content delivery, while their responses highlighted information verification, use of trusted sources, fact checking, and awareness of misinformation as major learning outcomes. However, the comparatively lower rating for Smart Campus concepts suggests a need for more practical and application-based activities in future programs. Overall, the study indicates that knowledge-sharing initiatives can provide a useful platform for strengthening MIL awareness and promoting more responsible information practices in higher education.

RECOMMENDATIONS

Based on the findings, higher education institutions should integrate Media and Information Literacy (MIL) into relevant academic courses, orientation programs, and faculty development activities. Future knowledge-sharing programs should include more practical activities on fact checking, source verification, misinformation, disinformation, and evaluation of AI-generated information. Greater emphasis should also be given to the practical application of MIL in Smart



Campus development, including the effective use of libraries and e-library resources. Institutions may further promote MIL awareness through seminars, fact-checking activities, and collaboration among faculty, students, librarians, and administrators. Future programs should also include pre- and post-program assessments and follow-up evaluations to examine whether participants apply the knowledge gained in their academic and professional practices.

LIMITATIONS AND FUTURE SCOPE OF THI STUDY

- The study was limited to 25 participants who attended the seminar, which limits the generalizability of the findings.
- The study relied on self-reported feedback, which may not fully represent actual changes in participants' knowledge or behavior.
- Data were collected immediately after the seminar, so long-term learning and application could not be assessed.
- The study focused on a single knowledge-sharing program, limiting comparison across different MIL programs or institutions.
- The study used descriptive evaluation data and did not include a pre- and post-test to measure changes in participants' knowledge.

Future studies can examine the long-term impact of MIL training on participants' information use practices and further integrate AI literacy with MIL particularly in evaluating and verifying AI-generated information. Research can also explore how MIL and AI literacy contribute to the development of smart campuses. Future research could also use pre and post training assessments and practical activities to measure improvements in participants' ability to critically evaluate, verify and responsibly use digital and AI- based information.

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Conflict of interest

The author declares that they have no conflict of interest.

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