

Navigating the Impact of Generative AI on Information Seeking and Learning in Schools: Insights from Swedish Teachers and Librarians

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1. Introduction

Searching for information and drawing conclusions from sources found through searching has been an important practice in education for decades (Haider & Sundin, 2029, pp. 100–121). In recent years, AI technologies have been increasingly used by pupils in schools to find information (e.g. Corbin & Walton, 2025; Efimova & Nygren, 2026). This presentation highlights some of the challenges in education related to search and the evaluation of search results as generative AI becomes more embedded in learning environments. It reports preliminary findings from online focus group discussions with Swedish teachers and librarians, exploring their experiences and reflections on how pupils use generative AI and the consequences of its growing adoption for teaching practices.

The focus groups were conducted as part of the ReSearch project, which aims to expand the empirical and conceptual understanding of information searching as a basis for learning in schools amid increasing integration of AI in pupils' learning environments. Data were collected in two rounds of focus groups: the first in autumn 2025 and the second in spring 2026. Six focus groups were held, involving 16 teachers and librarians, most of whom participated in both rounds. Using thematic analysis (Braun & Clarke, 2019), we examine how AI technologies are used for information seeking, how generative AI is perceived as a tool for learning, and what roles these technologies are assigned in shaping how teaching staff design learning tasks.

In the focus group discussions, participants shared their experiences with generative AI in relation to their professional work and pupils' learning. One finding is how the increasing accessibility of generative AI has heightened the need to design learning tasks that allow for greater teacher control. Some focus group participants noted that their pupils often use generative AI to produce reports they do not fully understand. When presenting these tasks orally, pupils memorise AI-generated content rather than actively searching for information or engaging with sources. This demonstrates a deskilling of searching, as engagement with sources is outsourced to generative AI (e.g. Sundin, 2025). School tasks risk being completed superficially, without pupils actually learning the intended goals (e.g. Shah, 2026). Consequently, participants reported how they reduced longer independent projects. In some cases, they also restricted pupils' use of digital resources, reverting to pen-and-paper assignments and printed texts instead of online information seeking.



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3. References

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