

## **Multiple Document Literacy in an Age of Generative AI Call for Papers for a Special Issue Proposal for *Learning and Instruction***

Special issue proposal editors:  
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We are inviting the EARLI community to submit proposals for empirical papers on multiple document literacy (MDL) and generative AI (GenAI) that will be included in a special issue proposal for the journal *Learning and Instruction*.

In this special issue, we aim to present high-quality and theory-driven research investigating the role of GenAI in MDL. “Multiple documents literacy concerns the ability to locate, evaluate, and use diverse sources of information for the purpose of constructing and communicating an integrated, meaningful representation of a particular issue, subject, or situation” (Bråten & Strømsø, 2010). In these types of tasks, people access, evaluate, and use several different sources of information to become more knowledgeable about complex topics, to support decision-making, and to engage in reflective citizenship. GenAI could potentially support, reconfigure, or hinder learners’ processes at various stages of multiple document tasks: when selecting sources and documents and critically evaluating them, when elaborating sources and information, and when integrating information from multiple documents to develop conclusions and arguments. Consequently, for educators to support learners in using GenAI responsibly and effectively in multiple document tasks, it is essential to understand how GenAI shapes learners’ MDL performance and how MDL performance with GenAI can be enhanced. To date, there has been limited research on the role of GenAI in MDL, and this special issue aims to address this critical gap in the literature.

### **Objectives:**

This special issue will have two overarching objectives. The first is **to illuminate the role and impact of GenAI in MDL and to explore approaches for supporting productive and responsible use of GenAI in MDL contexts**. This will help identify new directions for advancing learning and instruction in an era that is increasingly shaped by artificial intelligence. More specifically, the contributing articles will collectively address the following key questions:

1. How may GenAI shape, influence, support, or augment learners’ MDL processes and outcomes in tasks such as information seeking, source evaluation, integration of multiple documents, and developing document-based products?
2. How can MDL processes help learners develop their GenAI literacy?
3. How can learners’ productive and critical use of GenAI in MDL tasks be supported?

The second broad objective of the SI is **to advance new theoretical and methodological approaches for understanding and investigating the role of GenAI in MDL**. All of the contributing authors will be encouraged to articulate how their studies relate to existing theoretical frameworks of MDL and to consider how these frameworks might be extended or revised to address the novel challenges and opportunities introduced by GenAI.

### Example topics:

The special issue proposal will include studies that address the role of GenAI in all of the phases of multiple document tasks (List & Alexander, 2019; Rouet & Britt, 2011). Example topics are:

- Information seeking with and about GenAI
- Evaluating sources and claims with, about, and by GenAI
- Integration of multiple documents when reading and writing with GenAI
- Supporting learners' information seeking, sourcing, and integrative writing with GenAI

### Inclusion criteria:

Papers will need to meet the following cumulative criteria:

1. Papers should relate to current theories of MDL (e.g., Braasch & Bråten, 2017; List & Alexander, 2017, 2019; Rouet & Britt, 2011; Perfetti et al., 1999; Spivey, 1990; Stadtler & Bromme, 2014).
2. Studies should include tasks that involve multiple documents (e.g., information seeking, evaluating sources and information, and integrating multiple documents).
3. Studies should include substantial GenAI use and/or learning about GenAI.
4. Empirical papers must include rigorous qualitative and/or quantitative research that meets the research quality criteria of *Learning and Instruction*.

### Paper proposal submission:

Authors who are interested in participating in the special issue proposal should submit a paper proposal **by September 15<sup>th</sup>, 2025**.

The paper proposal should include:

- A title
- A list of authors and affiliations
- An abstract of 100 - 250 words
- An extended summary of 600 - 1000 words (excluding tables, figures, and references). The summary should detail the aims, methodology, findings, and theoretical and educational significance of the research. To increase the coherence of the special issue, please describe how your study relates to current theoretical frameworks of multiple document literacy and builds on these frameworks or expands them to address novel challenges and/or opportunities created by generative AI.
- Tables and figures as needed
- Reference list

Paper proposals should be sent through the following link:

[https://docs.google.com/forms/d/e/1FAIpQLSeJovEyZaAvm\\_z8cMcDVmTsxnElo5RwnGZIZ6guVzdJmYF5BQ/viewform?usp=sharing&oid=113239240229352863864](https://docs.google.com/forms/d/e/1FAIpQLSeJovEyZaAvm_z8cMcDVmTsxnElo5RwnGZIZ6guVzdJmYF5BQ/viewform?usp=sharing&oid=113239240229352863864)

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