

FIU LIBRARIES

#ALAAC2024

BREAKING BOUNDARIES:

Harnessing the Power of Artificial
Intelligence and ChatGPT to
Transform Library Services



SLIDE 1. Melissa: Welcome

INTRODUCTIONS



Melissa S. Del Castillo
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SLIDE 2. Introduce ourselves

JOIN THE CONVERSATION



PADLET

go.fiu.edu/breaking

Synchronous

Questions? + P1 on the Padlet



LIBGUIDE

library.fiu.edu/ai

Asynchronous

L1 on the Padlet



go.fiu.edu/breaking

L1 P1

SLIDE 3. Melissa: Join the Conversation

On the padlet, L is for LibGuide, P is for Poll, Q is for Question, & R is for Reference

- L1: FIU Libraries AI LibGuide
- P1 for POLL 1: In which type of library, institution, or company do you work?

AGENDA



Christopher

- AI Literacy
- Artificial Intelligence + ACRL Frameworks
- AI Literacy as a Progressive Skillset



Rebecca

- Integrating AI into your Library Workflow
- Prompting Tips
- Leveraging GenAI
- Benefits + Challenges of AI Projects



Melissa

- Initiating Collaborative AI Projects
- Creating an AI Community of Practice
- Assessing Success + Impact



L1 P1

SLIDE 4. Melissa: Agenda

DEFINING AI LITERACY

A set of **competencies** that enables individuals to **critically evaluate** AI technologies, communicate and collaborate effectively with AI, and **use AI** as a tool online, at home, and in the workplace

LONG AND MAGERKO (2020)

The ability to **understand**, **use**, monitor, and **critically reflect** on AI applications without necessarily being able to develop AI models themselves is commonly referred to as being "AI literate."

LAUPICHLER, ET. AL (2023)



R1 R2

SLIDE 5. Chris: Defining AI Literacy

We will begin our talk today by considering some of the theoretical frameworks around literacy as they relate to librarianship and how they can be applied to emerging technologies like large language models, algorithms, and artificial intelligence. Of course, no theoretical introduction is complete without a definition. And luckily for you, we have two!

- Reference 1: Long & Magerko (2020). What is AI Literacy? Competencies and Design Considerations. <https://dl.acm.org/doi/10.1145/3313831.3376727>
- Reference 2: Laupichler, et. al (2023). Artificial intelligence literacy in higher and adult education: A scoping literature review. <https://doi.org/10.1016/j.caeai.2022.100101>

Specifically, from these definitions we want to highlight the three discrete concepts which align nicely with our own paradigm as we teach AI Literacy at FIU. 1) Competencies to understand AI that will lead to 2) critical evaluation and reflection on the tool, which, ultimately, 3) helps our students to use the tool to meet their needs efficiently and ethically.

This basic definition leads us to the next slide...

AI + THE ACRL FRAMEWORKS



HOW IT WORKS

- Information Creation as a Process

HOW IT FITS

- Authority is Constructed & Contextual
- Information Has Value

HOW TO USE

- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration



L2

SLIDE 6. Chris: AI + the ACRL Framework: Building the pyramid

- LibGuide 2: Artificial Intelligence + ACRL Frameworks LibGuide

...that visualizes how we bake the Association of College and Research Libraries' (ACRL) Frameworks for Information Literacy into our instruction strategy.

- The top layer presents the competencies as a set of tools that help our students understand **how AI works**. Not on a programmatic level, but at a level that demystifies the tool and sets realistic expectations for the tool. This relates to the frame "Information Creation as a Process," which highlights how the process of information creation affects the final product.
- The middle layer tackles the critical thinking element of our definition as it asks **how AI fits** into the research process. The "Authority is constructed and contextual" frame highlights concerns about the sources of data that AI taps into to generate a response. The "Information has value" frame asks a range of value-added questions, such as the value of fast information or accurate information in each context.
- The bottom layer takes and interprets the "**how to use**" part of our definition in one of two ways. There is what can be done, and then there is what should be done. "Research as inquiry" encourages the researcher to ask questions and let

their questions lead to more questions. “Scholarship as conversation” invites the researcher to listen to other voices and to find their own voice in the scholarly discussion. “Searching as strategic exploration” encourages the user to be flexible and learn using new tools, terms, and tactics.

All three of these frameworks encourage the use of AI for exploration and inspiration. Yet, at the same time, all three of these frameworks also caution the user against relying on AI tools as their sole source for any project.

But AI Literacy is not as simple as a three-layer pyramid...

AI + THE ACRL FRAMEWORKS



AI Literacy

Digital Literacy

Media Literacy

Data Literacy



Q1

SLIDE 7. Chris: AI + the ACRL Framework: Taking the cake

- QUESTION 1: How do you deal with layered literacies

...sometimes it's more like a four-layer cake! When you serve yourself a slice of AI Literacy, you are really getting a mouthful of Data, Media, and Digital Literacy in addition to all that yummy AI goodness.

I will not define all these literacies. Instead, I will share an example that should get our meaning across. If you were told that according to the Small Arms Survey, there are 120.5 civilian-owned firearms per 100 people, that would equate to about 5 guns per household in an avg family of 4.

That seems like many firearms for a family, but this number is useless without context. This is one aspect of data literacy. We need to know that the population of the USA is diverse. We could parse this in terms of hunters/recreational users, rural/urban, or political ideology.

This is what the media often likes to do, give us a lens through which we can be led to interpret the data, which has now been transformed into information. So, when we

hear this information from MSNBC during a segment on gun control it comes across much differently than if the same information is cited on FOX during a segment on inner city crime.

And the medium through which we receive this information compounds these issues. Are you reading this information in a long-form piece of investigative journalism or is it a quick media hit transformed into a social media clip? One gives time to develop a complex perspective, the other is just rage bait. In this digital world, it is important to be aware of the complexity of our digital media.

Now we introduce CHAT GPT (Generative Pre-Trained), which uses an algorithm to parse a Large Language Model trained on the data, media, and digitized content that society has created. I have no intention of fearmongering and scaring anyone away from Generative AI. But if we are going to have our cake and we intend to eat it too, we should have an idea of what each layer of our cake is made from. Even if we do not consider ourselves master bakers.

AI LITERACY AS A PROGRESSIVE SKILLSET



Demystify



Demythologize



Demonstrate



Democratize



Q2

SLIDE 8. Chris: AI Literacy as a Progressive Skillset

- QUESTION 2: What needs to be addressed with AI Literacy?

After laying down the foundation and background information, we are ready to teach AI Literacy. After about a year of grappling with AI Literacy and the ACRL Frameworks, we have come to begin thinking about teaching AI Literacy in the following general sequence: 1) As a Demystified skillset, 2) As a Demythologized skillset, 3) As a Demonstrable skillset, and 4) As a Democratized skillset. The idea of skillsets relating to practical tools that can be employed both in a student's scholarly journey while in college and in the workplace after they graduate.

A DEMYSTIFIED SKILLSET



**AI IS NOT MAGIC,
IT IS COMPUTER SCIENCE.**



Q3

SLIDE 9. Chris: A Demystified Skillset

- QUESTION 3: In what other ways does increased understanding help demystify & demythologize AI?

We teach AI Literacy as a demystified skillset. By that we mean to say that AI is not magic. The words we type into CHATGPT are not incantations that bring about some sorcery. There is a scientific model that explains what Generative AI is doing and that model can be harnessed to achieve certain goals.

When you realize that Generative AI is autocomplete on steroids, you realize that while it is not actually thinking through problems or producing solutions, it is rather good with words and can generate a logical sequence of related words on a given topic. All you must do is describe the topic just right and the algorithm will do the rest.

A DEMYTHOLOGIZED SKILLSET



**DIFFERENTIATE BETWEEN
AI HYPE & AI REALITY.**



P2

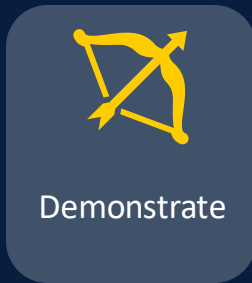
SLIDE 10. Chris: A Demythologized Skillset

- POLL 2: Share your feelings on GenAI?

We have all heard stories about the coming AI Revolution. Depending on who you listen to, AI is going to either usher in a Utopia or a Dystopia. We are all going to have robot servants taking care of our daily mundane tasks so our critical minds will have the time to perform higher order tasks or create art and go on amazing vacations. Alternatively, the robots will achieve the singularity, become self-aware, and decide to overthrow humanity, subjecting us to perform the menial tasks while their superior algorithms take time to perform higher order tasks or create art and go on amazing vacations...

A major part of this skillset is to be aware of these extremes in perspectives, recognize some of the potential benefits and dangers inherent in each perspective, and then cut through the AI Hype while entering AI Reality. Our understanding of how AI and LLMs operate, as well as how we currently use them, is closely linked to the balance between hype and reality.

A DEMONSTRABLE SKILLSET



USING AI TO ACHIEVE
YOUR GOALS.



Q4

SLIDE 11. Chris: A Demonstrable Skillset

- QUESTION 4: How are you personally using Generative AI?

How to use AI to achieve one's goals is typically what we are expected to present during a workshop or classroom instruction. It really is the star of the show. Students and Faculty sign up for workshops in the hopes that they can get a tour of the product and a few tips on making the most of their time with the tool. However, literacy is much more complicated than just performing an action on a website and getting a reaction from the system, as I hope we just demonstrated. Once the components of AI are demystified and demythologized, we are ready to demonstrate how to get what you want from AI.

This is when we explore several answers to the question, what can AI do? We discuss writing tools, brainstorming tools, image generation tools, and tools for various stages of the research process. Prompt Engineering usually takes center stage, as we demonstrate how a quick off-the-cuff question can be shaped using the CLEAR (Concise, Logical, Explicit, Adaptive, Reflective) framework. This includes setting the persona, audience, tone, and expectations appropriately in your prompt to get the best possible outcome.

What are the effects of gun control on gun violence?

Understanding the effects of gun control policies on gun violence is crucial for policymakers. Here are some key findings from research:

Gun Prevalence and Violence Rates:

Gun prevalence levels generally have no net positive effect on total violence rates. However, homicide, gun assault, and rape rates tend to increase with higher gun prevalence.

Gun control restrictions do not significantly impact gun prevalence levels.

Most gun control restrictions also have no net effect on overall violence rates¹².

State-Level Policies:

States with stricter gun laws tend to have lower rates of gun deaths among children and teenagers.

Child prevention access laws are linked to fewer gun suicides in this age group³.

Health and Economic Costs:

The number of firearm deaths in the U.S. grew by nearly 43% between 2010 and 2020, reaching over 45,000 deaths by the end of the decade⁴.

Remember that gun control policies can have complex effects, and policymakers must consider various factors when crafting effective laws. These include public health, individual rights, and community safety. 🌞

You are a lobbyist for the National Rifle Association making a case for an academic audience. Make a list of reasonable restrictions on the sale and circulation of firearms to reduce gun-related violence and deaths in the United States.

Certainly! As a lobbyist for the National Rifle Association, I'll present a list of reasonable restrictions on firearm sales and circulation that could help reduce gun-related violence and deaths in the United States. These measures are based on research findings and expert recommendations:

- ***Storage Restrictions:***
 - *Child-Access-Prevention (CAP) Laws: States should require safe storage of handguns and ammunition in homes to prevent unauthorized access, especially by children. [Implementing CAP laws has been associated with a 6% reduction in firearm deaths¹.](#)*
- ***Carry Restrictions:***
 - *Right-to-Carry (RTC) Laws: States should limit who can carry concealed weapons. [States without RTC laws and those that restrict concealed carry have seen a 3% reduction in firearm deaths¹.](#)*
- ***Use Restrictions:***
 - *Stand-Your-Ground (SYG) Laws: States should consider restricting the use of deadly force in self-defense outside of one's home. [Requiring](#)*

individuals to try to avoid conflict before using deadly force has been associated with a 3% reduction in firearm deaths¹.

Additionally, here are other relevant policies that could contribute to reducing gun violence:

- **Firearm Purchaser Licensing:** States with purchaser licensing laws have fewer firearm homicides and suicides. Background checks for all gun purchasers have been effective in preventing unauthorized sales².
- **Restricting Large Capacity Magazines (LCMs):** Banning or restricting high-capacity magazines can help reduce mass shootings and fatalities. Several states have taken steps in this direction³.

Remember that the effectiveness of these policies may vary based on the existing level of restrictions in each state. The goal is to strike a balance between responsible gun ownership and public safety¹. 🌞

You are an activist for March for our Lives making a case for an academic audience. Make a list of reasonable restrictions on the sale and circulation of firearms to reduce gun-related violence and deaths in the United States.

Certainly! Here are some reasonable restrictions on the sale and circulation of firearms that could help reduce gun-related violence and deaths in the United States:

- **Storage Restrictions:**
 - Implement child-access-prevention (CAP) laws to regulate how individuals store handguns and ammunition openly in their homes. Such laws could reduce gun deaths by approximately 6%¹.
- **Carry Restrictions:**
 - Restrict who can carry a concealed weapon by not having a right-to-carry (RTC) law. This could lead to a 3% reduction in firearm deaths¹.
- **Use Restrictions:**
 - Require individuals claiming self-defense to try to avoid conflict before using deadly force. States without stand-your-ground (SYG) laws and with such restrictions may see a 3% reduction in gun deaths¹.

Additionally, consider strengthening gun safety policies by:

- **Enhanced Background Checks:** Implementing thorough background checks for gun purchasers, including reviewing mental health records.
- **Red-Flag Laws:** Strengthening laws that allow officials to confiscate firearms from at-risk owners.
- Community Violence Prevention Initiatives: Funding community-based violence intervention and prevention programs².

Furthermore, banning or restricting high-capacity magazines and assault rifles could also contribute to reducing mass shootings and fatalities³. Finally, purchaser licensing laws have been associated with fewer firearm homicides and

[suicides](#)⁵. *The combination of these measures could significantly enhance public safety.* 🌞

Of course, manipulating AI to give you the results you are looking for is not the only thing we need to show our students...

A DEMOCRATIZED SKILLSET



Democratize

USING AI ETHICALLY IN THE CONTEXT OF SOCIETY.



Q5

SLIDE 12. Chris: A Democratized Skillset

- QUESTION 5: What are you finding to be the most concerning issues with AI apps?

The other side of a demonstrable skillset is a democratized skillset. This skillset shifts the discussion from what can be done with AI, to what should be done with AI.

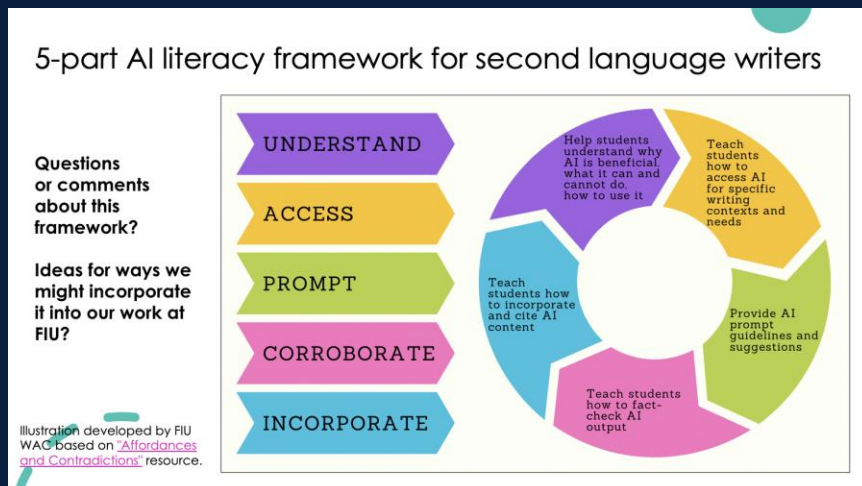
Literacy is always more about society than it is about academics. There are ethical concerns that we need to address when teaching AI Literacy, and these concerns can be put on display right alongside our demonstrations.

- **Confirmation Bias:** Our crude example showed that we can look for opposing perspectives. We know in a classroom we want to encourage viewpoint diversity and critical thinking. The questions we pose to AI can be either ambiguously biased or explicitly biased. Knowing the difference between the two can help our students to recognize the perspectives in what they are reading.
- **Sources & Misinformation:** Grounded AI will provide links to key sources in their response. Remember, Generative AI is programmed to bring back a confident sounding response to whatever is asked, and it has immense resources via the LLM to generate that reply. A responsible user will double-check the linked source to make sure that what ChatGPT is saying is truly what the source is trying to convey.
- **Sources & Citation:** A responsible student will also give credit where that credit is

due. If the student wants to make use of a genuine point, then the student will need to track down the source of that point and credit

- **Business Motivation – Privacy:** How much of your information is given to the companies who take that information and feed it back into the LLM to improve their product? What are some of the steps we can take to protect ourselves from some of the more egregious incursions on our right to privacy?
- **Business Motivation – Profit:** How does a Generative AI tool make money? Is it selling your information to third parties? Is it just using the free model to train up the tool so until it's good enough to sell? Who can afford to use Generative AI when it's priced at \$20 a month? Who is going to have access to AI at that rate? Who is going to be left behind? How does this contribute to the digital divide? Who is going to have the necessary skillset to leverage AI and be competitive in the current and near future workplace?

These are some questions that we know our students are not asking themselves when they interact with ChatGPT. Even just giving them a moment to reflect on these ethical questions raises awareness and helps place these issues in perspective.



R3

SLIDE 13. Chris: 5 Part AI Literacy Framework for Second Language Writers

Just to bring us down from the theoretical considerations and into the real world, here is a sample slide from one of our campus partnership efforts. The owner of the slide is WAC – Writing Across the Curriculum.

Library Skillset | WAC Framework

Demystified Skillset | Understand “why AI is Beneficial”

Demythologized Skillset | Understand “what it can and cannot do”

Demonstrable Skillset | Understand “how to use it”; **Access** “how to access AI for specific writing contexts and needs”; **Prompt** “guidelines and suggestions”

Democratized Skillset | Corroborate “fact check”; **Incorporate** “how to incorporate & cite”

These trainings are part of our initiatives to insert ourselves into the conversation about AI that is happening around our campus. While the framework that WAC is using to teach AI is not written in a recognizable librarian dialect, you can see that it is influenced by the ACRL Frameworks for Information Literacy and some of the surrounding discussion of Data, Media, Digital, and AI Literacies.

Teaching is not the only outcome of engagement with AI in the library. I am now going to turn the discussion over to my colleague who will talk about some of the other practical outcomes of our efforts in this space.

- Reference 3: Affordances and Contradictions resource:
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4404380

INTEGRATING AI IN YOUR LIBRARY WORKFLOW

TASK AUTOMATION + VIRTUAL ASSISTANTS



Metadata Creation Subject Headings Automated Indexing Inventory Management Analytics + Assessment Facial Recognition Social Media Text Recognition Transcription Writing Scripts Digital Humanities Tools Discovery + Search Educational Opportunities Natural Language Processing Data Visualization Keywords Summarizing + Paraphrasing Titles + Abstracts Graphics + Images + Videos Wordsmithing Idea Generation + Outlining Communication + Engagement

COX & TZOC (2023) + AFFELT (2023)



SLIDE 14. Rebecca: Integrating AI in Your Library Workflow

- POLL 3: GenAI in your workflow? Share your library use cases

We are going to start by focusing on the micro (personal) and then work towards the macro (institutional)

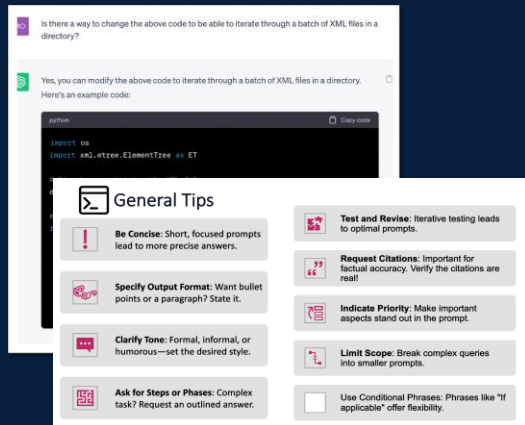
Think about your day to day routine- How could AI take some of these rote tasks off your plate?

How do you get started? Understanding how to craft prompts can be a starting point

- Reference 4: Affelt: AI and the Library Community: The Experts Are In
- Reference 5: Cox & Tzoc: ChatGPT: Implications for academic libraries

WORKFLOW OPTIMIZATION WITH GENAI

PROMPTING TIPS



Prompting is a collaborative conversation

- Be Concise + Clear + Explicit
- Identify the Goal + Action
- Specify the Format
- Contextualize the Request
- Breakdown Complex Tasks
- Have AI explain each step
- Review + Revise + Refine

Tell it how to do better

LO (2023)



R6

SLIDE 15. Rebecca: Prompting Tips

Prompts should strive for clarity – logic – specific, you should be flexible – analytical-
demystifying A processes

"Failure to iterate" --try again based on your results

- Reference 6: Lo: The CLEAR path: A framework for enhancing information literacy through prompt engineering

LEVERAGING GENAI: USE CASES



Facial Recognition
in Digital Archives



Social Media to
Promote Digital
Repository Content



Automated
Speech
Recognition

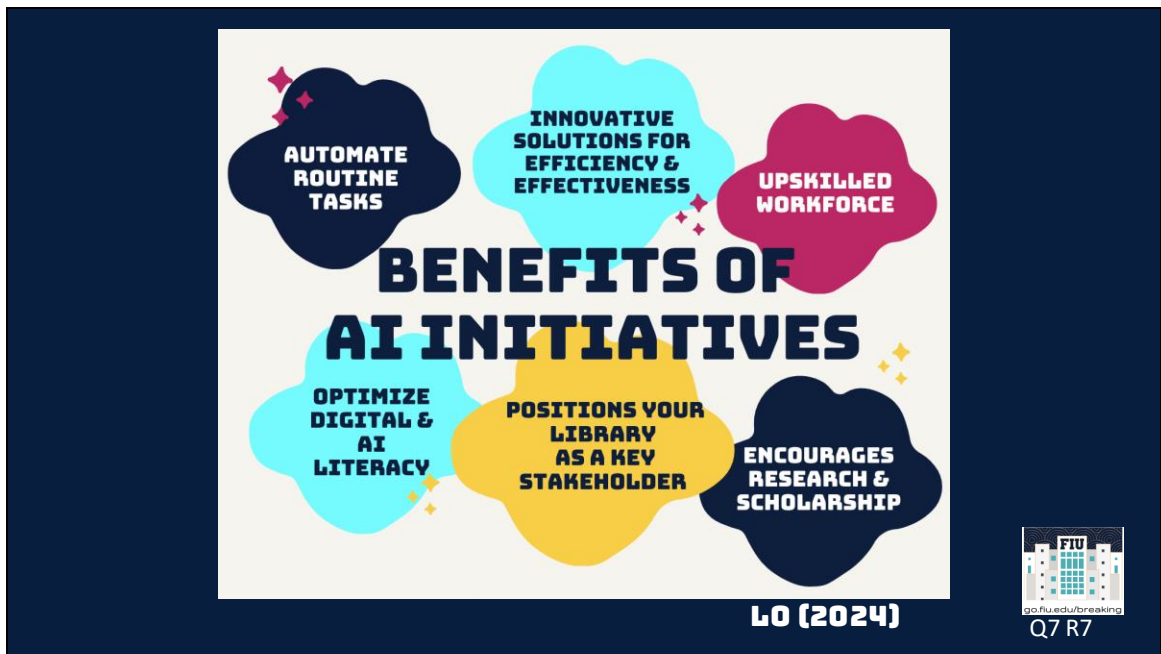


Information Retrieval
in the Digital
Repository



SLIDE 16. Rebecca: Leveraging GenAI: Use Cases

- POLL 3: GenAI in your workflow? Share your library use cases
- QUESTION 6: What library tasks have the potential to be assisted by AI?



SLIDE 17. Rebecca: Benefits of AI Initiatives

- QUESTION 7: What AI assistants are you using in your workflow?
- Reference 7: Lo: Transforming academic librarianship through AI reskilling: Insights from the GPT-4 exploration program

Frees up time for more complex projects, able to offer more personal service, institutional impact, wide-ranging applications, streamlining workflows, improving communication, enhancing metadata & cataloging practices, enriching instructional practices

CHALLENGES & OPPORTUNITIES OF AI PROJECTS

Is AI too problematic?

- Known Issues of AI: Ethical, Legal, Privacy, + Bias

Is GenAI just a fad?

- Needing Buy in, ownership

Is AI really a professional or academic tool?

- Lacks Credibility

Will AI contribute to the growing digital divide?

- Many free services are transforming to fee based
- Free versions are not going to be as reliable as paid ones



Q5

SLIDE 18. Rebecca: Challenges & Opportunities of AI projects

- QUESTION 5: What are you finding to be the most concerning issues with AI apps?



HOW DO I GET STARTED?

INITIATING COLLABORATIVE AI PROJECTS

EXPERIMENT

Become Knowledgeable

- Summarize an article with an AI Assistant
- Craft a Prompt to ease the writing demands of a low-stakes project
- Create an Image with an AI Tool for a presentation

COLLECT

Research + Network

- Join open groups on ALA Connect
- Newsletters
- Research Articles

ATTEND

Participate

- Webinars
- Presentations
- Workshops
- Conferences



Q8

SLIDE 19. Melissa: Initiating Collaborative AI Projects

- Question 8: How do you keep up with AI? Are there websites or workshop series that you recommend?

Step 1: Hands-on experience will make you feel more apt to join larger conversations, improve your vocabulary and help you to ask better questions

Step 2: Read – research – repeat: Find your go to's: Diversify your sources: Collect news stories, library blogs, tech updates, & actual research

Step 3: Sign up for any AI webinars that peak your interest - Join workshops put on by other departments within your institution – attend in-person & online presentations at local – state – regional - national conferences

HOW DO I GET STARTED?

CREATING AN AI COMMUNITY OF PRACTICE



Seeking Partners

- Institutional
 - o Department | Library | University
- Professional Associations
 - o Local | State | National | Global
- Think "IPCD" Collaboration
 - o Inter-Professional
 - o Cross-Disciplinary



SLIDE 20. Melissa: Creating a Community of Practice

- QUESTION 9: Have you partnered with other departments in your institution on AI projects?

Who are the stakeholders you could reach out to? Who is as excited by the prospects of AI as you are?

Is it your Dean/Director? Is it your patrons/students?

Are there other departments doing exciting work you could network

HOW DO I CONTRIBUTE TO THE AI CONVERSATION?



- Participate in a Discussion Forums
- Create Content: LibGuides, Tutorials, + Infographics
- Organize a Workshop Related to an AI Topic or Incorporate AI into an Existing Workshop
- Offer Professional Development Opportunities Including Tutorials + Trainings
- Propose a Presentation, Paper, + Posters
- Find a Research Partner + Group



SLIDE 21. Melissa: How Do I Contribute to the AI Conversation?

- Poll 4: How have you contributed to the AI conversation?
- Poll 5: Are you facilitating AI workshops?
- Question 10: Share your AI LibGuide

Next you can put those 4 steps together (experimenting, collecting, attending, and partnering) to put yourself out there to contribute to the on-going AI conversation. Again, think low-stakes – Remember we are learning together and are all new to this ever-changing AI landscape.

WHAT DOES SUCCESS LOOK LIKE?

ASSESSING SUCCESS

Quantitative Assessment

- LibGuide Views + Requests for Reuse
- Institutional Repository Downloads
- Participant Counts
- Instruction, Liaison, + Consultation Requests

Qualitative Feedback

- Surveys
- Workshop +
Presentation Discussions
- Emails



SLIDE 22. Melissa: Assessing Success

Question 11: How do you assess your AI initiatives?

Gauging success with traditional evaluation methods

WHAT DOES IMPACT LOOK LIKE?

MEASURING IMPACT

Are there known repositories for reputable AI learning materials?

Are the experts in your library known to colleagues?

Do stakeholders feel comfortable approaching these experts with AI questions?

Is there an excitement over the possibilities of incorporating AI into workflows?

Is reskilling happening in your library?

Is the library part of a larger AI discussion on campus?

Are your constituents fluent in the tenets of AI Literacy?



Q11

SLIDE 23. Melissa: Measuring Impact

- Question 11: How do you assess your AI initiatives?

Taking it a step beyond those quantitative & qualitative assessment to create a narrative of impact of these AI initiatives

Questions to Ask:

Is gatekeeping happening? Is there a network of professionals for referrals? Are library professionals in your institution empowered to navigate the evolving landscape by experimenting, collecting, attending, and partnering on AI Initiatives?

GOALS FOR SUCCESS + IMPACT

Validation of Positive Assumptions



Culture of Growth + Innovation

Desired Outcomes + Unexpected Successes

Community of Learning + Practice

LO (2024)



P6 R7

SLIDE 24. Melissa: Goals for Success + Impact

- Poll 6: Do you feel like this presentation success?
- Reference 7: Transforming academic librarianship through AI reskilling: Insights from the GPT-4 exploration program

Putting it all together: What should you hope to expect with success & impact assessment, transformative potential



WRAP UP!

Find our references,
Padlet, Projects, + Contact Info:

library.fiu.edu/ai/alaac2024

All Images: Generated with
Canva Magic Media Icons: Microsoft Office PowerPoint



SLIDE 25. Melissa: Wrap up & References

Keep adding to the Padlet

We'll be answering questions and adding comments in the next few days

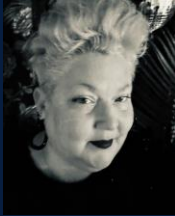
**THANK YOU
FOR
LISTENING!**

FIU Libraries



SLIDE 26. Melissa: Thank you!

CONNECT WITH US



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SLIDE 27. Connect with us on LinkedIn

SHARE

Del Castillo, M. S., Jimenez, C. M., & Bakker, R.J. (2024, June 27 – July 2). Breaking boundaries: Harnessing the power of artificial intelligence and ChatGPT to transform library services [Conference presentation]. 2024 ALA Annual Conference & Exhibition, San Diego, CA, United States.



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SLIDE 28. Presentation APA Reference & CC license



Breaking Boundaries: Harnessing the Power of Artificial Intelligence and ChatGPT to Transform Library Services

Join the conversation! ALA 2024: Saturday, June 29, 2024, 9:00am – 10:00am Pacific

Program

↻ AGENDA

Christopher

- AI Literacy
- Artificial Intelligence + ACRL Frameworks
- AI Literacy as a Progressive Skillset

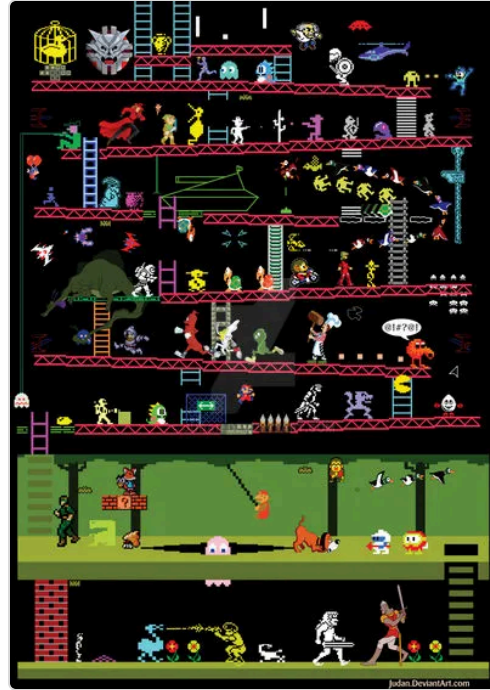
Rebecca

- Integrating AI into your Library Workflow
- Prompting Tips
- Leveraging GenAI
- Benefits + Challenges of AI Projects

Melissa

- Initiating Collaborative AI Projects
- Creating an AI Community of Practice
- Assessing Success + Impact

♡ 0 💬 0



↻ ALA24 Program Description

Join the Artificial Intelligence revolution in libraries by leveraging the potential of machine learning applications to enhance library services. Attendees will explore a holistic strategy to guide evaluating AI's role in the research process using information literacy frameworks. This comprehensive three-part presentation will equip attendees with a theoretical foundation for understanding the role AI can play in libraries, give practical demonstrations on integrating AI into library services, and provide valuable insights on building alliances within their institution to overcome the challenges of incorporating AI. A component of the session will be real-time crowdsourcing of AI tools, prompt engineering, AI literacy concepts, and potential AI initiative opportunities.

♡ 1 💬 0

Timely Topics!

Breaking Boundaries: Harnessing the Power of Artificial Intelligence and ChatGPT to Transform Library Services

Artificial Intelligence

Saturday, June 29, 2024

9:00am- 10:00am PT

ALA Annual
Conference & Exhibition

San Diego **JUNE 27 – JULY 2, 2024**

AMERICAN LIBRARY ASSOCIATION • ALAANNUAL.ORG

↻ Learning Objectives:

Learn how to leverage Artificial Intelligence and ChatGPT in a library context.



Recognize the benefits and challenges of incorporating AI projects in libraries.

Discuss AI Literacy concepts including ethical concerns related to AI and ChatGPT in libraries, issues of bias and misinformation, and strategies to ensure appropriate AI implementation in library settings.

Develop practical steps for initiating collaborative AI projects in your library or institution.

Explore ways to assess the success and impact of collaborative AI initiatives.

♡ 0

🗨 0

Questions for Presenters

QUESTION? Do you have questions for Melissa, Rebecca, or Chris?

Share your questions

♡ 3

🗨 3

Anonymous 6/29/24 4:31PM

Where exactly do you find these AI tools? Is it a website? An app?

Anonymous 6/29/24 4:36PM

What AI tool do you use to generate social media posts?

Anonymous 6/29/24 4:52PM

Our librarians are very concerned about the copywriting of works, we do have some trainings that microsoft copilot emphasizes how users can safely use AI that would only be contained in the org, and not the web, but we're not quite there yet where that is a "known norm"



Does your library has policies in place for the use of AI for staff users and patrons?

♡ 0

🗨 0

Are we concerned about AI's enormous carbon footprint?

♡ 7

🗨 2

Anonymous 6/29/24 8:14PM

Yes! And water consumption

Jennifer Reiswig 6/29/24 8:33PM

Yes. We know college age folks are very concerned about climate but also want to use AI. How to reconcile?



Policy Question

I'm wondering if the panelists or anyone in the audience has written and posted an AI policy that applies to staff and users of library service. I work at a public library and we have begun meeting as a 'Community of Practice' to begin learning about all the varieties of AI from ChatGPT to DALL-E. We have not written a policy yet and our current thinking is the policy may be folded into our "Acceptable Use Policy" that library cardholders agree to when they login to use the internet. Any feedback is appreciated.

♡ 4 🗨 0



Is there a concern for data safety or privacy issues from students/coworkers inputting this information while using LLMs?

♡ 1 🗨 0



Collection Development

Does anyone have thoughts about incorporating policies regarding AI generated materials into their collection development policies? Our library has recently received requests for books available online that are obviously AI generated.

♡ 1 🗨 0



Presentation info

How long will this site be available? I am interested in reading about what other librarians are saying today.

♡ 0 🗨 0



Q5

Knowing what AI is capable of in order to use it ethically and responsibly.

♡ 0 🗨 0



Leave this up!

Hope you guys (presenters) leave this site up for a while. There are great ideas (and questions to ponder) librarians added that I would like time when I get back to the office.

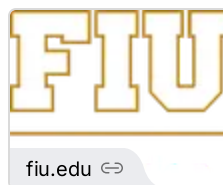
♡ 4 🗨 0



↩ L2: LIBGUIDE

This libguide explores the integration of generative AI with the Framework for Information Literacy. It examines authority, information creation, value, research inquiry, and scholarship as conversation in relation to generative AI.

♡ 3 🗨 0

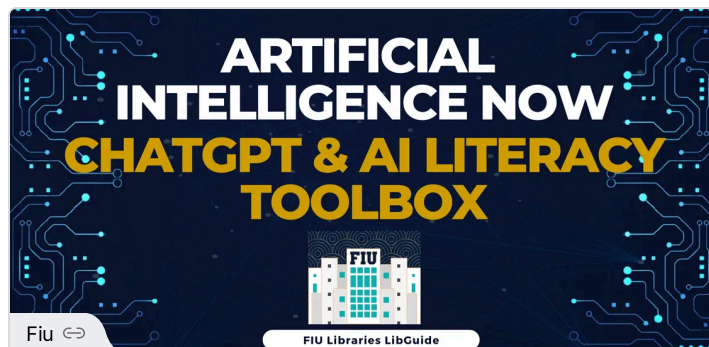


FIU Libraries: Artificial Intelligence + ACRL Frameworks: Introduction

↩ L1: LIBGUIDE: FIU Libraries AI Mega Guide

FIU Libraries: Artificial Intelligence Now: ChatGPT & AI Literacy Toolbox: Welcome

♡ 2 🗨 0



Polls

↩ P1: POLL: Share your feelings on GenAI?

Reply below with an emoji or 2... 🤖🤔🤗🤩🤪

♡ 2 🗨 3

Anonymous 6/29/24 6:20AM



Anonymous 6/29/24 4:03PM



Anonymous 6/29/24 4:03PM



How are you feeling about Generative AI today?

☐ 🦴 Dread

☐ 🤖 Curious

☐ 🙄 Meh

☐ 🥳 Excited

↩ P2: POLL: In which type of library, institution, or company do you work?

Other? Share below

♡ 0 🗨 4

Anonymous 6/18/24 8:49PM

I work at a non profit working to improve access to open knowledge in Africa

Anonymous 6/29/24 4:16PM

I'm the director of a consortium of academic and special libraries

Anonymous 6/29/24 4:16PM

Library System

Anonymous 6/29/24 4:19PM

Public high school in CA

What type of institution?

☐ Academic

☐ Public

☐ School (K-12)

☐ Special or Government



P3: POLL: GenAI in your workflow?

Share your library use cases

What GenAI tools are you using and how are you using them? Examples: Google Gemini, MidJourney, ChatGPT, DALL-E

♡ 0 🗨 12

Melissa Del Castillo 4/24/24 2:40PM

<https://quillbot.com/>

Anonymous 6/29/24 4:05PM

Chat gpt

Anonymous 6/29/24 4:07PM

None of the above. We created our own chatbot.

Anonymous 6/29/24 4:16PM

Finding better answers to questions relating to software deployments, which seem pretty hard to understand by Google search alone. I notice it gives me a great starting point to tools I may see mentioned all the time online

Anonymous 6/29/24 4:27PM

Claude, [otter.ai](#), ChatGPT

Anonymous 6/29/24 4:27PM

Idea generation for new curriculum units

Anonymous 6/29/24 4:27PM

I use it to help me generate scripts for online tutorials

Anonymous 6/29/24 4:27PM

Chat GPT

Anonymous 6/29/24 8:17PM

ChatGpt and sometimes Perplexity

Anonymous 6/29/24 8:17PM

Magic school and Diffit

Anonymous 6/29/24 8:23PM

Perplexity and ChatGPT

Anonymous 6/29/24 8:53PM

CHATGPT

Are you currently employing 1 or more Generative AI tools in your day-to-day library practice?

☐ True

☐ False

☐ I'm not, but I plan to in the future.



P4: POLL: How have you contributed to the AI conversation?

Share details on these projects or other ways you have contributed to the AI conversation:

♡ 0 🗨 7

Anonymous 6/18/24 8:58PM

I delivered a presentation at my alma mater Kwara State University NALISS 1 Speaker at the on the topic "Artificial intelligence: A threat or blessing to Librarians"<https://docs.google.com/presentation/d/12r8DxvdMKZD976BPs>

Anonymous 6/29/24 3:40PM

I am a member of an AI experimentation group that is testing various AI prog work.

Anonymous 6/29/24 4:05PM

I incorporated AI Lit into my one shot session.

Anonymous 6/29/24 4:19PM

I proposed a poster at an international conference about the potential uses o description, metadata creation, etc.)

Anonymous 6/29/24 4:20PM

I think I wasn't to start a research project, not sure how yet

Anonymous 6/29/24 4:21PM

Teachers at the public high school I work in CA are worried that students wi

Anonymous 6/29/24 4:28PM

I have started conversations on how we can use it in my library. Collection d

I have

- ☐ Organized an AI related workshop at my institution
- ☐ Incorporated AI into an existing workshop, class, or tutorial
- ☐ Proposed an AI presentation, paper, and/or posters
- ☐ Started an AI research project



P6: POLL: Do you feel like this presentation was a success?

Reply below with an emoji or 2... 🤔 😊 😄 😂 😁

♡ 0 🗨 1

Anonymous 6/29/24 4:24PM

Colors on the cake-themed slides make the black text hard to read : (

Leaving this presentation, how are you feeling?

- ☐ 🤯 Mind blown
- ☐ 🧐 Smarter
- ☐ 😞 Meh
- ☐ 🤖 Overwhelmed



P5: POLL: Are you facilitating AI workshops?

♡ 0 🗨 1

Bukola James 6/18/24 9:12PM

I would love to host an online or in-person workshop that practically and easily demonstrates how librarians in Africa can better utilize AI. I have attended many sessions, but they often focus on theoretical case studies rather than practical, hands-on applications for librarians. Additionally, I would love to host a practical workshop that showcases how to use AI tools ethically and effectively. These tools should be openly available and free, as many libraries in Africa lack the funding to support their work.

Are you currently or planning to hold any AI related workshops or seminars at your institution?

- ☐ I've held sessions.
- ☐ I plan to hold sessions.
- ☐ I have no plans to hold any sessions on AI.

Questions



Q4: QUESTION: How are you personally using Generative AI?

♡ 0 💬 18

Bukola James 6/18/24 9:07PM



Most times I use them to proof read and paraphrase my idea draft. Some other times, I use them to fine-tune my idea into a draft proposal, create training assessment need survey questions with possible response from my training objectives to share with participants. I also use them to create posters and greeting cards for my community engagements.

Anonymous 6/29/24 4:06PM

I use them to start brainstorming program descriptions

Anonymous 6/29/24 4:17PM

To write thank you notes

Anonymous 6/29/24 4:17PM

Social media posts

Anonymous 6/29/24 4:17PM

I use it to brainstorm ideas for writing novels.

Anonymous 6/29/24 4:17PM

To write emails speeches and responses to request for Reconsideration. I want to learn how to use it as a reference interview tool

Anonymous 6/29/24 4:17PM

To edit a draft

m1erch6 6/29/24 4:17PM

PR/Marketing, generate captions,etc.

Anonymous 6/29/24 4:17PM

I've used it to draft important emails and get me off the blank page

Anonymous 6/29/24 4:17PM

Rewrite emails, start research by asking for summaries and sources. Compiling data(always with sources)

Anonymous 6/29/24 4:17PM

I've used it in marketing and promotion to help write catchy headers or generate program ideas with my inputs.

Anonymous 6/29/24 4:18PM

Any communication to parents

kimberly_griffis 6/29/24 4:18PM

Outline for papers, ideas for activities to do for certain things

Anonymous 6/29/24 4:18PM

I love [otter.ai](#) using it for notes right now!

Anonymous 6/29/24 4:19PM

Used it to write a first draft of a set of recommendations.

Anonymous 6/29/24 4:26PM

Generate draft memos/starting points, improve writing (grammarly), summarize information, provide feedback, create



chatbots to answer questions based on uploaded information like a syllabus or program documents.

Anonymous 6/29/24 8:12PM

To help me find a program idea, name or description.

Anonymous 6/29/24 8:16PM

Drafting interview questions. Creating documentation.



Q5: QUESTION: What are you finding to be the most concerning issues with AI apps?

What scares you?

♡ 0 ○ 32

Anonymous 6/29/24 4:10PM

Plagiarism, although this doesn't seem like a perfect description of it.

Anonymous 6/29/24 4:18PM

Inaccuracy

Anonymous 6/29/24 4:19PM

Users being too reliant or trusting of the AI. The AI will never be perfect, so it's important for users to know how to do processes manually as well as with AI in order to double-check the AI.

Anonymous 6/29/24 4:20PM

Inaccuracy

Anonymous 6/29/24 4:20PM

Cheating and plagiarism, although I'd argue that will take a different form, rather than looking incomprehensible or impossible to detect.

Anonymous 6/29/24 4:20PM

Intellectual property rights.

Anonymous 6/29/24 4:20PM

Implicit bias

Anonymous 6/29/24 4:20PM

lack of critical thinking, full reliance on technology

m1erch6 6/29/24 4:20PM

Inability to determine source of misinformation

Anonymous 6/29/24 4:20PM

Made up information. If you give it a summary of a book it often makes up titles and matches them with real or fact authors.

Anonymous 6/29/24 4:20PM

Copyright infringement

Anonymous 6/29/24 4:20PM

Getting information without citation, etc

Anonymous 6/29/24 4:20PM

False images considered real

Anonymous 6/29/24 4:20PM

Plagiarism; students relying on it and now learning the content

kimberly_griffis 6/29/24 4:21PM

Inaccurate sources, plagiarism

Anonymous 6/29/24 4:21PM

Taking jobs away from artists, using artist styles and original work to generate images that directly impact their livelihood

Anonymous 6/29/24 4:21PM

privacy concerns - AI companies harvesting data

Anonymous 6/29/24 4:21PM

Using it needlessly, because it's being heralded as an easy solution (by those with financial interest in its use)



Anonymous 6/29/24 4:21PM

Privacy issues

Anonymous 6/29/24 4:21PM

Inaccurate data training sets and data inputs.

Anonymous 6/29/24 4:21PM

AI hallucinations

Anonymous 6/29/24 4:21PM

Taking jobs away from artists, writers, and animators.

Anonymous 6/29/24 4:21PM

Climate impact

Anonymous 6/29/24 4:22PM

Same type of concern as when student uses web - privacy, plagiarism

Anonymous 6/29/24 4:23PM

What'll happen to folks who don't adapt

Anonymous 6/29/24 4:23PM

Political bad actors intentionally training AI to return certain answers

Anonymous 6/29/24 4:24PM

Speed/simplicity, the ability to flood a topic or market with an overwhelming amount of "stuff" and make it impossible to reasonably fact check, maintain quality, make space for human creators

Anonymous 6/29/24 4:26PM

We won't bother developing our writing skills any more

Anonymous 6/29/24 4:27PM

AI is a tool which if used appropriately can make work easier whether a librarian or student

Anonymous 6/29/24 4:45PM

I think there is a concern the average person will not scrutinize the answers AI generates, that is not everything on the internet is accurate or true

Anonymous 6/29/24 8:19PM

Security. Ensuring patrons and staff are not sharing sensitive data when using AI tools.

Jennifer Reiswig 6/29/24 8:57PM

Ownership of IP



Q6: QUESTION: What library tasks have the potential to be assisted by AI?

♡ 0 💬 10

Anonymous 6/29/24 4:20PM

Triage reference. AI chat bots already do this.

Anonymous 6/29/24 4:21PM

Using AI to generate code for library systems.

Anonymous 6/29/24 4:22PM

Image descriptions, even though I tried it and it's not accurate.

Anonymous 6/29/24 4:23PM

We have a help desk, where we rely on institutional knowledge from workers in a chat group to answer questions relating to the desk. Sometimes this results in a user waiting minutes at a time, and leaving before the answer is found. If trained on historical data, the chat bot could give repeated answers from the past.

Anonymous 6/29/24 4:24PM

Grant writing, especially for smaller institutions

Anonymous 6/29/24 4:26PM

Nominate for human review suggested subject terms for new resources, based on similarities between full texts of documents that have previously been cataloged with controlled vocabulary.

Anonymous 6/29/24 4:33PM

Genrefying!

m1erch6 6/29/24 4:33PM

Cataloging

kimberly_griffis 6/29/24 4:33PM

Outlines and slides for classes; use AI to teach students how to question outputs and not just trust everything

Anonymous 6/29/24 4:38PM

Book recommendations



Q7: QUESTION: What AI assistants are you using in your workflow?

♡ 0 💬 4

Melissa Del Castillo 4/5/24 1:45PM

<https://www.researchrabbit.ai/>

Melissa Del Castillo 4/5/24 1:45PM

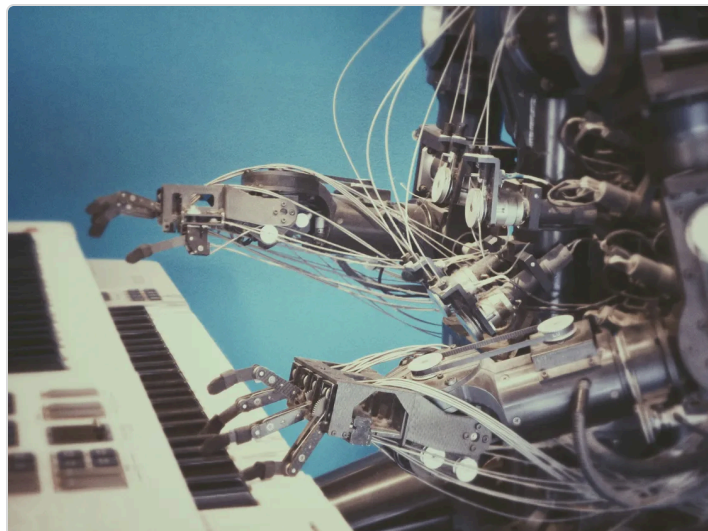
<https://quillbot.com/>

Christopher Jimenez 6/25/24 3:40PM

<https://copilot.microsoft.com>

Anonymous 6/29/24 4:20PM

None, at the moment.



↩ **Q8: QUESTION: How do you keep up with AI? Are there websites or workshop series that you recommend?**

Share your resources

♡ 0 0 4

Melissa Del Castillo 4/5/24 1:54PM

Great articles & webinars: <https://www.choice360.org/libtech-insights/>

Anonymous 6/29/24 4:46PM

I don't keep up. I try but it's not possible.

Anonymous 6/29/24 4:47PM

Listserv of local librarians — sharing resources— engaging with each other

Jennifer Reiswig 6/29/24 8:59PM

We have a very active Slack channel on AI that all library staff can read and contribute to.



↩ **Q9: QUESTION: Have you partnered with other departments in your institution on AI projects?**

Share: Who have you partnered with and how?

♡ 0 0 1

Anonymous 6/29/24 4:54PM

EdTechs, Center for Learning and Teaching, Computer Science faculty



↩ **Q10: Question: Do you have an AI LibGuide to share?**

Share your LibGuide's URL

♡ 0 0 1

Melissa Del Castillo 4/24/24 2:13PM

<https://library.fiu.edu/ai/libguides>

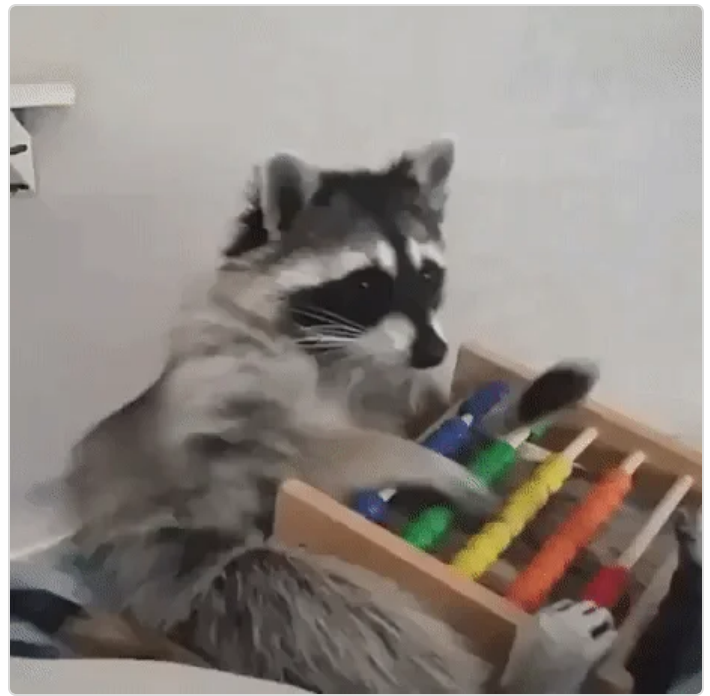


↩ Q11: Question: How do you assess your AI initiatives?

♡ 0 🗨 1

Bukola James 6/18/24 9:13PM

Through word of mouth, social media platforms, & Wikimedia community



References

↩ R1: Reference: Long & Magerko (2020). What is AI Literacy? Competencies and Design Considerations.

♡ 0 🗨 0



What is AI Literacy? Competencies and Design Considerations |
Proceedings of the 2020 CHI Conference on Human Factors in
Computing Systems



Q1: Dealing with Layered Literacies

How do you communicate the layering of literacy concepts to your communities?

♡ 0 💬 10

Anonymous 6/29/24 4:09PM
Intersectionality

Anonymous 6/29/24 4:11PM
Intersectionality

Anonymous 6/29/24 4:12PM
Still trying to figure it out.

Anonymous 6/29/24 4:12PM
Building blocks

Anonymous 6/29/24 4:13PM
Veracity

Anonymous 6/29/24 4:16PM
Multifaceted approach

Anonymous 6/29/24 4:17PM
To improve reports

Anonymous 6/29/24 4:20PM
AI hallucination translating into truths for people. Goes back to the importance of critical thinking!

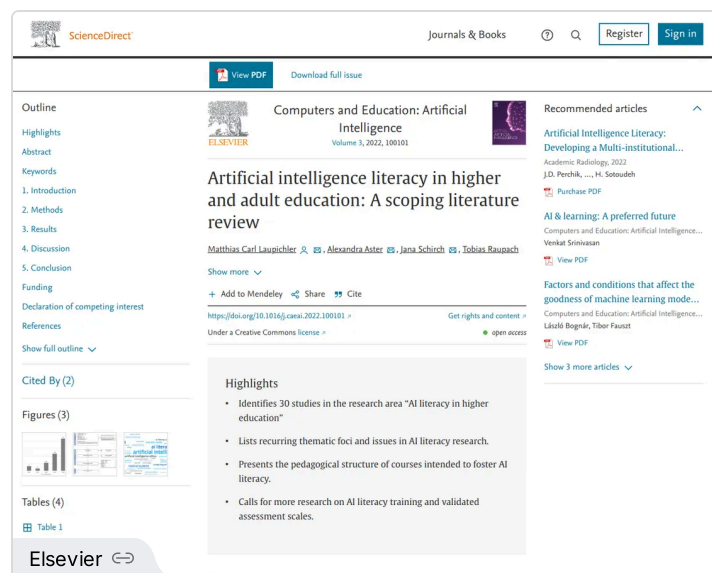
Anonymous 6/29/24 4:22PM
Knowing what ai is capable of in order to use it ethically and responsibly

Anonymous 6/29/24 8:11PM
Literacy = critical thinking, and requires verification (which can look different for different sources)



R2: Laupichler, et. al (2023). Artificial intelligence literacy in higher and adult education: A scoping literature review.

♡ 0 💬 0

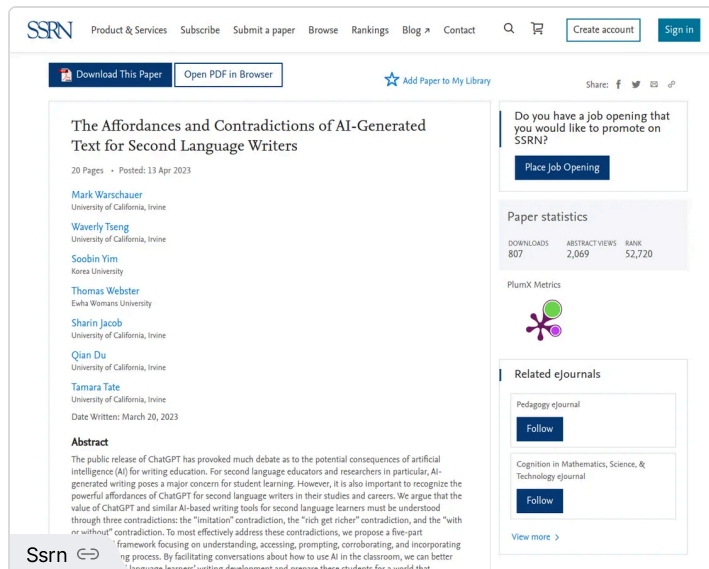


Redirecting



R3: Reference: The Affordances and Contradictions of AI-Generated Text for Writers of English as a Second or Foreign Language

♡ 0 💬 0



The Affordances and Contradictions of AI-Generated Text for Second Language Writers



R4: Reference: AI and the Library Community: The Experts Are In

♡ 0 💬 0



FEATURE - AI and the Library Community: The Experts Are In



Q3: QUESTION: In what other ways does increased understanding help demystify & demythologize AI?

♡ 0 💬 6

Anonymous 6/29/24 4:14PM

I cannot demystify ai when it is still mystifying to me

Anonymous 6/29/24 4:14PM

Finding ways for students to use AI in a productive matter, and similarly to how we have plagiarism training, we should have AI training that shows the weaknesses and the strengths, or what fake or false AI generated content looks like.

Anonymous 6/29/24 4:15PM

Understanding is important before using

Anonymous 6/29/24 4:17PM

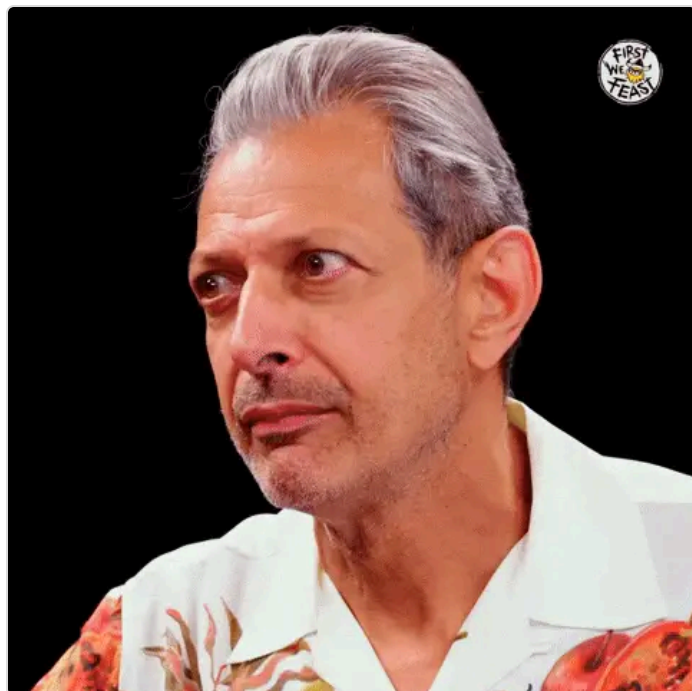
I use it to edit my prose.

Anonymous 6/29/24 4:20PM

Hallucinations

Anonymous 6/29/24 4:21PM

Training on authors and artists without their consent to steal their unique styles.



↩ **R6: Reference: The CLEAR path: A framework for enhancing information literacy through prompt engineering**

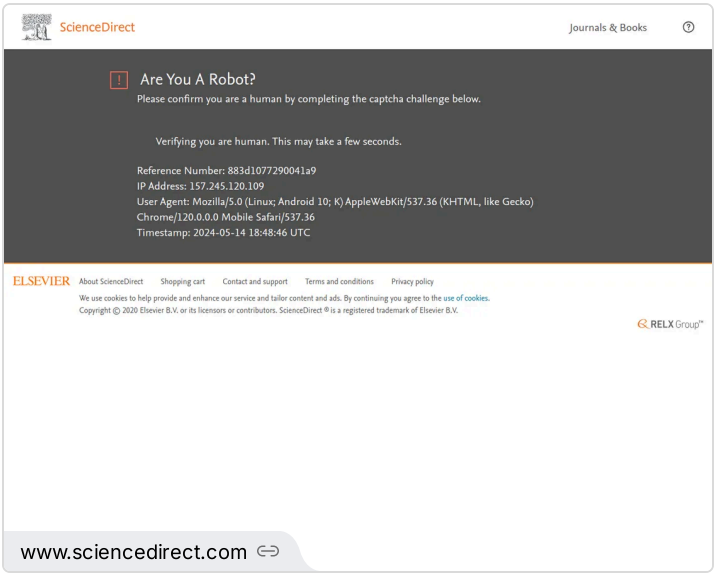
♡ 0 🗨 0



The CLEAR path: A framework for enhancing information literacy through prompt engineering

↩ **R7: Reference: Transforming academic librarianship through AI reskilling: Insights from the GPT-4 exploration program**

♡ 0 🗨 0



S0099133324000442

↩ **R8 - From pixels to Python: When digital collections befriend artificial intelligence**

♡ 2 🗨 0



Bakker, Rebecca and Castro, Molly (2023, December 1). From pixels to Python: When digital collections befriend artificial intelligence. In the Journal of Digital Media Management, Volume 12, Issue 2.



Q2: QUESTION: What needs to be addressed with AI Literacy?

1 10

Melissa Del Castillo 4/5/24 4:06PM

Knowing which AI tool to use & why

Bukola James 6/18/24 9:16PM

Knowing how to use AI tool ethically and transferring the knowledge to colleagues and patrons in a simple way

Anonymous 6/29/24 4:05PM

Citing the use of AI resources

Anonymous 6/29/24 4:11PM

Hallucinations - why & how to double-check the AI's work. This is especially important in my environment, the law library.

Anonymous 6/29/24 4:13PM

AI is a helper, not a substitute

Anonymous 6/29/24 4:13PM

Bias in AI

Anonymous 6/29/24 4:14PM

AI scraping material that did not give permission to be used in that way (like artists having their work used to train AI)

Anonymous 6/29/24 4:14PM

Equity and ethics. Need to make sure the info that the chatbot shares is not biased.

Anonymous 6/29/24 4:28PM

A basic idea for how the algorithm in general works. We have this for image recognition and machine learning training. The Answer in Progress youtube channel found that training datasets need to be diverse in order to be able to ID more than just one race, for example. Because they understand the algorithm, they were able to understand the bias

Anonymous 6/29/24 8:13PM

What are you trying to accomplish, and will AI actually help you do that?



Share below



R5: Reference: ChatGPT: Implications for academic libraries

0 0



ChatGPT: Implications for academic libraries | Cox | College & Research Libraries News

