

Andrew's talk at the ALISS showcase

Who is here

- Regent's University London
- NHS Lanarkshire
- Andy Willetts, NHS Greater Glasgow & Clyde
- The British Library
- ALISS
- Queen's University Belfast - subject librarian
- Leeds Beckett Uni, Digital Library Team
- Jane Furness Edinburgh University Library
- Canterbury Christ Church University, HE
- University of the West of Scotland
- Susan
- Aston University, HE, Healthcare
- Newcastle University Library, Academic Liaison Librarian for Computing and Engineering, and Library representative for everything TEL in the uni.
- Learn more about AI and feel more confident.
- Antonio from Uni of York. I'm the Collections and Metadata manager
- South Warwickshire University NHS Foundation Trust
- British Museum
- Aston University, HE
- Susan - Birmingham City University
- I'm Kerianne Orriss, Teaching and Learning Librarian at University of Bristol
- UCL School of Pharmacy HE sector
- UK government
- Durham University
- Karen Ready, Subject Librarian, Anglia Ruskin University
- University of Bristol
- Imperial College London, HE
- ARU (Higher Education)
- Further Education - DN Colleges group
- University of Manchester
- London South Bank University - information and academic skills librarian
- The James Hutton Institute, Aberdeen, Scotland
- LSE, HE
- John Rylands Library, University of Manchester

- UCLan in Preston, HE
- Cardiff University, HE
- Hello Frances Teesside Uni HE
- Aberystwyth University, Subject Librarian
- Jo Gardner, University of Oxford, HE sector
- Susan - Birmingham City University
- Cranfield University - Teaching & Learning Librarian
- Richard Holmes. Representing Durham University Library.
- Kaye Towlson, De Montfort University
- From Glucksman Library at University of Limerick.
- Teesside University HE
- University of Reading, Education Librarian
- I'm Ivona from the Royal College of Surgeons.
- London South Bank University
- Belinda Carvalho, digital librarian from DWP
- University of Dundee, HE
- LSE, HE
- Maria Robertson, Customer Support Assistant Librarian at Robert Gordon University in Aberdeen
- City of Glasgow College, FE
- Queen Mary University of London, Higher Education
- Freelance, consultant UK and ab
- road.
- University of Aberdeen
- Higher Education
- University of Portsmouth, HE
- British Library
- I'm an Academic Support Librarian at the University of Edinburgh
- The College Merthyr Tydfil - FE Education
- Subject Librarian from Aberystwyth University Library
- British Library, National Library
- De Montfort Uni (HE)
- University of Bristol subject librarian for politics and sociology
- University of Exeter
- University of Leicester, health librarian
- Keele University, HE

[illegible]

Which of these drivers for use of AI seem most important to you? (5=most important)

Driver	1	2	3	4	5	Average
1 Increasing productivity	0.1	0.1	0.3	0.4	0.1	3.3
2 Automation of routine tasks	0.1	0.1	0.3	0.3	0.2	3.8
3 Increased personalisation and adaptive content for users	0.2	0.2	0.3	0.3	0.0	3.1
4 Increased access to knowledge for all	0.1	0.2	0.3	0.4	0.0	3.3
5 Digital transformation	0.1	0.1	0.3	0.4	0.1	3.4
6 Public need for AI literacy	0.0	0.0	0.1	0.2	0.7	4.4
7 Prediction of user behaviour	0.2	0.4	0.3	0.2	0.1	2.8

Which uses of AI are most relevant to your own work? (5 =most relevant)

Use of AI	1	2	3	4	5
1 Collections as data	2.9	2.0	2.5	2.0	1.5
2 Using generative AI tools for professional tasks such as summarisation and drafting text	3.2	1.5	2.0	2.0	1.5
3 Supporting users to select the best and safest AI tools for their work	4.1	1.0	1.0	2.0	3.0
4 Creating a library chatbot	2.4	2.0	2.0	1.0	0.5
5 Inputting to the knowledge base for an institution wide chatbot	2.7	2.0	2.0	1.5	1.0
6 Creating a community for data analysts and data scientists	2.6	2.0	2.0	1.5	1.0
7 Folding data and algorithmic literacy into IL training	3.6	1.5	1.5	2.5	2.0
8 Using generative AI for everyday office work	3.3	1.0	1.5	2.0	2.0

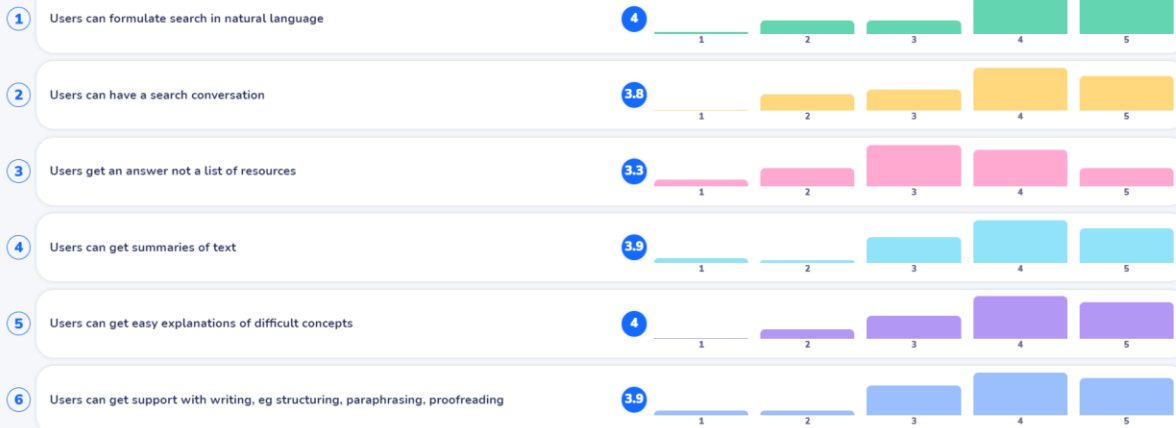
How are you using generative AI in your workplace?

- Generating images that could be used as web decoration in the future
- Prompt engineering and teaching others how to do this effectively
- Have tried testing by asking it questions. Does often get things wrong
- Developing internal LLM tool
- to give ideas for activities for workshops
- Producing transcript on videos
- I've only Microsoft Word for sentence revision.
- AI companion in Zoom to create meeting summaries and actions, as well as 'ask the meeting' function
- Likely already using it without knowing
- Transcription
- Translating idioms for ESOL learners
- to analyse data (as long as it's not sensitive/confidential)
- For summarising and rephrasing written content
- Creating images as no copyright issues
- Development of online activities for IL teaching e.g. MCQs or quiz questions
- Unfortunately we are finding students are using it for references so had to check bibliographies for a few lecturers that were suspicious
- Creating and testing marking rubrics
- LLM query tool linked to ChatGPT
- I tested out the Statista assistant to find out some data on AI use!
- Breaking writer's block
- Only using so I can teach about it, due to the environmental cost - However, I suspect I will have to use it when it becomes standard (i.e., time expected to complete a task will shrink)
- Summarising
- we are not yet using/testing it as a team however our researchers may be using it
- Handwriting recognition for archival materials
- Exploring copyright and AI to feedback to staff & students
- produce an agenda
- Library chatbot
- Not using it yet
- for code for our website
- Don't know how to use it 🤔
- Drafting/summarising notes/updates

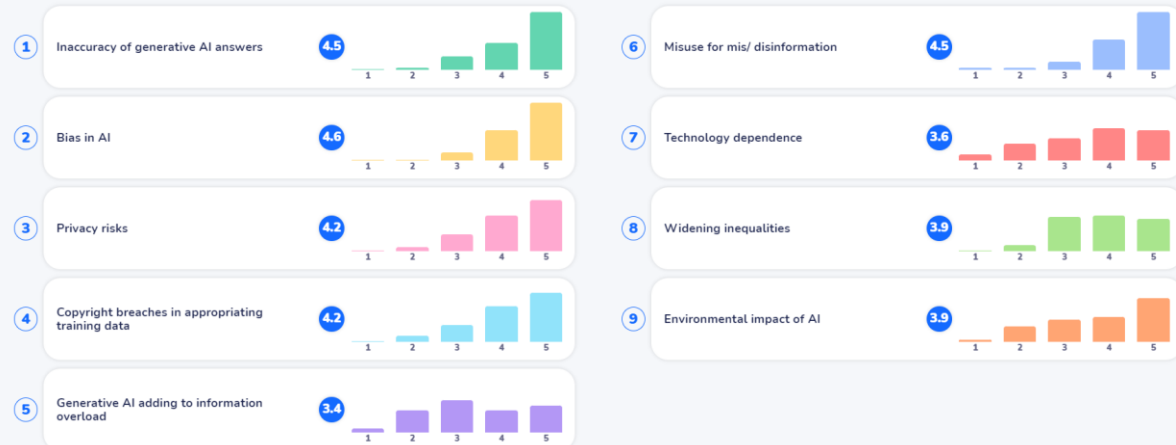
- Debugging code
- colleagues have used it in meetings to record notes and produce minutes
- Using for producing images to use in documents and teaching materials
- Lesson planning, worksheets
- Just testing and practicing using it, to see how students will use it
- Image creation and marketing and commms materials
- Last year I discussed it in library sessions with my health students. Same this year, but updated - and university has policy and library has a raft of guides
- Generating Clinical Guidelines
- Helping to generate synonyms, either for my own writing or to help students with keywords for literature searching
- Not using it yet. Although I think applications like Keenious are useful
- to request suitable subject headings for specific vocabs to apply to journal articles
- Using it to produce examples of badly referenced passages. Also using for helping to produce copy for social media posts/event descriptions.
- Experimenting and learning
- Library has a chatbot but its early days and not great
- Power automate to automate processes in simple flows
- Coding
- Not at all at present. Considering using it to generate bespoke images to save time sourcing copyright-cleared ones.
- To produce a rota
- Summarising web content
- Thinking about how we can include AI in our teaching
- I am not using it at all.
- Generating learning materials eg. from a video
- Don't use it much personally. Tried it and haven't found it reliable enough.
- Rephrasing emails and content for the appropriate when I'm not in the right mood!
- for re-writing/improving some of my text and documents
- Spelling and grammar (have dyslexia)
- Literature searching companion and summarisation
- Using for pictures to amuse colleagues on Teams
- summarise research papers
- Starting point for text creation
- Rewriting text and generate ideas
- Develop search examples and search strings
- Only trying out things not really using it for tasks

- Creating images for marketing
- Testing literature searching
- Help come up with keywords for searching
- Not using yet
- Keeping up-to-date with AI developments
- Helped me summarise articles when I started new job but as my confidence grew it was quicker to do it without AI
- Creating resources
- Looking at AI to convert metadata between different standards and formats.
- No yet using it personally, We do have AI chat bots for library queries
- Teaching about it rather than using it myself
- for help writing coding
- Search tools
- Large language models and data sets from collections data
- Summarising meeting notes
- We have an institutional chatbot
- Copilot for breaking writers block and getting started on development of teaching materials
- To generate ideas whether that's workshops, events, marketing.
- Ideas for activities in sessions
- Re-writing text in a more professional way
- testing out literature searching and obtaining images
- Experimenting with creating catalogue records from box lists
- Not much!
- to generate SPARQL queries more complex than I can write from scratch
- Searching
- Not using it
- To personalise marketing for specific user groups

Benefits of generative AI (5= greatest benefit)



Which issues of generative AI trouble you most? (most troubling=5)



Which of these challenges about responding to AI seem most problematic? (5= most problematic)



My events

What do you see as components of AI literacy?

- Training
- There still is no such thing as a free lunch
- knowing what AI is doing with your content / user settings
- multi-language tool/exchange
- Adaptive or agile learning habits and practises, leading that development through well-modelled behaviour.
- Critical thinking, evaluating all information, checking references, learning how to acknowledge AI, AI literacy is same as information literacy really
- Knowing the right questions
- When to use and when perhaps not to use AI
- Understanding what you are using and what you want it to do
- I agree you need to understand HOW it works if expected to make ethical decisions about how to use it
- Criticality
- Understanding the different AI tools and platforms
- Choosing right tool for purpose
- Understanding what it is doing 'under the hood'.
- Non-profit mission
- what AI can and cannot do
- Sharing information and when that's not appropriate
- Prompt engineering
- Disinformation
- bias
- basic understanding of how AI algorithms works
- collaboration
- Language use, fancy word, straightforward concept
- Awareness of how your data will be used
- How to future proof so as AI develops we're not on the back foot
- T&Cs and how they can change without telling you. What they cover, and what you need to look out for.
- Ethical use
- Plagiarism
- Critical evaluation
- understanding its limits
- academic misconduct/good academic practice
- Ethics
- Prompting

- Awareness that 'Garbage in, garbage out' still applies.
- information overwhelm
- treating it a bit like wikipedia - a starting point not an end
- Ethical issues
- Knowing which one to choose for which purpose
- Search strategies
- Reliability
- Peer review
- Prior knowledge
- Ethics
- understanding algorithms
- Evaluating information (not a new skill)
- Understanding limitations and ethical concerns
- Intellectual copyright
- Checking for hallucinations
- critical evaluation
- question the answer and verify accuracy
- evaluating
- critical analysis
- Checking how current different tools are
- Appropriate use
- Critical appraisal
- Ethics
- Understanding how algorithms work
- How to identify hallucinations
- Copyright
- Ethics
- Prompts
- referencing and acknowledging sources
- Understanding what it isn't
- Different tools
- Transparency of use
- Prompts
- Understanding limitations, ethics, prompt engineering.
- prompt engineering
- Ethics
- Comparisons
- Ethical issues
- Expanding on results and not just accepting the first result

- Critical evaluation
- Reliable sources
- Evaluation
- Creating precise prompts
- critical thinking
- critical thinking
- critical analysis
- Effective prompting
- prompt engineering
- The ability to critically communicate with and use AI tools including choice of tools and how you approach them with integrity
- Prompt engineering
- Critical thinking
- Ethics
- Remember it is just data
- Critical thinking
- Evaluation
- Prompt engineering
- copyright/IP knowledge
- Knowing how the tools work
- How to create suitable prompts
- critical thinking
- How AI is trained
- Bias
- Critical appraisal
- How to write prompts
- Critical analysis
- Understanding the strengths/opportunities and risks
- ethics
- Evaluation
- Critical thinking
- ethics
- critical thinking
- ethical use
- Critical appraisal
- Effective prompt engineering
- Prompt creation
- Understanding of broader context - economic, commercial, environmental
- ethics

- Critical thinking
- Writing good prompts
- Caveat lector!
- critical evaluation
- Critical thinking
- Critical analysis
- Understanding how the term AI has changed
- Evaluation
- How to create useful prompts
- Critical thinking



What is your vision for AI in your library?

- Still a good human presence in the library for people who can't be helped by AI for whatever reason
- Provide more seamless lining to full text - less clicks etc.
- A tool for personal and professional development
- Using AI to enhance library tasks and staff experience
- Help students to know when and how to use appropriately and effectively and when AI may not help.
- Humans more important
- I would love to be able to talk to my catalogue
- Providing lifelong learning skills
- Make sure its used effectively and sensibly, by staff and students
- leading the way in AI literacy for students and staff

- providing a toolkit of learning materials to support out students with their critical AI skills which they can use in their study and beyond
- Library at the centre of the AI conversation, integral to its use and advising others
- I would like my library and the wider institution to embrace AI as a tool for learning and supporting students
- to try and be one step ahead of the students (or at least level with them and understanding what and how they are using)
- To be used to automate the routine in order to free up staff to concentrate on more interesting tasks.
- Efficiency gains
- Use with caution! Know thy AI tool!
- Working more efficiently
- Breaking down access barriers for learners with lower skills
- I think we need to find a situation where AI is another tool in the arsenal alongside everything else, that helps to provide access to info but doesnt replace it.
- Introducing efficiencies to increase capacity for frontline services.
- Just a tool
- Balance of knowledge/experience versus technology
- Partnership working
- AI is embraced, but users are fully informed and ethical in their use of the technology
- Most important thing for me is to equip students with the skills to use AI effectively.
- Support
- Educating and supporting students, tutors and researchers on using it for their work
- My own vision is providing reliable metadata that can be used y others to increase access to collections content.
- Library staff to be confident when using AI
- Improving processes and guidance.
- Provide access to collections in ways we can't at the moment
- Eliminate the slow, mundane aspects of my job and release me to the intellectual work
- Supporting students and staff to make appropriate and ethical use of AI in their education or learning
- Fluid integration of it in our teaching
- Grounded, sustainable, not hype-based
- AI as an assistant rather than the "main event"

- working more efficiently , being more productive , save time
- Freedom?
- Improving accessibility
- AI as a developmental tool for learning
- Greater collaboration with academic and Quality staff
- Make working life easier and not cause problems like ethics issues down the line
- Interaction and access
- Management understanding that humans are and always will be more important and should not be replaced by AI chatbots!
- I would like for all library staff to be AI literate
- inevitable
- It will be incorporated in some areas permanently, going forward.
- I think we are still working on this!
- Educating staff and students on AI in general
- Boost creativity