

# Andrew's talk at the ALISS showcase

## Who is here

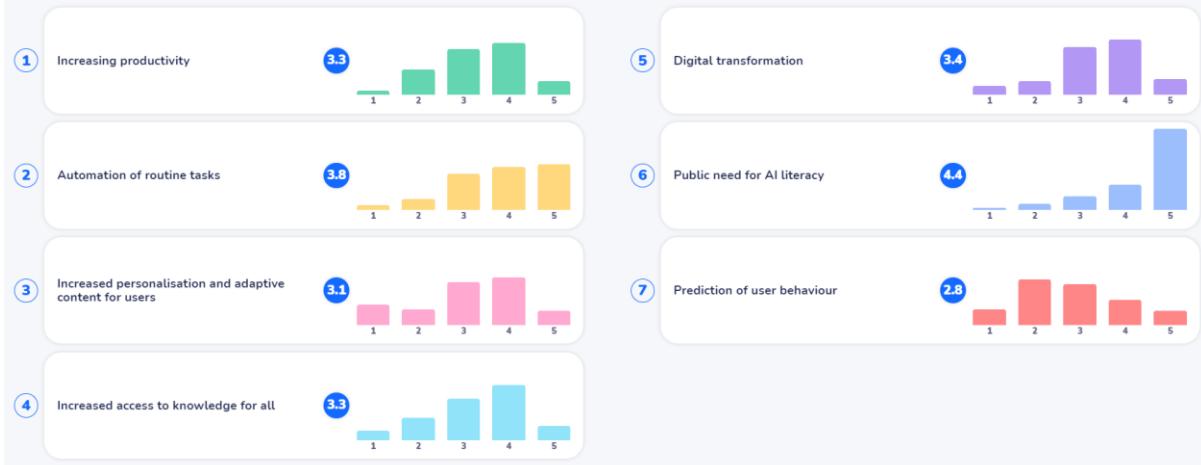
- Regent's University London
- NHS Lanarkshire
- Andy Willetts, NHS Greater Glasgow & Clyde
- The British Library
- ALISS
- Queen's University Belfast - subject librarian
- Leeds Beckett Uni, Digital Library Team
- Jane Furness Edinburgh University Library
- Canterbury Christ Church University, HE
- 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 Kerrianne 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

What word or words would describe your feelings about Artificial Intelligence?

fascinating Peter Use as a tool with caution  
Excited and fearful Loss of important skills Game changer Somewhat overwhelming Overwhelmed  
Stop it now! ) world changing robot takeover  
Overwhelming Overwhelmed tool excitement  
South academics Interested academics Overwhelming Powerful ) Excited Uncertainty Intrigued  
Bring it on helpful Our future Library  
Double-edged sword University fear Nervous ) Intriguing  
too fast according trepidation  
correctly conflicted skeptical confusing Curious Interesting useful cautious Trustworthy worst people  
confused ) Intriguing  
Easy learn institution Potential could complex Exciting curiosity Hope Opportunities (and Overhyped  
properly learn institution Potential could complex Exciting curiosity Hope Opportunities (and Overhyped  
difficult made Cautious optimism suspicious Possibilities use challenging best Fear of unknown Bath  
subject Intriguing Unbounded work Loss of reality Transformative Intriguing sure licence Opportunity  
Bank Spa Positive over-hyped Snake oil territory Climate Change worries data used  
accessibility environmental threat manage  
London  
Use with caution

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



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



## 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 linking 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 it's 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 our 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 doesn't 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 by 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