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Getting academic library staff up-to-speed on artificial intelligence

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LIBER2024 presentation, 3rd of July 2024

LIBER 2024 Cyprus LIMASSOL 3-5 JULY

Agenda

- Reviewing the literature
- Project description "AI and the Library"
- Challenge 1: Mixed target group
- Challenge 2: Fleeting subject area
- Lessons learned
- Questions and discussion
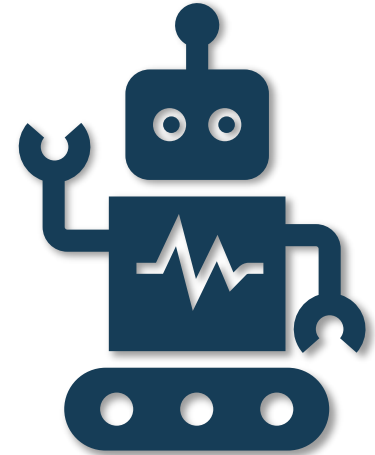
Literature overview

Training is needed to adjust to new technologies (IFLA Statement on Libraries and Artificial Intelligence, 2020).

Employers are responsible for providing competence development programmes and librarians are responsible for pursuing them (Varlejs, 2016).

Academic librarians stay up to date and learn through collaboration amongst colleagues and other libraries (Pilerot & Lindberg, 2018).

Generic AI training is difficult to extrapolate to library contexts, tailored training is required to bridge the expertise gap (Cordell, 2020).

AI could be beneficial for library operations, but librarians are still needed (Cox & Mazumdar, 2022).

Libraries should not passively be led by big tech companies (Bridges, McElroy & Welhouse, 2024).

What does it entail to be algorithmically literate? (Ridley & Pawlick-Potts, 2021)

AI learning circle for librarians resulted in increased knowledge and empowerment (Andersdotter, 2022).

"The findings emphasize the multifaceted nature of AI in libraries, underlining the need for **ongoing, comprehensive professional development.** This includes addressing both technical and ethical aspects, equipping librarians with practical AI skills, and fostering a supportive community of practice."
(Lo, 2024, p. 13)
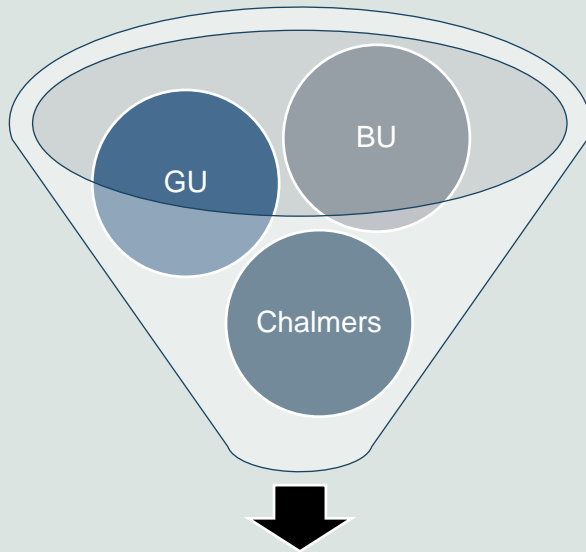
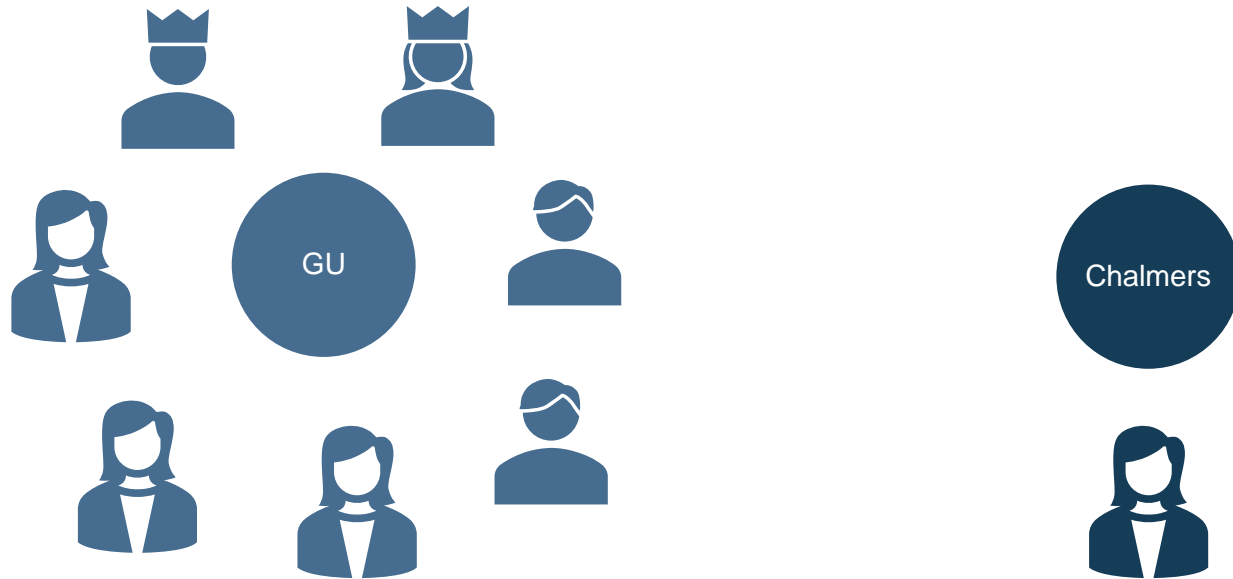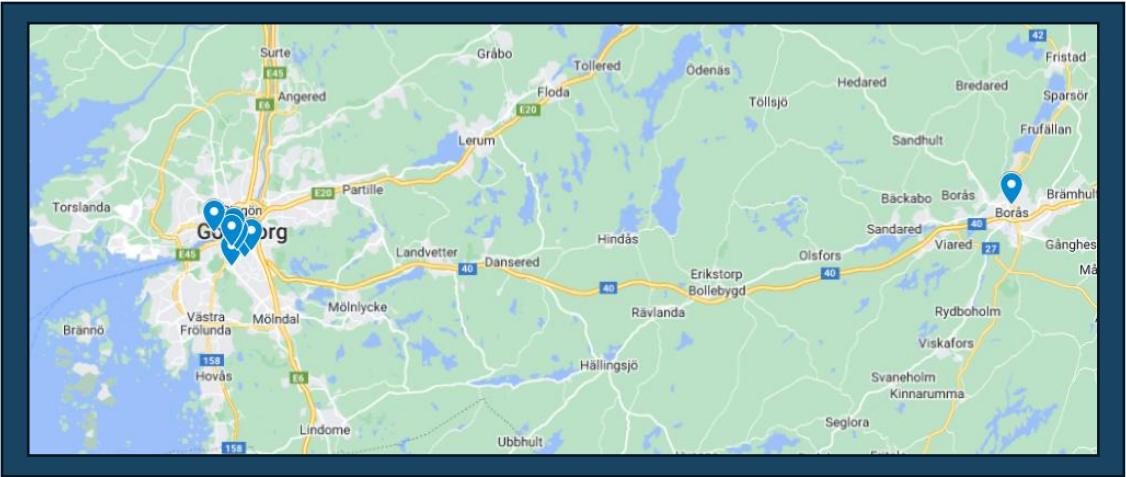AI and the Library

Organisation and resources

- Gothenburg University (GU) Library
  - 180 staff

- Chalmers University of Technology Library
  - 50 staff

- Borås University (BU) Library
  - 20 staff

Organisation and resources

GU

Chalmers

Gothenburg

Borås

60 km
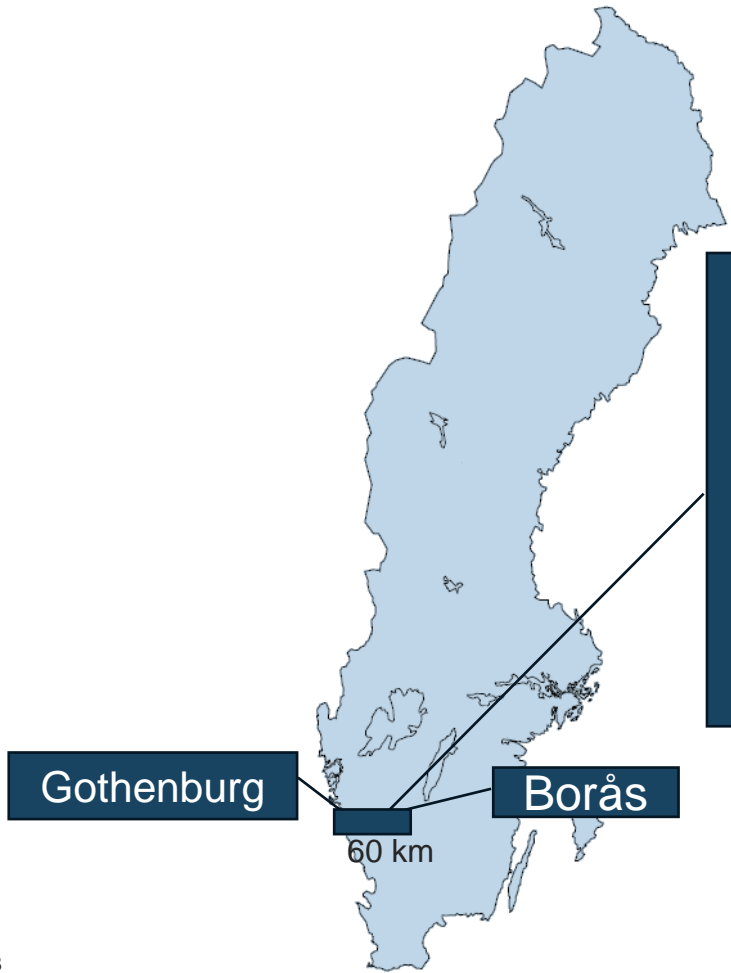
The main challenges

1. How to reach out to a large and diversified staff where individuals and functions have different knowledge of, benefit from, and interest in AI?

2. How to capture a fleeting subject area? How do we make AI training current and relevant despite rapid change?

Challenge 1: Mixed target group

Target group: library employees

Large number of library employees at three different universities

Wide range of competencies (teaching, media, user service, cultural heritage, developers, etc.)

Outline of the course

Presentations via Zoom

Active Learning Classroom (ALC) workshops

Presentations

45 minutes presentation

15 minutes discussion

Recorded and made available

Eight presentations in total

Evaluation

"I am grateful for the opportunity to stay up-to-date through the employer providing this type of continuing education. The rapid development in this area can otherwise feel intimidating and one is afraid of falling behind."

- Participant

"I have been pressed for time and have not been able to participate fully. I will do this during the summer. I am looking forward to it, I have heard that it has been really great!"

- Participant

ALC workshops

Active participation and group work

Required registration and time to prepare

Different levels of previous knowledge

Two workshops á two sessions each

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Evaluation

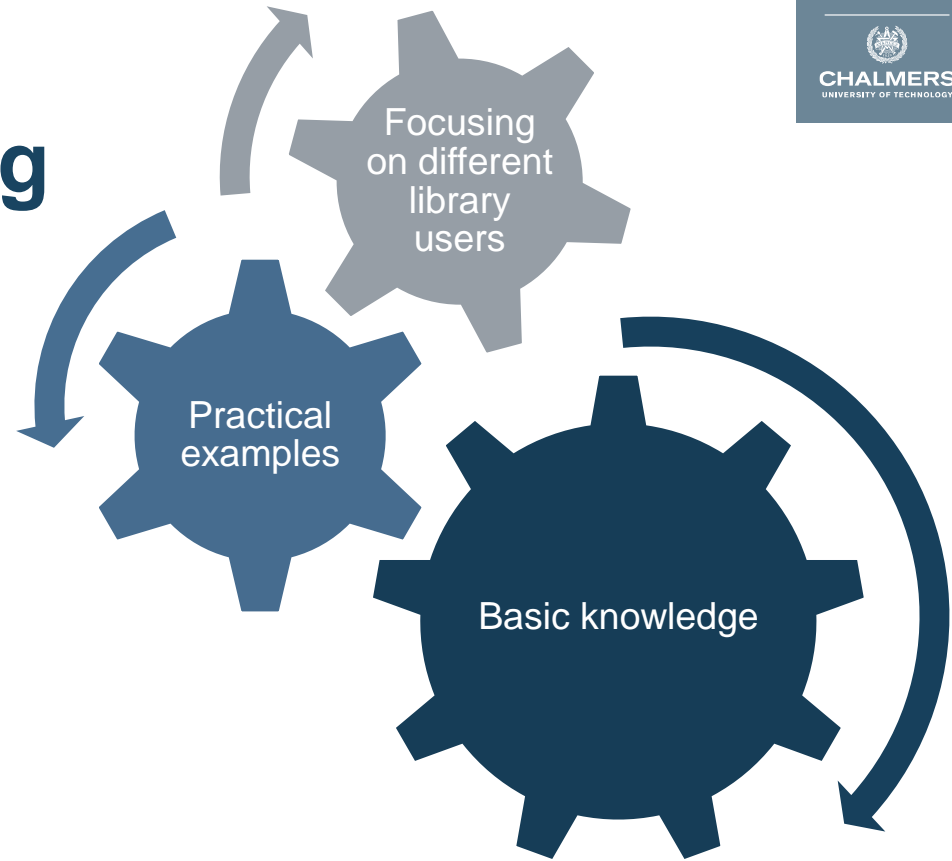"It was great that it was such a practical occasion. Much easier to learn when you get to try yourself and discuss with colleagues. I was worried before that I would feel "stupid" because I am not so knowledgeable in AI but the thresholds were low and I learned a lot."

- *Participant*

Challenge 2: Fleeting subject area

Focusing on different library users

Practical examples

Basic knowledge

The course timeline

What is AI, really?

Researcher's perspective

AI and the catalogue

AI and algorithmic literacy

Examples from GU/BU/Chalmers

Librarians as guides in the generative AI revolution?

AI as a colleague

Ethics

ALC Workshop

Copyright and safety

ALC Workshop
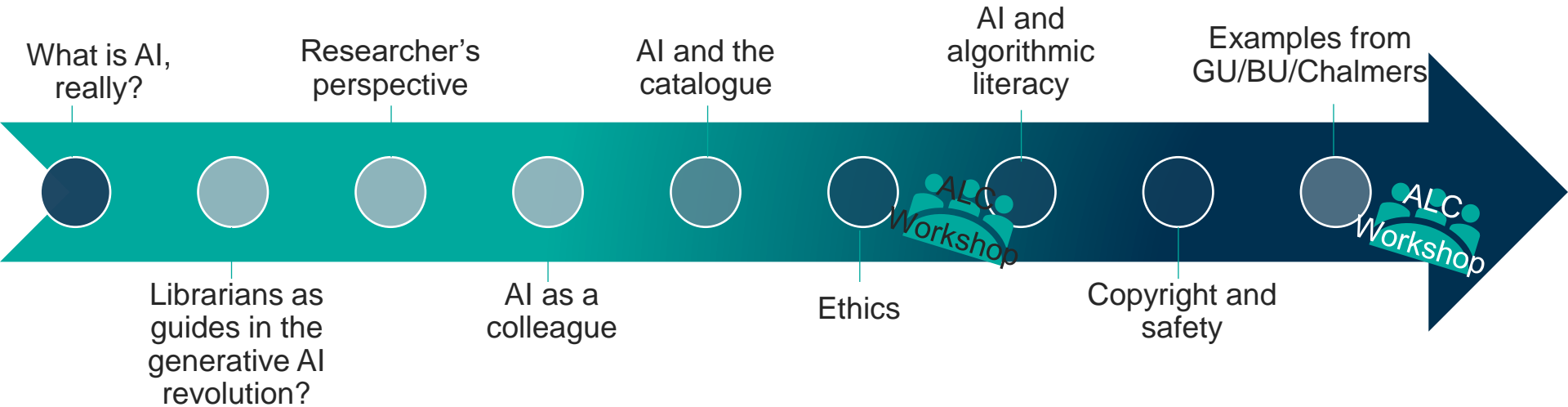
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What is
AI, really?

Had the most
live participants

Researcher's
perspective

scite_
perplexity
Elicit

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Librarians as guides in the
generative AI revolution?

AI as a
colleague

First
introduction to
Copilot

Voted "most
informative"

Example of a big project at GU

Broadcasted from studio by ourselves

University of Borås joined the presentation

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AI and the catalogue

AI and algorithmic literacy

Examples from GU/BU/Chalmers

ALC Workshop 1

ALC Workshop 2

Ethics

Copyright and safety

Ethical and moral implications of using AI

What do we need to be aware of?

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ALC Workshops

1

Participants tested different tools beforehand and compared them during the workshop.

consensus

perplexity

SCISPACE

SEMANTIC **SCHOLAR**

2

Participants created their own chatbots on Poe.

"Very good to sit together and test and discuss! I see possible applications in my everyday life that actually do not seem unreasonable that I should be able to start using quite soon."

-*Participant*

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Lessons learned

We will never please or reach everybody.

There is never enough time.

Collaboration among universities is possible – but technically and administratively challenging.

Good to develop training in-house – we have learned so much!

Use already existing interests, expertise and passions.

We are co-learners.

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Collaborators

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Literature

Andersdotter, K. (2023). Artificial intelligence skills and knowledge in libraries: Experiences and critical impressions from a learning circle. *Journal of Information Literacy, 17*(3), pp. 108–130. http://dx.doi.org/10.11645/17.2.14

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Thank you for your time and attention!

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