

Generative Discussions on Generative AI: Preparing Librarians to Teach about Artificial Intelligence

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About Us

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Today's Agenda

- Introduction and Background Information
- AI Needs at the University of Maryland
- AI Module for Canvas Commons, LibGuide
- Preparing Librarians to teach AI
- Future Considerations and Takeaways
- Q & A

- 1. How has your institution responded to generative AI?**
- 2. At your institution, what is your personal level of involvement with AI?**

[menti.com](https://www.menti.com)

code: 1479 1478

Background

- **University of Maryland, College Park**
 - Public university, R1, Maryland's largest university
 - 30,000 undergraduates, 9,800 graduate students
- **Teaching & Learning Services** is an instruction-focused unit with 3 faculty librarians and 2 GAs.
 - Partnership with Academic Writing Program (teach ~180-190 ENGL101 instruction sessions per year)
 - Support other librarians with teaching duties – lesson planning, materials development, assessment, internal workshops, instruction tools, etc.
 - Liaison

Context

- Nov. 2022 – ChatGPT 3 is released to the public.
- Dec. 2022 - Jan. 2023 – ChatGPT’s userbase rapidly grows, causing alarm among university professors and librarians.
- Jan. 2023 – UMD holds seminars on AI & plagiarism for faculty, tries to develop a strategy
- Spring 2023 – UMD Libraries determining how to respond to AI. Teaching & Learning Services unit begins information-gathering and brainstorming strategies amid increasing questions about the Libraries’ place in navigating and teaching about AI.

Environments to navigate and connect

1. Higher ed environment – uncertainty, concern about plagiarism
2. Campus environment – librarians & faculty needing support, faculty & students not understanding AI affordances
3. Existing responsibilities, programs, & connections

All of these feed into: How can we support new needs around AI on campus?

New needs around AI on campus

- Librarians unsure how to talk about AI, concerned about impact on academic environment and library work
- Plagiarism-focused discourse, students under new and undue suspicion
 - Move library/faculty focus towards helping students become responsible and informed users of new technology

Partnership: Academic Writing Program

- Met with Academic Writing Program (AWP) to discuss strategy around AI in ENGL101 and how library instruction fit in
- Had to align everything we were doing with them, which informs some of the approaches we'll talk about later

Major projects

1. **Campus level:** Canvas module and companion LibGuide on AI & information literacy
2. **Library level:** Holding a workshop series for librarians to help them grapple with AI
3. **Curricular level:** Redesigning our library instruction curriculum for ENGL101 to incorporate AI literacy

Strategies that can be applied on any campus

- Build on existing resources
- Leverage partnerships with other campus units
- Use existing instruction resources
 - Webinars, LibGuides, lesson plans, campus LMS
- Small, actionable steps

The Canvas module

ARTIFICIAL INTELLIGENCE & INFORMATION LITERACY



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The project

- Creating a Canvas Commons module - a module that can be imported into any course in our university's LMS
 - Any faculty member on campus could choose to download and import it
- [Companion LibGuide](#) duplicating most of the module's content
 - Gives librarians something to point patrons to
 - Allows students to engage with AI info literacy content even if they're not enrolled in a course with the module

Project background

- Began in the spring with partnership with UMD's Teaching & Learning Transformation Center (TLTC)
 - The TLTC is our on-campus teacher training institute, working with faculty and grad students
- Team started concept work/drafting on the AI module in summer 2023
- Summer 2023 - pull in iSchool (UMD's College of Information Studies)
 - TRAILS (Trustworthy AI in Law and Society) - iSchool/Comp Sci faculty policy group
- August 2023 – finished, sent out to campus, and promoted
- September 2023 - Created companion LibGuide

What the module includes

AI & INFORMATION LITERACY:
HOW AI-BASED TOOLS WORK

AI & INFORMATION LITERACY:
ASSESS CONTENT

AI & INFORMATION LITERACY:
CITE CORRECTLY

AI & INFORMATION LITERACY:
LEVEL UP

1. Introduction
 - a. information about how AI tools work
 - b. how to think critically about AI models and biases
2. Critical Thinking
 - a. information about the types of things that AI often gets wrong
 - b. how to fact-check AI responses for misinformation
3. how to cite AI-generated work
4. examples of AI to explore and how to gain skills in using them

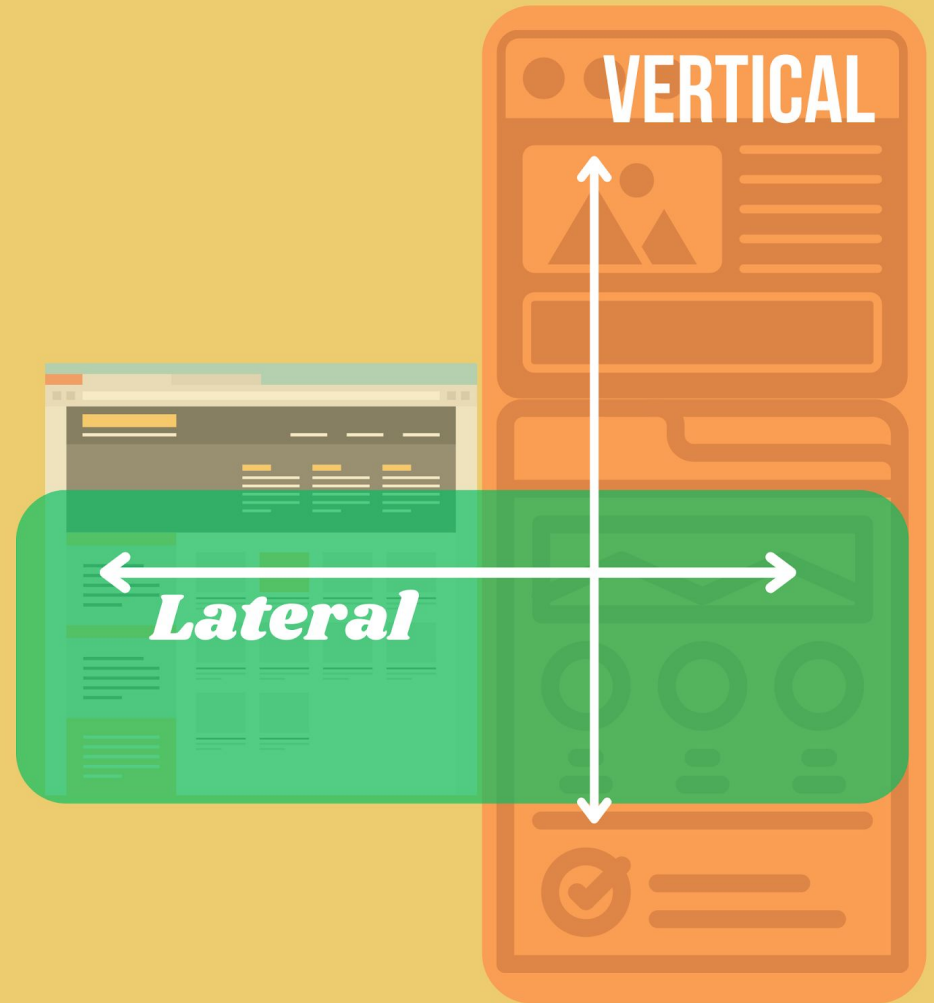
And: a disclaimer reminding students that they can only use AI with explicit instructor permission.

Why we included what we did

- Experimented with ChatGPT & other text-based generative AI
 - Used in ways students might, discovered recurring issues
- AI literacy gaps
 - Students & faculty requesting non-existent books & articles
 - Students using ChatGPT as a replacement for Google in the research process
 - How generative AI works and its actual capabilities
- Important things to emphasize
 - AI biases and the idea of computer “objectivity”
- Something for every user
 - Didn't want to alienate strongly pro- or anti-AI students; this information is important for everyone
 - Included ways to practice with different types of generative AI, but also tools like Glaze (an anti-AI art scraping tool)

Information Literacy

- Repurposed existing information literacy concepts – lateral reading
- Videos demonstrating skills in action, quiz for students to do an AI fact-check themselves



Results

- 118 professors added the module to their Canvas course spaces
- Students were able to come to us with more background knowledge, so subject librarians unfamiliar with AI did not have to be the first line of instruction
- LibGuide gave librarians and staff a resource to point patrons towards, but also to learn about AI themselves
- This is now a teaching resource that we can use/will update indefinitely for internal use as well as external
- Increased profile of Libraries on campus

Before we talk about workshops & instruction planning...

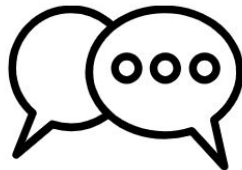
Any Questions?

Teaching Librarians about AI

- UMD Librarians had a varying level of experience and comfort when it came to AI.
- UMD uses a subject-specialist model for our Research Librarians, so we knew that AI would have different implications depending on the discipline.
- Focused efforts on Research and Instruction Librarians due to the public nature of their positions and integration within academic departments.

AI-CHAT:

CONVERSATIONAL
ARTIFICIAL INTELLIGENCE
+ LIBRARY INSTRUCTION



NOTHIN' BUT THE FACTS

08/08

Overview of Conversational AI focusing on the capabilities, functionality and implications for users

CHAT GPT LEARNING LAB

08/15

Demonstration of Chat GPT followed by small groups in which participants will get hands-on experience with conversational AI

CHAT GPT TEACHING LAB

08/22

Overview of a new AI Module available in Canvas Commons and Chat GPT activity that will be used in Information literacy instruction for ENGL101

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2023 SUMMER SERIES**



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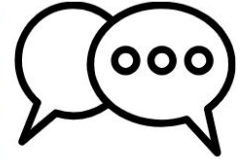
08/08

Overview of Conversational AI focusing on the capabilities, functionality and implications for users

- Address basics and misconceptions about AI in a supportive space
- Majority of content was pulled directly from AI & Info Lit Canvas module

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- Pre-work: The Daily, “Suspicion, Cheating, and Bans: AI Hits America’s Schools.”
 - Student perspectives on AI
- Building empathy for students using AI and why they were doing so
- Demonstration of ChatGPT and its capabilities - learning in a guided space
 - Topics for students
 - Topics for librarians in the workplace

CHAT GPT TEACHING LAB

08/22

Overview of a new AI Module available in Canvas Commons and Chat GPT activity that will be used in Information literacy instruction for ENGL101

- Subject librarians looking to us to give them teaching materials
- AI would have different implications in each discipline – give librarians something to start with that they can adapt
- Talking points for both undergrads and grad students



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Getting Started on a Lesson Plan

- Conversations with stakeholders to decide on our stance.
 - AWP policy
 - Brainstormed learning outcomes with Research & Teaching Fellows
- Brainstormed ideas:
 - ChatGPT's answers are not authoritative.
 - ChatGPT builds on what you feed it: privacy, credit, copyright.
 - ChatGPT does not distinguish between scholarly and popular sources.
 - How to use ChatGPT in the right context.
 - Have to understand what you need in order to prompt ChatGPT.
 - Need to have enough background information to evaluate answer.

AI Learning Outcomes

- Students will be able to think critically about AI and not assume that an AI-provided answer is the only answer.
- Students will be able to recognize that AI often provides incorrect answers, but that it also often returns correct ones.
- Students will be able to draw parallels between ChatGPT and other tools (e.g. Wikipedia and Google Translate).

Creating our Lesson Plan

- Amber watched LILi Show-and-Tell: “Using ChatGPT to Engage in Library Instruction? Challenges and Opportunities” (Pun, 2023).
- Interested in the idea about how to leverage a citation list created by ChatGPT as an instruction tool.
 - Began thinking about the concept of **ghost citations**.

Why Focus on Ghost Citations?

- Aligned with stakeholder interests & addressed information literacy gaps.
- Implications for both undergraduate students and graduate students.
 - Undergraduates - focus on evaluating authority
 - Graduates - focus on ethical implications of ghost citations on a scholarly profile.
- Created a lesson plan revolving around using ghost citations to figure out what information is accurate what what implications that would have on research.



GHOST CITATIONS



Generative AI is savvy enough to make up legitimate-sounding responses when it does not know the answer. It also creates false citations, which are called ghost citations. Use this worksheet to interrogate the sample source below - or use your own!

**SAMPLE CITATION -
GENERATED FROM CHAT GPT**

Attai, Daniel J., et al. "TikTok, a New Media Platform for Innovative Engagement with Research and Education in Breast Oncology." *Annals of Surgical Oncology* 28, no. 3 (2021): 1302-1306. doi: 10.1245/s10434-020-09343-6.

AUTHOR(S):

ARTICLE TITLE:

JOURNAL TITLE:

1. USING GOOGLE SCHOLAR, SEARCH FOR THE NAME OF YOUR AUTHOR(S)

YES NO

- Is this author real?
- Have they written articles about this topic or similar topics in the past?
- Can you find additional information about the author through a Google search?

2. USING GOOGLE SCHOLAR, SEARCH FOR THE ARTICLE TITLE.

(USE QUOTATION MARKS AROUND THE TITLE)












YES NO

- Were you able to find the article?
- Look at the title of your article. What keywords about your topic could you pull from your article?



Library Instruction Commons

- Google Folder that all Research Librarians have access to and can pull from.
- Created a submission form so librarians can add their own materials to the Library Instruction Commons.
- Materials are organized by theme, instead of by subject-area or course, to show that materials can be adapted to any discipline.

Name	↑
 AI	
 Citations	
 Evaluating Sources	
 Keywords	
 Library Orientation	
 Library Instruction Commons - Cover Slide	
 Library Instruction Commons Cover Sheet	
 Library Instruction Commons Submission Form	

ENGL101 Library Instruction & AI

- Most ENGL101 sessions are taught by Research and Teaching Fellows, MLIS Graduate Student Teachers.
- Decision-making surrounding AI and lesson planning
 - Brainstorming sessions on important learning outcomes
 - Using this to inform lesson plan integration
 - Practiced/prototyped **ghost citation** activity with Research and Teaching Fellows
- Requests from AWP
 - Focus on AI, focus on false monographs/articles
 - Sometimes at odds with what ENGL101 instructors want

Teaching Graduate Student Teachers about AI

- Shared talking points, lesson plan, and slides with Fellows.
- Led workshops and practice sessions for Fellows through ghost citations lesson plan.

Fellows given 3 options for how to handle AI in the classroom:

- Do ghost citations activity.
- Discuss AI in context of Evaluating Authority activity.
- Do not mention AI if instructor is uncomfortable with the topic.

Amber's Evaluating Activity (Fast Fashion)
ENGL 101 Library Research Session

Questions to Consider

1. Who is the author? Who created this? What can you find out about them?
2. Where is this source published? What publication or organization is responsible for the information?
3. What source type is this? Scholarly, popular, or something in between, like a government source.
4. How could you use this in an ENGL 101 assignment? How would this source not be useful?

You don't have to read the whole thing! Just skim to answer these questions with your group. Add your notes to this Padlet using the pink plus sign in the lower right hand corner.

If you haven't already, make sure to **add the Reload Button**

Group 1

Central Authentication Service

doi-org.proxy-um.rese...

Shibboleth Authentication Request

"Scenarios for reducing the environmental impacts of the UK clothing economy."

(Sign in with UID.)

Group 2

fast fashion microtrends fashion

www.unpublishedzone.com

What is fast fashion?
(trends move so fast)

tiktok

Replying to @user6745402674403 do your research when you can but here are the top three red flags #fastfashion #overconsumption #shoppingaddiction

"3 quick ways to tell if something is fast fashion"

Group 3

des.nh.gov

august-2022-back-school-shopping-style-and-sustainability

"August 2022: Back-to-School Shopping in Style and Sustainability"

Group 4

drive.google.com

Fast Fashion AI.pdf

"Fast Fashion: A Critical Examination of Ethical and Legal Implications"

Collaborators across campus

- Academic Writing Program (AWP)
- Teaching and Learning Transformation Center (TLTC)
- iSchool and Computer Science Faculty through Trustworthy AI in Law and Society (TRAILS)
- Subject Specialist Librarians
- Research and Teaching Fellows

Takeaways

- Start with small and manageable adjustments or projects.
- Evaluate your current programs and lesson plans to see where you can integrate AI literacy concepts.
- Leverage existing (or new) partnerships with stakeholders across your campus.

In the future...

- Expanding AI Chit Chat to check in with librarians.
- Workshopping our AI lesson plan with other instruction librarians outside of UMD.
- Continue to update the AI & information literacy module.
- Keep up with the changing AI landscape.



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Questions?

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