Tips for addressing artificial intelligence in the classroom and public services

Marisa Petrich & Erika Bailey, University of Washington Tacoma Library
Our workshop

What we mean when we say “AI”

Five tips for the classroom & public services

Discussion questions: applying to your institution
Background on what we mean when we are talking about AI

- AI is broad, we are specifically discussing generative, textual AI based on large language models (LLM), like ChatGPT
- The difference between response generation and doing research

1. Be proactive in talking about Artificial Intelligence
Key points

- People are increasingly turning to AI as a tool for research and writing, heightening the need for strong information literacy skills.

- Not everyone is there yet – There’s room for libraries to shape the conversation!
Use is growing, particularly among younger people.
Faculty use of AI (in 2023)

From PRG survey of 2K faculty:

- About 5% using apps “intensively”
- Roughly 30% using apps habitually but not frequently
- Most not using it at all

- Faculty in “competitive” roles and environments seeking info most aggressively
  - Tenure track
  - Non-native English speakers
1. How can you start conversations about AI with your colleagues and users?
2. Be specific about guidance & give a rationale
Key points

- There are no shared assumptions about what uses are and are not appropriate

- There are both problematic and helpful applications of AI in academic settings

- Discussion of guidance can lead to teachable moments
IFLA Statement on Libraries & AI

- Libraries should, where possible and appropriate:
  - Help their patrons develop digital literacies that include an understanding of how AI and algorithms work, and corresponding privacy and ethics questions.
  - Continue to focus their efforts to enable lifelong learning and, where possible, provide services for the unemployed.
  - Ensure that any use of AI technologies in libraries should be subject to clear ethical standards and safeguard the rights of their users.
  - Procure technologies that adhere to legal and ethical privacy and accessibility requirements.
Students expressed appreciation even for policies limiting use

A classroom policy example:

“\textit{The learning objectives of this class stress analysis and written communication, so I encourage you to embrace the often-challenging skill of writing as part of critical thinking, without relying on technological tools. However, the use of generative AI tools (ChatGPT, for instance) is permitted for activities such as brainstorming, \textbf{research assistance}, outlining, or grammar and style checking. You should not use them to write drafts or final versions of essays, essay exam answers, passage analyses, or text responses (from sentences to paragraphs to entire assignments).}”
UNESCO AI & Higher Ed Quick Start Guide

Figure 3: Possible uses of ChatGPT in the research process

**Writing up**
- Improve writing quality
- Reformat citations and references
- Translate writing

**Research design**
- Generate ideas for research questions or projects
- Suggest data sources

**Data analysis**
- Code data
- Suggest themes or topics for analysis

**Data collection**
- Search archives and datasets
- Translate sources into other languages

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Image created by UNESCO IESALC
2. Where do you see the potential for AI to help users you work with? To cause harm?
3.
Think about terms of use
Key points

● ChatGPT or another generative AI’s terms of service can be used to explore and justify when using AI is appropriate and when it is not

● It is always helpful to go back to the basics: what is generative AI actually doing?

● Librarians are experts at navigating information sources and citing them appropriately
ChatGPT Terms of Use

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- Use our Services in a way that infringes, misappropriates or violates anyone’s rights.
- Modify, copy, lease, sell or distribute any of our Services.
- Attempt to or assist anyone to reverse engineer, decompile or discover the source code or underlying components of our Services, including our models, algorithms, or systems (except to the extent this restriction is prohibited by applicable law).
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- You must evaluate Output for accuracy and appropriateness for your use case, including using human review as appropriate, before using or sharing Output from the Services.
3. What in the terms of use surprised you? How might they steer yours and students’ use of AI?
Be thoughtful about bans & consequences
Key points

- Student use of AI can be difficult to prove – making bans challenging to enforce

- Sometimes students turn to AI because they don’t have prerequisite skills to complete a task – scaffolded, low-stakes assignments may help

- Students will likely use AI in some capacity for the rest of their lives
4. What are ways you might encourage appropriate/responsible use of generative AI tools?
5. Seek opportunities to use library strengths & values
Key points

- This is not the first time, and it will not be the last time, that there is panic around research and writing.

- Library values and expertise in information literacy, privacy, and copyright are all essential in our ethical and effective use of AI.
5. How can you insert library strengths or values into your interaction with AI?
Discussion questions

1. How can you start conversations about AI with your colleagues and users?

2. Where do you see the potential for AI to help users you work with? Where might it create problems?

3. What in the terms of use surprised you? How might they steer yours and students’ use of AI?

4. What are ways you might encourage appropriate/responsible use of generative AI tools?

5. How can you insert library strengths or values into your interaction with AI?
All background photos from the NASA Image & Video Library.


Vogels, E. a. (n.d.). A majority of Americans have heard of ChatGPT, but few have tried it themselves. Pew Research Center. Retrieved March 8, 2024, from https://www.pewresearch.org/short-reads/2023/05/24/a-majority-of-americans-have-heard-of-chatgpt-but-few-have-tried-it-themselves/
