

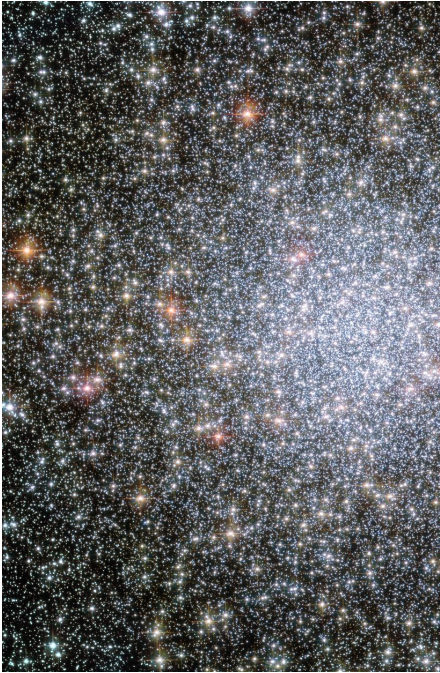


# Tips for addressing artificial intelligence

*in the classroom and public services*

*Marisa Petrich & Erika Bailey, University of Washington Tacoma Library*

# Our workshop



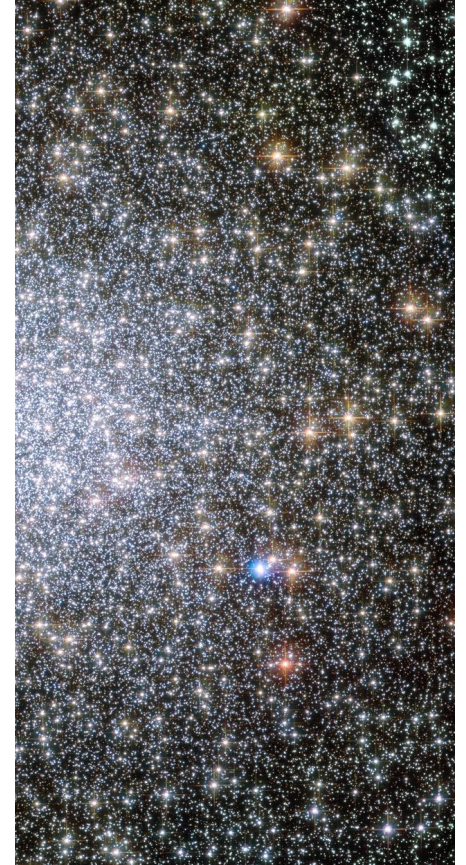
*What we mean  
when we say "AI"*



*Five tips for the  
classroom &  
public services*



*Discussion  
questions:  
applying to your  
institution*

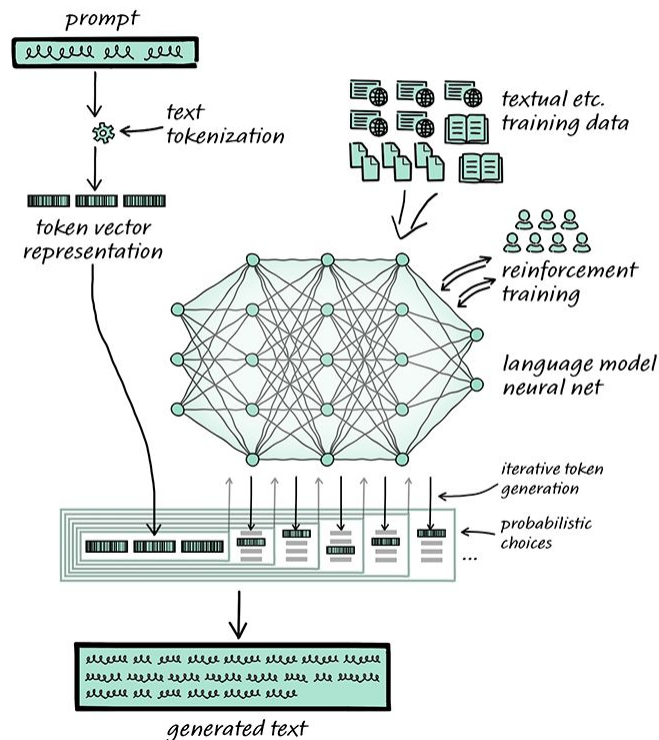


# Background on what we mean when we are talking about AI

- 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

Image: From Stephen Wolfram's Writings, January 2023.

ChatGPT



The background of the slide is a composite of space imagery. On the left, there is a vertical strip showing a starry field with a prominent bright star. On the right, a large, detailed image of a spiral galaxy is visible, showing its central bulge and surrounding arms. The central text is set against a plain white background.

# 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!*

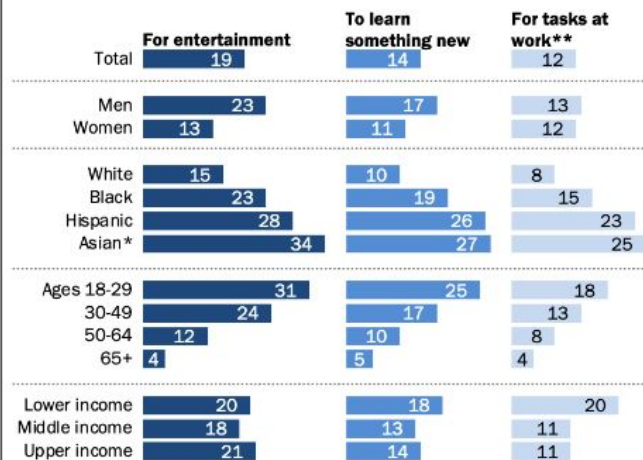


1.

# Use is growing, particularly among younger people

## Young adults who have heard of ChatGPT are more likely than their older counterparts to have used it

Among the 58% of U.S. adults who have heard of ChatGPT, % who say they have ever used it ...



\*Estimates for Asian adults are representative of English speakers only.

\*\*This item was asked only of respondents who were working for pay at the time of the survey.

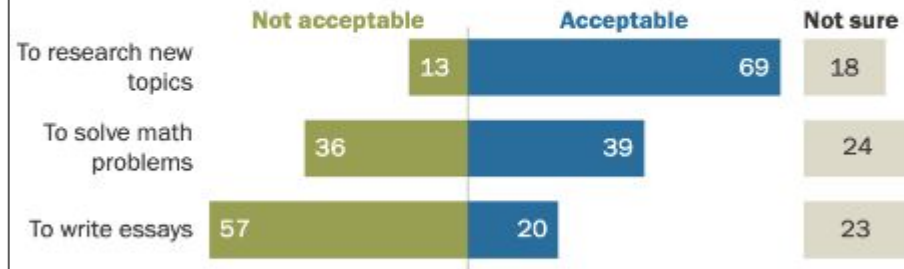
Note: White, Black and Asian adults include those who report being only one race and are not Hispanic. Hispanic adults are of any race. Family income tiers are based on adjusted 2021 earnings. Those who did not give an answer are not shown.

Source: Survey of U.S. adults conducted March 13-19, 2023.

PEW RESEARCH CENTER

## Many teens say it's acceptable to use ChatGPT for research; few say it's OK to use it for writing essays

Among U.S. teens ages 13 to 17 who have heard about ChatGPT, % who think it's \_\_\_ for students to use it for each of the following



Note: Those who did not give an answer are not shown.

Source: Survey of U.S. teens ages 13 to 17 conducted Sept. 26-Oct. 23, 2023.

PEW RESEARCH CENTER

# 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?**



A cosmic background image featuring a dense field of galaxies and stars. The galaxies are in various orientations and colors, including blue, yellow, and white, set against a dark, starry space. The overall appearance is that of a deep-field astronomical observation.

# 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*



2.

# 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.

# UW Tacoma AI Community of Practice

- Students expressed appreciation even for policies limiting use
- A classroom policy example:
  - “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, **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

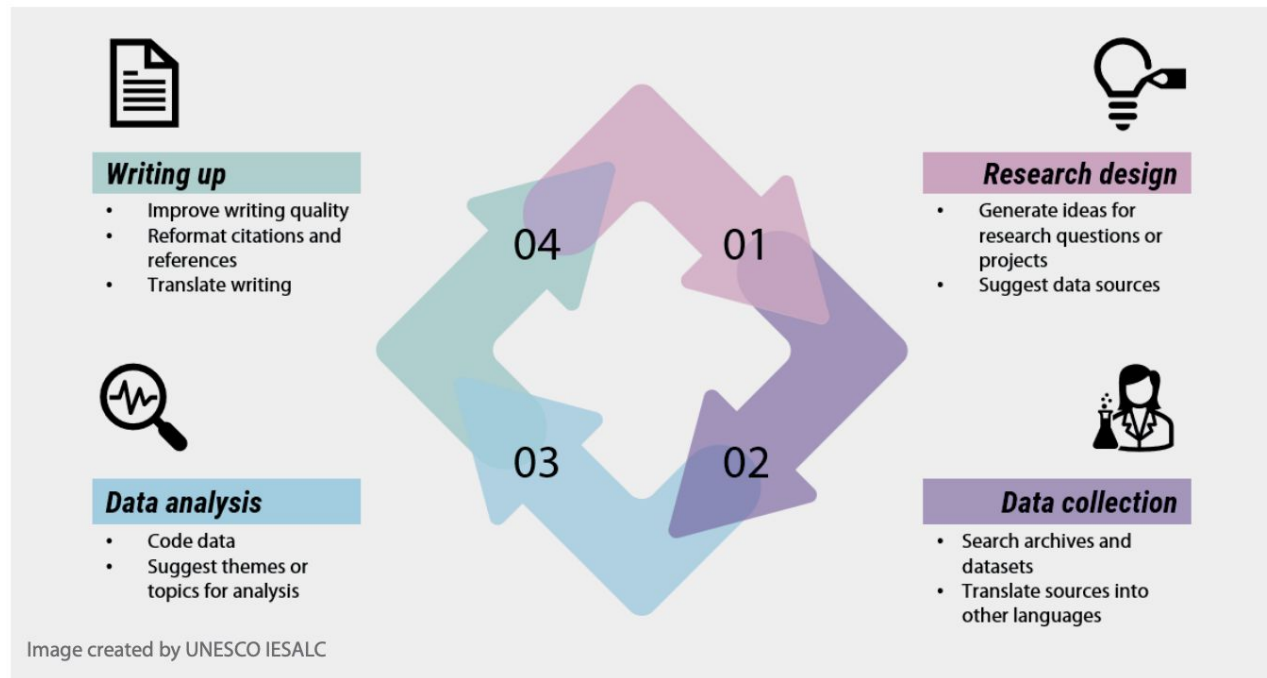
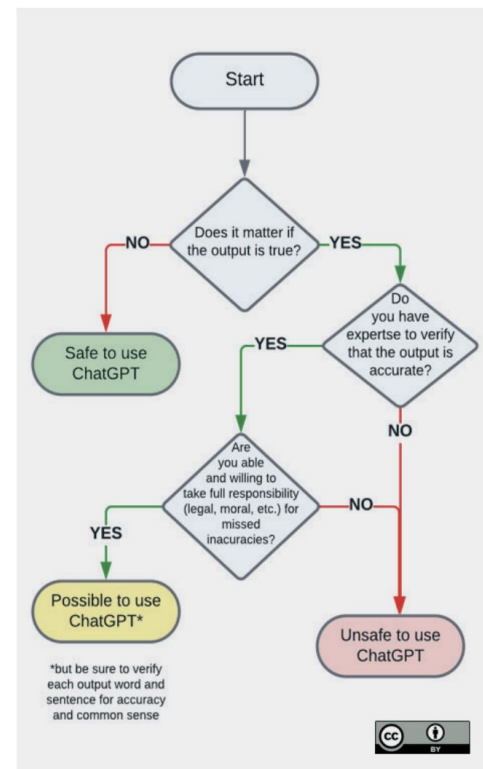
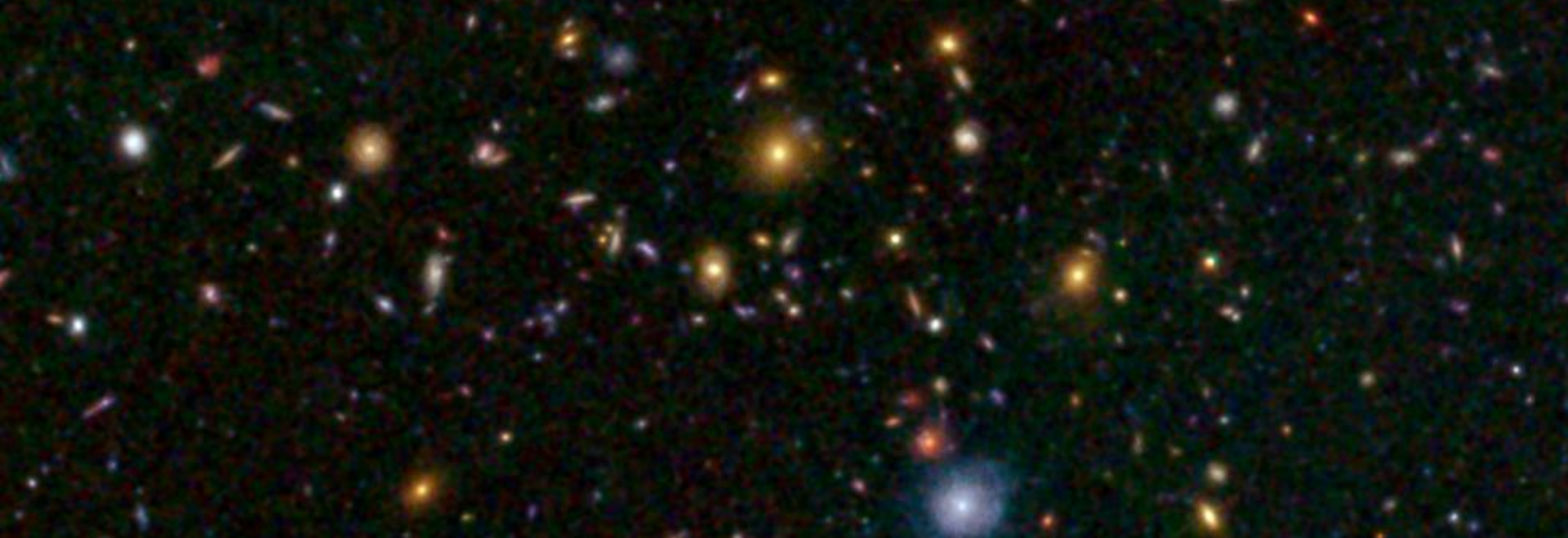


Figure 1: When is it safe to use ChatGPT<sup>5</sup>





**2. Where do you see the potential for AI to help users you work with? To cause harm?**

A cosmic background image featuring a dense field of galaxies and stars. The galaxies are mostly yellow and orange, with some blue and red ones scattered throughout. The stars are bright and have a multi-colored glow, with some showing prominent diffraction patterns. The overall scene is a vast, deep-space view of the universe.

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*



3.



# ChatGPT Terms of Use

**What You Cannot Do.** You may not use our Services for any illegal, harmful, or abusive activity. For example, you may not:

- 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).
- Automatically or programmatically extract data or Output (defined below).
- \* Represent that Output was human-generated when it was not.
- Interfere with or disrupt our Services, including circumvent any rate limits or restrictions or bypass any protective measures or safety mitigations we put on our Services.
- Use Output to develop models that compete with our Services.

Images: [ChatGPT Terms of Use](#) (Jan. 2024)

When you use our Services you understand and agree:

- Output may not always be accurate. You should not rely on Output from our Services as a sole source of truth or factual information, or as a substitute for professional advice.
- \* 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?**



4.

**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.



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

A vertical banner with a white background and blue text, set against a dark space background with stars and galaxies. The number '5.' is prominently displayed at the top. Below it, the text 'Seek opportunities to use library strengths & values' is written in a bold, black, serif font.

# 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.



**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?**

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