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

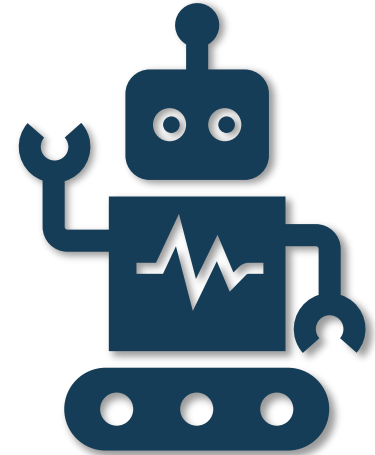
Beate Granström, Chalmers University of Technology

Helena Schmidt Burg, Gothenburg University Library

LIBER2024 presentation, 3rd of July 2024

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



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).

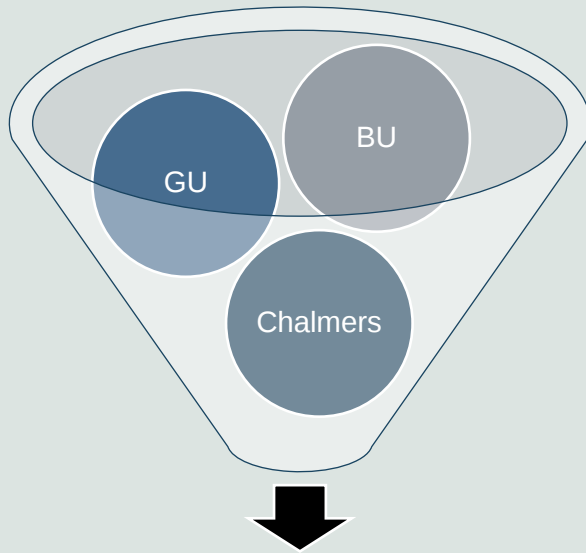
Libraries should not passively be led by big tech companies (Bridges, McElroy & Welhouse, 2024).

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).

Literature overview

"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)

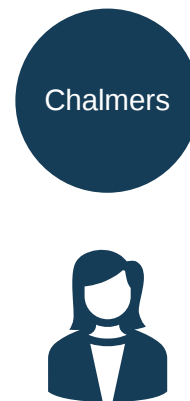


AI and the Library

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





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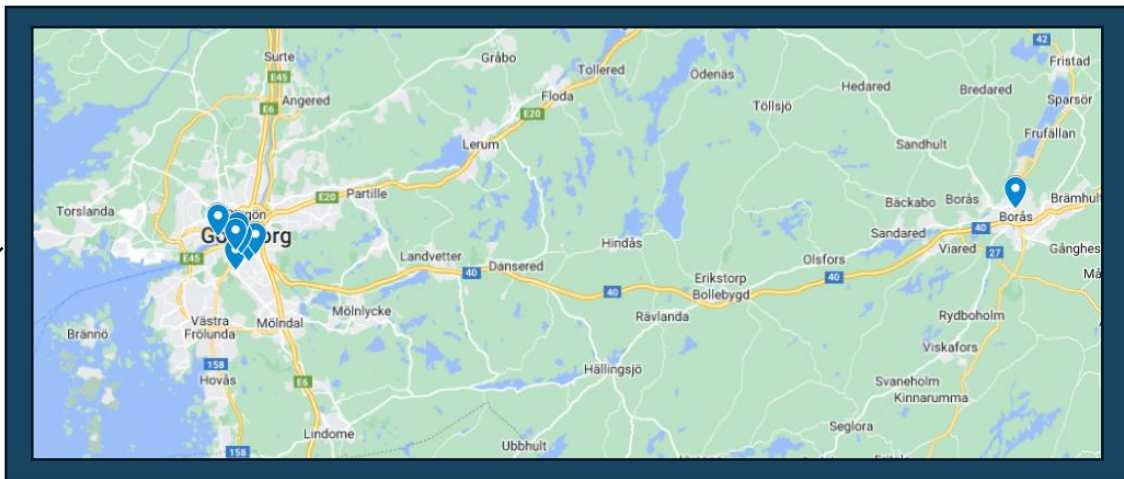
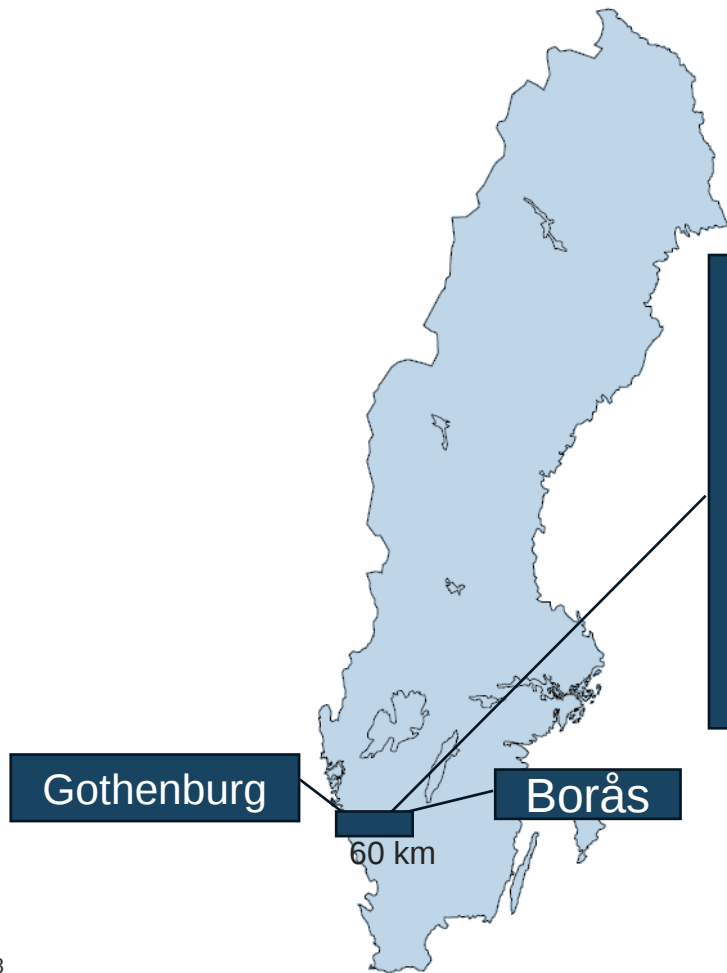
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The main challenges



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

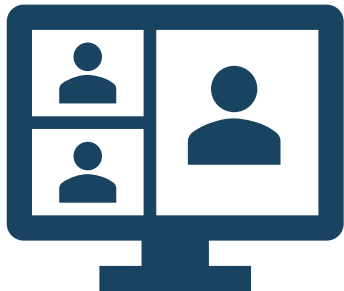


Recorded and made available



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

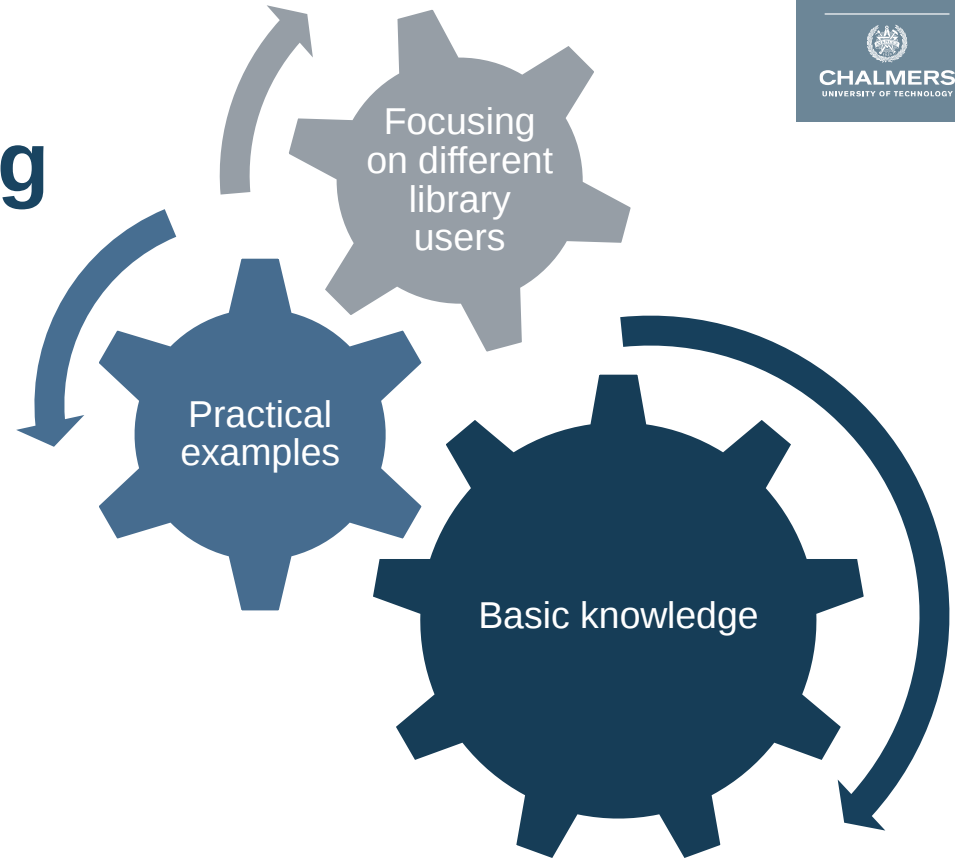
Evaluation



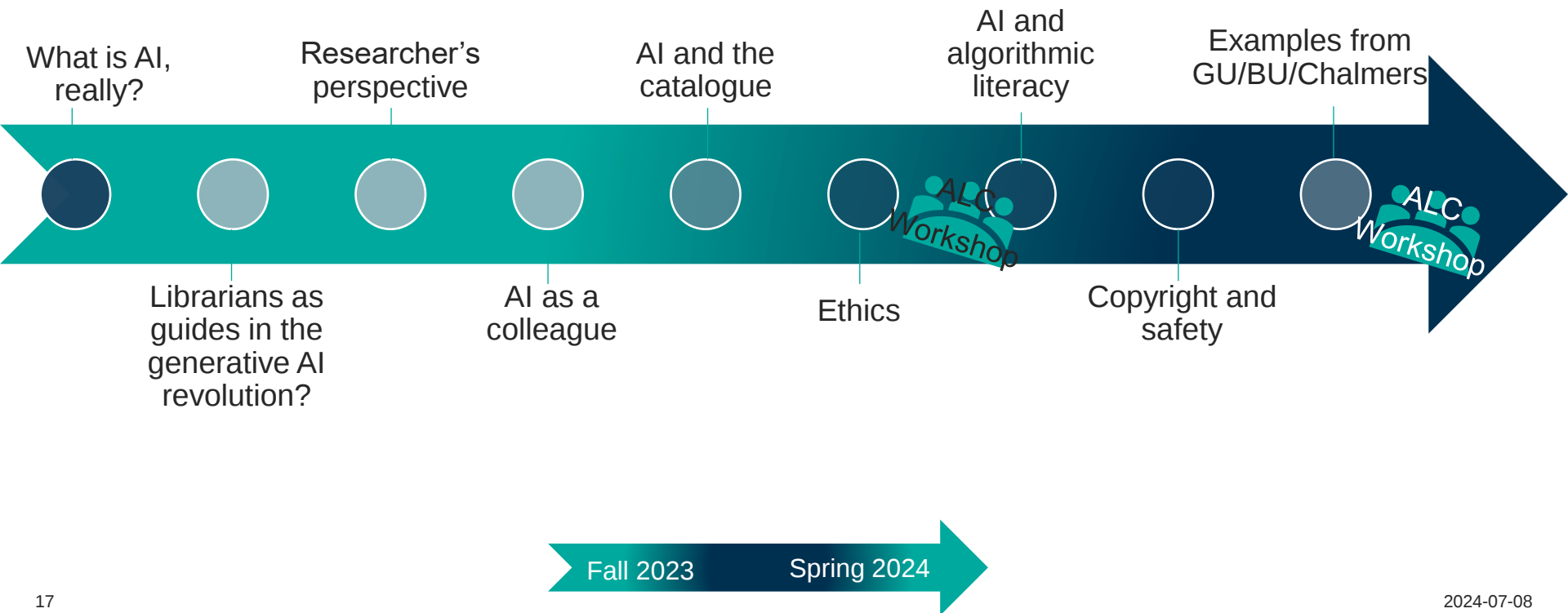
“It was great that it was such a practical occasion. Much easier to learn when you get to try yourself and discuss with colleagues. I was worried before that I would feel “stupid” because I am not so knowledgeable in AI but the thresholds were low and I learned a lot.”

- Participant

Challenge 2: Fleeting subject area



The course timeline



What is
AI, really?

Had the most
live participants

Researcher's
perspective

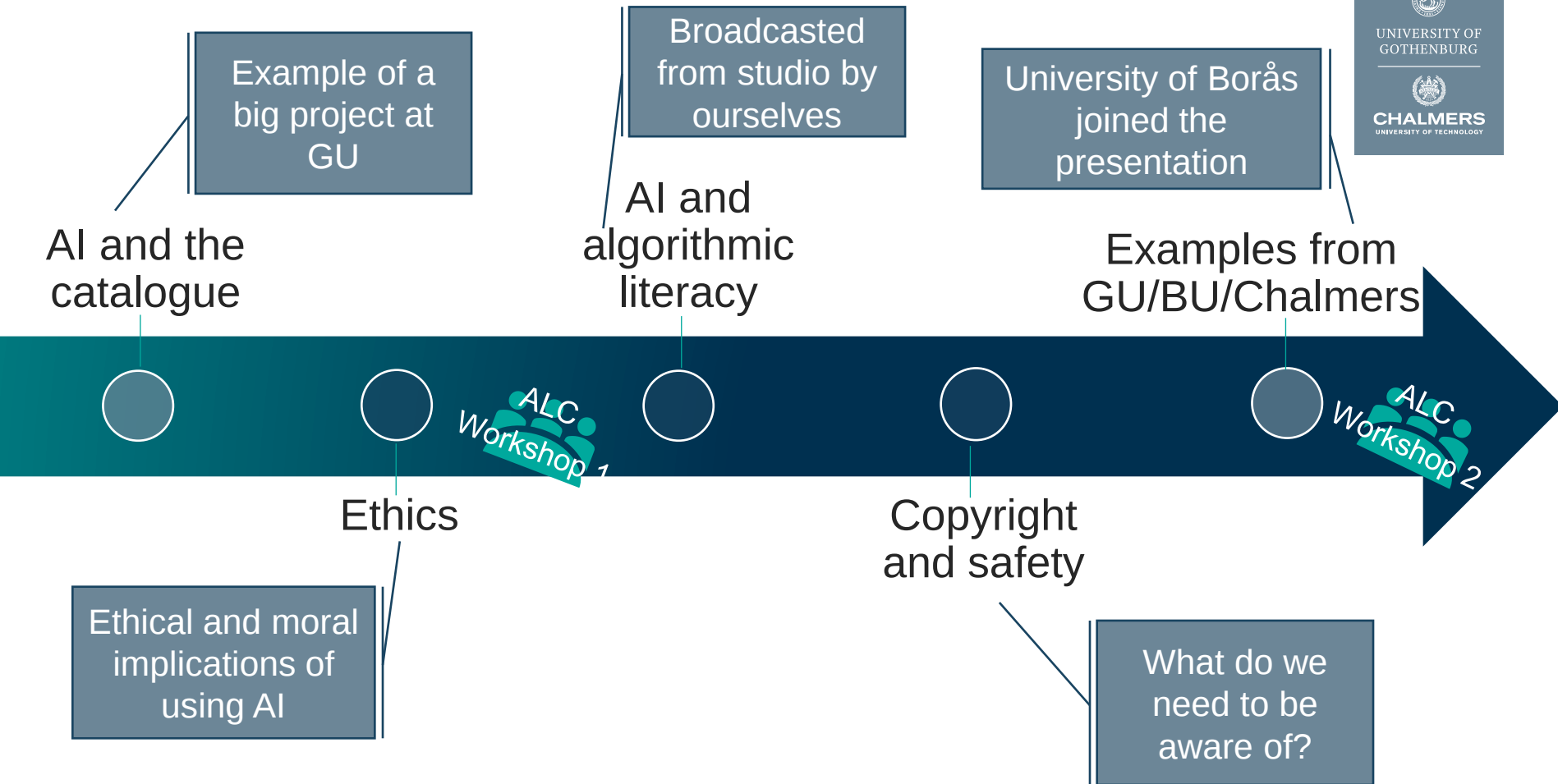
scite_
perplexity
Elicit

Librarians as guides in the
generative AI revolution?

First
introduction to
Copilot

AI as a
colleague

Voted "most
informative"



ALC Workshops



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



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

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.

Collaborators

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Literature

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Thank you for your time and attention!

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