

Generative AI Tools in Education Spaces and Libraries

Herramientas de IA generativa en espacios educativos y bibliotecas

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IFLA CPDWL Advisor

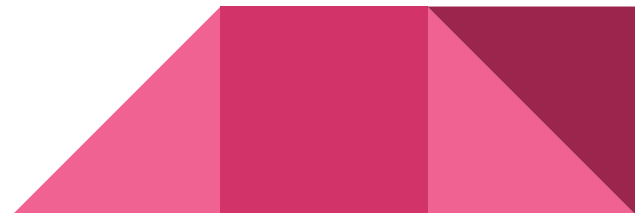
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Introduction: Dr. Ray Pun / Introducción: Dr. Ray Pun

- Librarian, Professor, Teacher Educator
- Bibliotecario, profesor, formador de docentes

- Research Interests: Information Literacy and Research Services
- Intereses de investigación: alfabetización informacional y servicios de investigación



Alder Graduate School of Education (USA)

Escuela de Graduados en Educación Alder (EE. UU.)

Aim: train, retain, and support excellent teachers.

Objetivo: formar, retener y apoyar a profesores excelentes.



Brace Yourselves: AI Is Here to Stay

By Raymond Pun

November/December 2019 Issue

Lately, I've been encountering more and more books about AI and its impact in the public and private sectors. Works such as *The Big Nine: How the Tech Titans and Their Thinking Machines Could Warp Humanity* by Amy Webb, *How to Speak Machine: Computational Thinking for the Rest of Us* by John Maeda, and *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power* by Shoshana Zuboff provide deep analyses of AI technologies in our community and the opportunities and challenges that AI presents to our world.

Source: Pun, R (2019). Brace yourselves: AI is here to stay. *Online Searcher*.

<https://www.infotoday.com/OnlineSearcher/Articles/The-Searchers-Viewpoint/Brace-Yourselves-AI-Is-Here-to-Stay-135017.shtml>

Pun, R. (2019). Preparéense: la IA llegó para quedarse. *Online Searcher*.

<https://www.infotoday.com/OnlineSearcher/Articles/The-Searchers-Viewpoint/Brace-Yourselves-AI-Is-Here-to-Stay-135017.shtml>

Artificial Intelligence Tools in Libraries & Education

Herramientas de inteligencia artificial en bibliotecas y educación

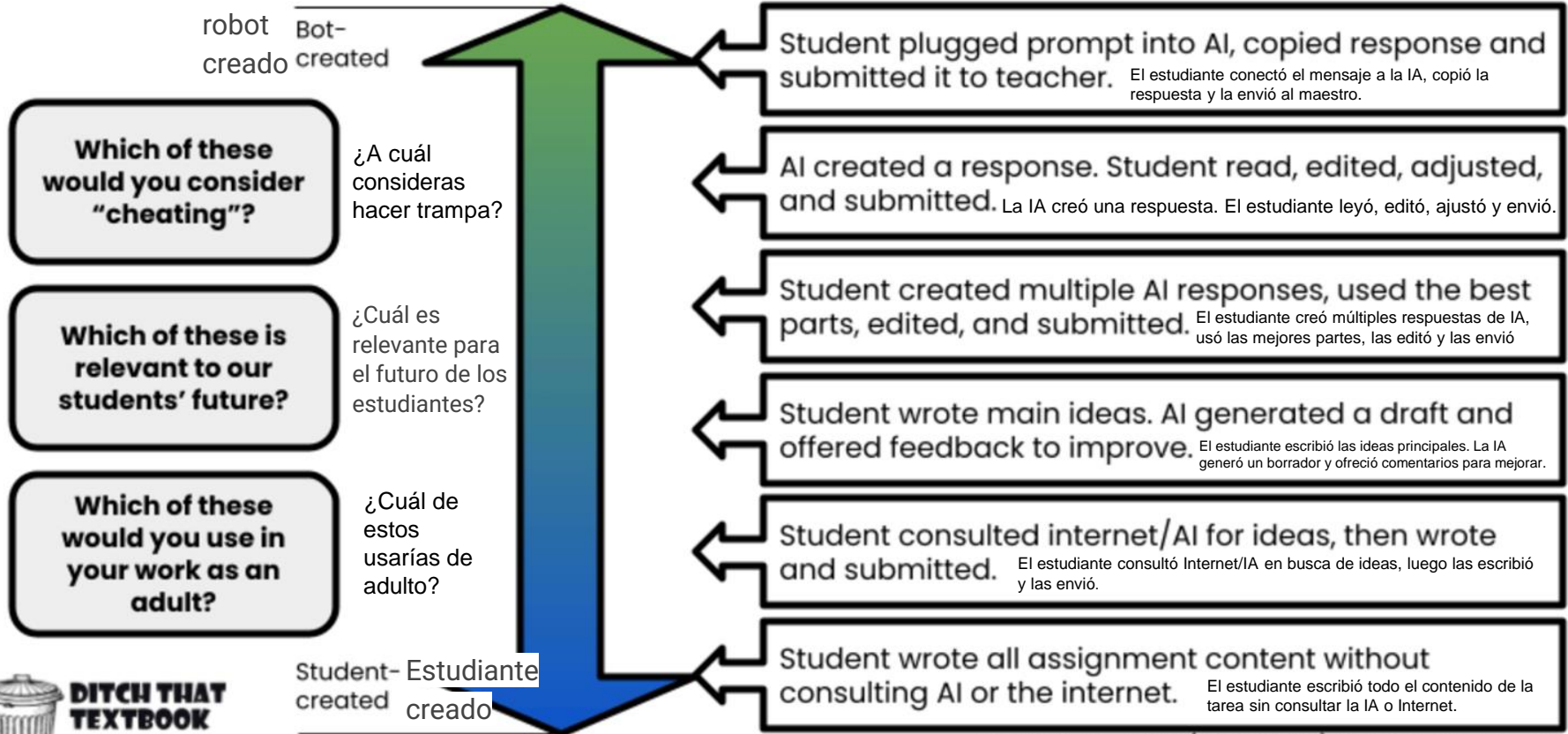
- ChatGPT creating fake citations and publications, how to address proactively? Questions about privacy, data access and usage, ethical issues in using it.
- ChatGPT providing support for multilingual learners and support those who are struggling to read and understand difficult texts/ideas/theories, including those experiencing ADHD ([Universal Design for Learning Concept](#)).
- ChatGPT crea citas y publicaciones falsas, ¿cómo abordarlo de forma proactiva? Preguntas sobre privacidad, acceso y uso de datos, cuestiones éticas en su uso.
- ChatGPT brinda apoyo a estudiantes multilingües y apoya a aquellos que tienen dificultades para leer y comprender textos/ideas/teorías difíciles, incluidos aquellos que experimentan TDAH (concepto de diseño universal para el aprendizaje).

Questions / Preguntas:

What are your policies for using such tools? What do your administrators think? What do your faculty colleagues think?
What do your students think?

¿Cuáles son sus políticas para el uso de tales herramientas?
¿Qué opinan sus administradores? ¿Qué opinan tus
compañeros de facultad? ¿Qué opinan sus alumnos?

It's time to rethink "plagiarism" and "cheating"



Guidelines/Syllabus on AI

Directrices/programa de estudios sobre IA

At the Alder Graduate School of Education, we value our students to develop critical thinking skills to be successful graduate students and teachers. We support experimentation and the usage of tools to facilitate learning. If you choose to use AI tools like ChatGPT for your class work, then you must indicate that you have used such tools to support your work according to the following guidelines:

1. Cite the AI tools that you used to support your reasoning, reading, and writing processes in APA format in the reference section, last page. ([see here on citing generated AI responses in APA format](#))

2. If you use AI tools to generate responses, please quote or paraphrase the AI generated response (in your own words).([see this short video on paraphrasing ideas in your writing](#))

These tools are not meant to replace your own learning but rather to be used responsibly and to enhance your own learning and engagement with course assignments, reflections, and texts, and in alignment with [Alder Graduate School of Education's Academic Honesty Policy](#).

The Alder Graduate School of Education bears no responsibility for the usage of ChatGPT and other AI tools and its potential misinformation and content generated in this third-party site.

En Alder Graduate School of Education, valoramos que nuestros estudiantes desarrollen habilidades de pensamiento crítico para ser estudiantes graduados y profesores exitosos. Apoyamos la experimentación y el uso de herramientas para facilitar el aprendizaje. Si elige utilizar herramientas de inteligencia artificial como ChatGPT para su trabajo de clase, debe indicar que ha utilizado dichas herramientas para respaldar su trabajo de acuerdo con las siguientes pautas:

1. Cite las herramientas de inteligencia artificial que utilizó para respaldar sus procesos de razonamiento, lectura y escritura en formato APA en la sección de referencia, última página. (ver aquí sobre cómo citar respuestas de IA generadas en formato APA)


2. Si utiliza herramientas de IA para generar respuestas, cite o parafrasee la respuesta generada por IA (con sus propias palabras). (Vea este breve video sobre cómo parafrasear ideas en sus escritos).

Estas herramientas no están destinadas a reemplazar su propio aprendizaje, sino más bien a usarse de manera responsable y mejorar su propio aprendizaje y compromiso con las tareas del curso, las reflexiones y los textos, y en consonancia con la Política de Honestidad Académica de la Escuela de Graduados en Educación Alder.

La Alder Graduate School of Education no asume ninguna responsabilidad por el uso de ChatGPT y otras herramientas de inteligencia artificial y su posible información errónea y contenido generado en este sitio de terceros.

CPDWL Blogs and Resources: <https://blogs.ifla.org/cpdwl/>

Blogs y recursos de CPDWL: <https://blogs.ifla.org/cpdwl/>



International Federation of Library Associations and Institutions


IFLA Continuing Professional Development and Workplace Learning (CPDWL) Section Blog

Inspiring information professionals write about continuing professional development and workplace learning in order to build strong librarians and libraries for the future!

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ChatGPT and Library Instruction: An Interview with Rebecca Hastie, Academic Librarian, American University of Sharjah by Ray Pun, CPDWL Advisor

Leave a reply



Rebecca Hastie

At a recent trip to the Sharjah International Library Conference in Sharjah, United Arab Emirates, I had an opportunity to connect with Rebecca Hastie, and learned more about her work as an academic librarian incorporating generative artificial intelligence tools in library instruction. In this blog post, we focus on Rebecca's work and how she engages with her learners in this new area! Our work in CPDWL Section focuses on professional development in the workplace, and we bring the professional development ideas to you!


SEARCH

RECENT POSTS

- Meet Our New CPDWL Standing Committee Members
- ChatGPT and Library Instruction: An Interview with Rebecca Hastie, Academic Librarian, American University of Sharjah by Ray Pun, CPDWL Advisor
- Generative Artificial Intelligence Tools for Primary and Secondary School Educators? By Ray Pun, CPDWL Advisor
- From Rotterdam to Lempäälä – Community bus, multi-professionalism and the library
- IFLA and librarians' impact at the United Nations: historical overview and compilation of resources

RECENT COMMENTS

- Tel U on What does ChatGPT think about CPDWL and the Standing Committee Members?



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Generative Artificial Intelligence Tools for Primary and Secondary School Educators? By Ray Pun, CPDWL Advisor

Leave a reply



Children in a Classroom. In the back of a classroom, are children about 11 years old with a female teacher talking about the subject – (f Someone in Your Family Has Cancer. Photographer Michael Anderson

With the rise of ChatGPT, Bard, and Bing, we are seeing many other tools emerging that serve different needs for specific audiences. In a previous CPDWL blog post, we discussed ChatGPT in academic libraries and higher education, and shared how other CPDWL members are thinking about this tool in their libraries. Most recently, a colleague shared with me some tools may be available for educators in primary and secondary education levels. This post will briefly cover these four tools and their potential impact.

Diffit: <https://beta.diffit.me/#topic> – From the Netherlands, this website states that “teachers use Diffit to instantly get “just right” resources for any lesson, saving tons of time and helping all students to access grade level content.” There are features here that are free immediately to use. You can create a topic of interest such as something in history or sciences, or you can upload a document like a PDF text, or video and it can generate a summary of the topic/text, and create multiple choice questions, short questions and open ended prompts, etc for you to adapt. It can generate lessons to support a teacher's work. Here's a video review that you can

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RECENT COMMENTS

- Tel U on What does ChatGPT think about CPDWL and the Standing Committee Members?
- Informatika on CPDWL Podcast Project Season 5, Episode 1: Vicki McDonald, IFLA President-elect 2022-2023
- Matala Rachel Mahliat on ChatGPT in Libraries? A Discussion
- Hariharan Arunachalam on A Start-Up Library for the Diaspora in Silicon Valley: An Emerging Story

Questions to Discuss

1. How do you see generative AI tools impacting jobs, your jobs (?), and library jobs in general?
2. What do you see are the main areas of concern for AI tools via library perspective?
3. How should students think about ethics in artificial intelligence?

Preguntas para discutir

1. ¿Cómo cree que las herramientas de IA generativa impactarán los trabajos, sus trabajos (?) y los trabajos de la biblioteca en general?
2. ¿Cuáles cree que son las principales áreas de preocupación para las herramientas de IA desde la perspectiva de la biblioteca?
3. ¿Cómo deberían pensar los estudiantes sobre la ética en la inteligencia artificial?

Thank you! Gracias!

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