

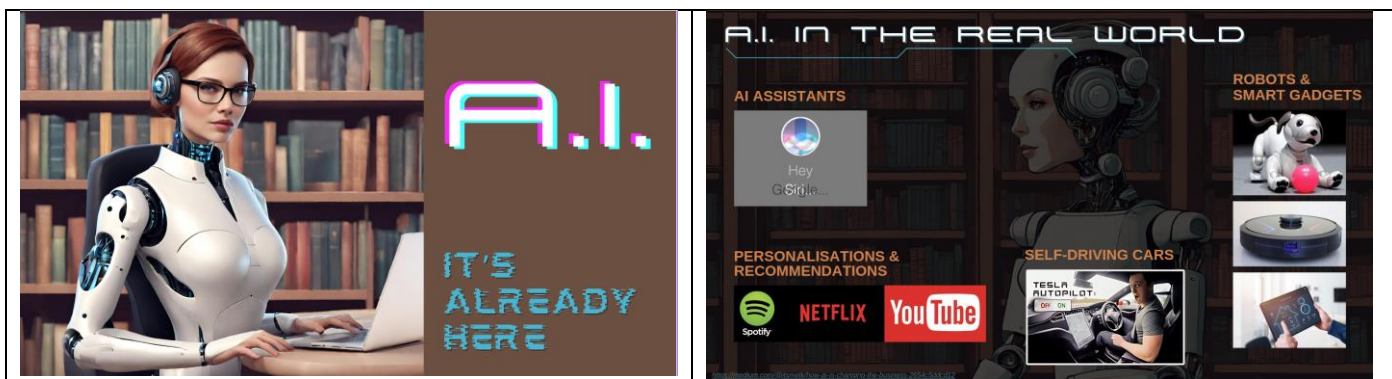
AI for Libraries: Research, Reading and Revelry

by Anne Weaver, All Hallows' School Brisbane 15/3/2024

This article is meant as an introduction to Artificial Intelligence (AI) in the library context. AI is a huge field, so the aim has been to restrict the number of AI tools included to those likely to endure, limited for those starting out, that are useful now, and to provide a glimpse of the range of tools that will be useful in the library context. This information was prepared for a presentation at a SLAV HiLo event: AI and the School Library, held on March 14 2024, to which QSLA members were also invited <https://slav.org.au/event-5557006> The actual presentation was slightly shorter due to time limitations. The first speaker defined AI and Large Language Models so that has not been covered here. AI is changing extremely quickly, so any of this information may have changed since presenting.

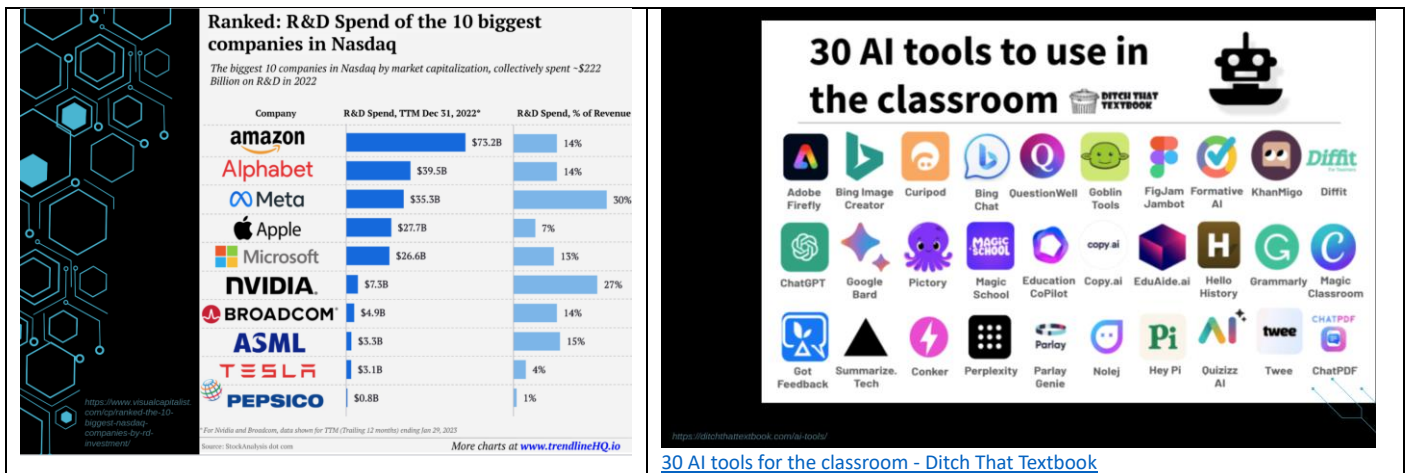
My understanding of AI has been assisted by the AI Curriculum Leader at our school, Vince Wall, mainly for the parts on Copilot, Search Coach, prompting and the CENTAUR concept. All other images were created using Copilot or Canva AI – the latter with the assistance of Melanie Pickering. Where images were not created by Canva AI, sources are included with the images. All other information on AI has been curated by my own research. Sources for the text are at the end, generally in chronological order of when mentioned, and a numbered footnote system has been used. There are also links included to more people to follow and free AI training.

Every day more and more of our lives are impacted by AI. At the moment, the change is fast and furious. News just this week includes Copilot launching an app for iPhones, and Japan and the EU announcing AI Guidelines. 5 On a more local level, Krystal Geigan-Spriggs from CSU posted a video on LinkedIn showing how the Wordpress AI Assistant helps write blog posts. Also, many are finding that AI tools are circumventing various internet paywalls. In other news, AI tools can write a presentation and produce a video of a person narrating a script with life-like facial expressions and gestures, so I may not even need to be present for my next presentation; AI can do it for me. How likely is this?



Play Vidnoz video <https://drive.google.com/file/d/1BRTiCgTl2RTLzyz9sFaosexqQqjY7szqZ/view?usp=sharing> Text as follows:

"I do not believe that AI can replace the genuine creativity of humans but hopefully it can make us more creative by removing tedious aspects of work. It is important to be critical about what AI can and cannot do well. I tried to get AI to write this presentation – it did a bad job. This is because AI is new in libraries and there is not much that information AI can access yet. But if I share this presentation online and others do the same, then next time, AI will do a better job. My goal is that you will feel keen to get started with AI to help you do your Library Research, Reading and Revelry work faster and more futuristically, and more importantly so you have time for more fun." 1



The talking photo was created using an AI tool called Vidnoz. It took a few seconds to make and cost nothing. A new tool, Sora AI, can create such videos in minutes that are totally realistic. Key principles to consider are that; “The AI you use today is the worst you’ll ever use,” and “Even if AI change had stopped in late November 2022 (when ChatGPT was released) then it would still have fundamentally changed the world.” And AI has not stopped. Most students are using AI already. As information professionals, it is our responsibility to become acquainted with AI to support our library communities. ¹

AI is the biggest disruptor since the World Wide Web was released to the public domain in 1993. It is already impacting significantly on employment. There are huge platform wars occurring in the world of technology with massive amounts of money at stake – Apple, Amazon, Google, Microsoft, as well as the start-up sector, some of whom are then being purchased by these large tech platforms. And we can’t forget Nvidia that just this month was valued at \$2 trillion.

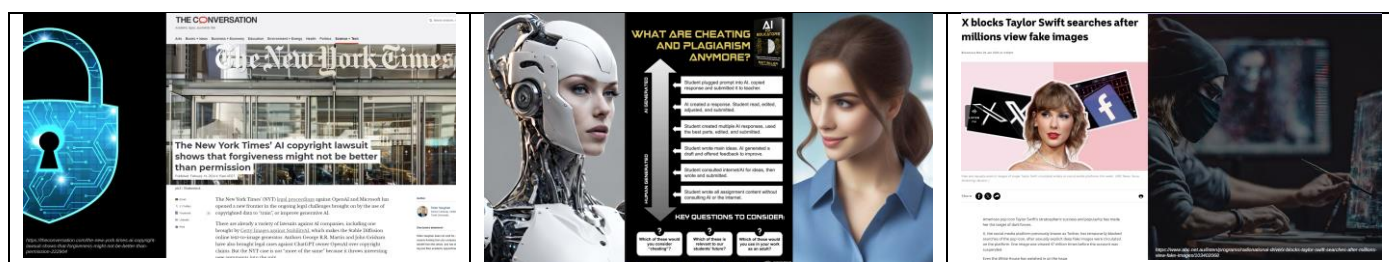
There are 2 main categories of AI in education. Firstly, there are AI tools where the user has much more input. Prime examples are ChatGPT, Google Gemini and Microsoft Copilot. This landscape is even more confusing as these products keep changing names. Google Bard is now Gemini, Bing Ai is Copilot. These first products are then used to make the second type of AI category called AI Wrappers, where much of the prompting has been done for you. Wrappers provide AI tools for Quizzes, Feedback, Grading and other Specific Tasks. Examples are Magic AI and EduGpt.

Schools need to make decisions about staff and student use of AI. For example, Copilot is essentially OpenAI’s ChatGPT 4 along with Dall E, with inbuilt safety and privacy features. ChatGPT’s Terms of service state: “Minimum Age. You must be at least 13 years old or the minimum age required in your country to consent to use the Services. If you are under 18 you must have your parent or legal guardian’s permission to use the Services.” Microsoft says that schools need to make local decisions about age in accordance with their own school policies and about other issues including teachers using AI for grading and feedback. Library staff can assist with policy development and play a key role in assisting teaching students skills for using AI appropriately, effectively and safely. Australia has a framework for use for AI in education – see the resources at the end of this presentation. ^{2, 3}

Thinking back to that Vidnoz video shown earlier, people need to be aware that any of their videos or photos can easily be manipulated using AI. In February 2024, fake and graphic photos of Taylor Swift swept social media. People need to consider locking down social media accounts so only the people they want can access their videos and photos. Schools will have greater restrictions and responsibilities around using student and staff images. Schools will increasingly use tools such as School Bench for storing photos because such tools can manage the range of permissions from parents about use of photos. There are many tools for blurring faces. Libraries need to consider carefully use of people’s photos when doing marketing. ⁴

One danger of using AI tools is that user data may become part of AI neural pathways. Users need to be aware that data input into AI; such as full names, images, writing and prompts may not be secure, private or safe. There is an AI search tool called Epsilon that recently had a data breach and user data was released. In addition, some big companies are selling user data to AI – Wordpress Tumbler, and Reddit have done this.

AI has brought to the fore issues about copyright. Currently there are many legal battles occurring involving AI. One of the main issues is that AI may be using content it has not paid for. Different countries are approaching copyrighted material in different ways. Japan has recently decided AI can use copyrighted material for training whereas other countries such as the US and UK have much stricter rules. Some AI companies are now paying licence fees to database companies, so it can hard to identify what information has been stolen or paid for. One of the main cases that may make it to court soon is where the New York Times is suing Open AI and Microsoft AI.



An AI copyright argument being used is that AI does not store information but uses neural pathways. The significance of this is that some AI companies are suggesting that an AI tool may produce output nearly the same as an existing work, but it has not been copied. We can make an analogy to this of a student whose assignment has been found to have been 95 percent copied from an existing text and the student claiming they did not plagiarise, but their brain accidentally came up with nearly identical wording in their assignment. At the moment, original expression is protected under copyright in many countries, so it is the student’s responsibility to make sure their work does not substantively copy an existing work. However, these legal cases will question whether current approaches to copyright apply to AI. The outcome of decisions around AI and use of copyrighted material has huge implications for publishers and creators.

Cheating and plagiarism in education was already a contentious issue in Education before AI; AI has just brought this to the fore. There is no plagiarism checker that can detect AI, just as we have never been able to check if a tutor or parent has written an assignment for a student. There is a significant danger that these AI plagiarism checkers will state that an original work is plagiarised, also known as “false positives.” It is now even more important to ensure that assignment topics manage the use of AI to complete them.

One foundational approach is for students to be required to undertake training courses in Academic Integrity. These courses have been around for decades. For example, Year 11 students at our school are required to do the QCAA course in Academic Integrity. From this semester, all our Year 8 students will also be required complete an Academic Integrity course from QCAA. Library professionals know that a scope and sequence of Information Literacy skills is essential to develop information literate citizens. 6

How accurate is AI? The HELM Leaderboard provides a detailed and live ranking of the credibility of various AI models, based on Accuracy, Efficiency and General Information. At the time of writing, GPT4 – also used in Copilot – was measured as 96.5% accurate.7

A holistic framework for evaluating foundation models.

HELM Leaderboard

The HELM leaderboard shows how the various models perform across different scenarios and metrics.

Model	Mean win rate	NarrativeQA - F1	NaturalQuestions (open-book) - F1	NaturalQuestions (closed-book) - F1	OpenbookQA - EM	MMLU
GPT-4 (0613)	0.965	0.768	0.79	0.457	0.96	0.735
GPT-4 Turbo (1106 preview)	0.842	0.727	0.763	0.435	0.95	0.699
Palmyra X V3 (72B)	0.832	0.706	0.685	0.407	0.938	0.702
Palmyra X V2 (33B)	0.794	0.752	0.752	0.428	0.878	0.621

AI is not human, not sentient; it is just repeating and connecting patterns of information. AI information can be biased because this reflects much of the information in its databases. We live in a very biased world. In addition Lauren Leffer points out that: “Humans Absorb Bias from AI – and Keep It after Using the Algorithm.” 8

How is referencing treated for AI? This is currently a controversial issue. Some believe AI should be treated via acknowledging assistance, as is done such as from a tutor. This is likely to be eventually determined at school or educational jurisdictional level. At the moment in our school, we have followed the recommendation of 2 of our respected state universities, and we suggest that our students treat AI as a Personal Communication. We use the free tool mybib.com if only because when you finish your bibliography the screen explodes with pretty digital confetti. On mybib: we tell students to click More, then Personal Communication to reference AI. 9

Citing generative AI content for specific referencing styles

For many referencing styles, there are no specific guidelines for citing ChatGPT or other generative AI. Content from generative AI is a **nonrecoverable** source as it can't be retrieved or linked.

We recommend that you base the reference for generative AI content on the reference style for **personal communication** or **correspondence**, unless the referencing style has **specific guidelines**.

Check the **referencing style** used in your course for how to cite generative AI or follow the format of the following examples for different styles.

APA 7th
Based on [APA Style guidance](#).

In-text
Author of generative AI model, Year of version used
Example:
(OpenAI, 2022)
OpenAI (2022)

Reference list
Author of AI model used. (Year of AI model used). *Name of AI model used* (Version of AI model used) [Type or description of AI model used]. Web address of AI model used
Example:
OpenAI. (2022). *ChatGPT* (Dec 20 version) [Large language model]. <https://chat.openai.com/>
The full transcript of a response can be included in an appendix or other supplementary materials.
Visit [How to cite ChatGPT](#) for more information.

<https://www.mybib.com/>
<https://guides.library.uq.edu.au/referencing/chatgpt-and-generative-ai-tools>

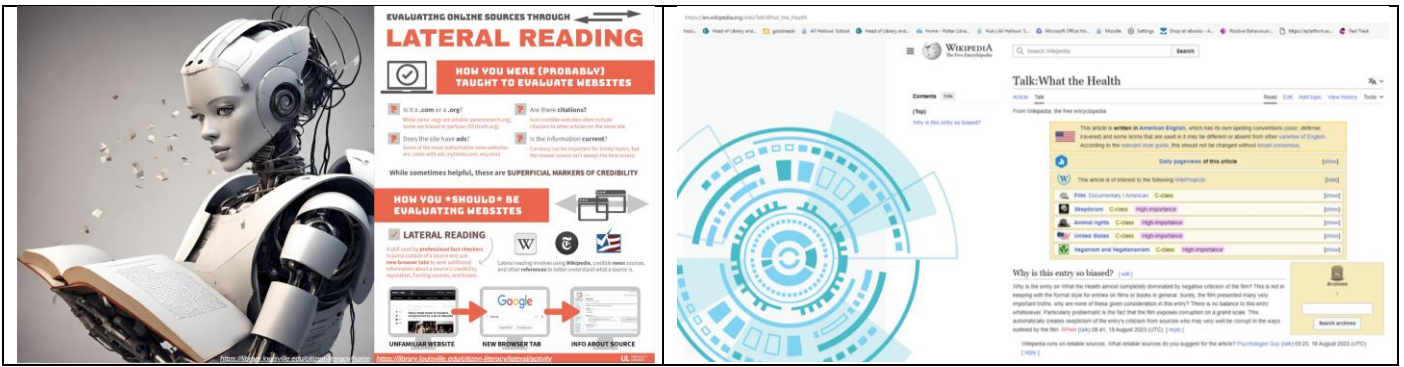
Generate formatted bibliographies, citations, and works cited **automatically**

STYLES: APA 6 APA 7 Chicago Harvard Harvard (Australia) **MLA 8** MLA 9

Select a source


- Artwork
- Image
- Regulation
- Blog Post
- Interview
- Report
- Book
- Journal Article
- Review
- Book Chapter
- Legal Bill
- Song
- Book Review
- Legal Case
- Speech
- Conference Paper
- Legislation
- Standard
- Database Article
- Magazine Article
- Thesis (or Dissertation)
- Dictionary Entry
- Map
- TV/Radio Broadcast
- Ebook
- News Article
- Video
- Encyclopedia Entry
- Patent
- Website
- File/Movie (DVD, etc)
- Personal Communication
- Write/paste citation

Students and staff will be using AI for research purposes, so it is important for Library staff to learn to use AI, as information literacy is “bread and butter” work. Libraries use a variety of methods to evaluate the credibility of research information. The CRAAP model has been superseded by the lateral reading approach and the SIFT method. 10 AI makes it even more difficult to evaluate information. Traditional techniques such as considering the domain of source sites like .gov or .org, still apply with AI. One surprising and valuable technique is to use Wikipedia as a fact checker. Wikipedia has a Talk tab that shows the edits and is useful for revealing different views on an issue.



In our School Library, we have started updating our Research Guides for teaching research to include AI. We are currently discussing with many stakeholders the need for schoolwide agreed scaffolds and resources around use of AI for research. An early version is shown at our Library Libguides site. 11

[Home - Artificial Intelligence - LibGuides at All Hallows' School](#)




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Artificial Intelligence: Home Search this Guide Search

Home **Lateral Reading**



Artificial Intelligence (GenAI)

Guide Purpose

This guide is designed to provide supportive material, information and links to understand artificial intelligence (AI) and generative artificial intelligence (GAI).

What is generative AI?

A type of artificial intelligence that uses learning systems to generate text, images, code and other types of content.

Human Insight

As humans, we have a great ability to reflect on the information we see, hear and read. We can look past bias, use empathy, make strategic decisions, and evaluate and interpret information beyond what a machine can do.

Lateral Reading

Reading **laterally** means to evaluate a source by reading about it on other credible websites and online resources.


An important element of lateral reading is **click restraint**. This means reviewing and analysing a list of search results before deciding on which links to click and access for information.

Please click here to access our resources on lateral reading.


How to reference AI Tools

Click here for helpful information about how to reference Generative AI tools with APA 7.


S I F T




Stop



Investigate the source



Find better coverage



Trace claims, quotes and media to the original context

Coulford, M. (2019, June 15). SIFT (The Four Moves) [Image]. <https://teagood.us/2019/06/15/sift-the-four-moves/>

Purpose, Integrity and Privacy with AI

CPI, Credibility, Purpose and Integrity - Responsible and ethical use of AI

It is important to always consider:

- Credibility**

Judging the accuracy, value, bias and authorship of information is important to identify misinformation.

- Purpose** - what is the reason we are using this AI tool?

We may be using AI tools to get an understanding or perspective on topics, but it is important that we do not allow AI to replace our own voice. It is important to develop our own response to questions using a variety of sources, rather than using words generated for us.

- Integrity** - Being responsible, fair, honest and respectful in our actions.

It is our responsibility to align our values, actions and thoughts to responsibly and ethically use AI tools. We need to prioritise our learning and our voice in our assessment work and what we create.

For example, acknowledging where information comes from (referencing), using information appropriately (not using AI words, but your own words formed by reviewing multiple sources of information), and acting ethically.

Other considerations:

- Privacy** - Protecting your information

Part of using technology, is being aware of what information (particularly private information) we are sharing through search engines and AI tools. Be aware of what "identifying" information you have included i.e. your school, address, name, birth date, etc.

Particularly with regards to AI tools, you do not own the queries you create - they can be published.

Helpful hints:

Conducting Research Lessons that include AI Year 10 Food and Nutrition students had an assignment evaluating fake food claims on social media. We found that engaging students in discussions was effective for exploring the ethics of AI, rather than simply instructing them about what they should do. We found that pair or group-sharing of ideas by students before class-sharing produced better responses. There was some nervousness from students about admitting to AI usage and some students wondered if they could get in trouble for using AI. Using a discussion-based approach helped address student misconceptions about AI. Below is a very brief summary of student responses from one class.

- What is artificial intelligence? (*robots*)
- Who has used it? (*20 out of 23 students put their hand up that they had used AI*)
- Which AI tools? (*all 20 said they used CHAT GPT*)
- What was the experience? (*students expressed being nervous when they got only one answer when they were used to large numbers of results from search engines*)
- Should you trust AI? (*Student feeling was “No” as it is generated by robots*)

As you would expect, this led to much further discussion. The following additional discussion points may be useful:

- What does Integrity mean when you do an assignment? For example, is it OK to copy an answer from ChatGPT and submit it as your assignment?
- How should students use AI for learning?
- When is it OK to use AI and when is it not OK?
- What does cheating look like?
- Discuss binary responses i.e. only 2 outcomes – for example – “Sugar is bad for you.” Help students to be aware that most problems are complex and have more than 2 sides. For example: How much sugar is bad for you? Are all people affected the same by sugar? Are there different types of sugar and do they have different effects?

Vince Wall designed the following model using AI and class discussion. The CENTAUR acronym is apt for AI. 12

HOW TO BE AI CENTAURS

C **CREATE**
Be creative. Generate something new using your own human intelligence, your talents and the tools you possess!

E **EVALUATE**
Be critical in your use of Generative AI, Learn the skills of verifying and factchecking information. Challenge inaccuracies.

N **NURTURE**
Nurture your full humanity. Use Generative AI to be your best self... and to bring out the very best in those around you!

T **BE TRANSPARENT**
Act with integrity and courage. Be open and honest in your use of Generative AI. Acknowledge the assistance AI gives you.

A **AMPLIFY**
Your voice matters! Use it! Cherish your opportunities to think, to speak up and out, to form your own your ideas, and to explore them with others. Let your informed voice be heard!

U **UNDERSTAND**
Understand how Gen AI works! Understand how to use it ethically, safely and effectively. Understand the limitations of AI and understand how you may overcome these!

R **RESPECT**
Respect the rights of others including their privacy, their right to be safe and to feel safe. Respect their work by crediting them with their creativity, their ownership of their words and their ideas.

S **SHARE**
Share what you learn. Share your experiences. Pay it forward! Use what you learn to help those without the privileges you enjoy!

For best results, be a centaur!
Mix the use of Generative AI tools with your own talents, skills, and knowledge.

[All images created with the assistance of Bing Image Creator, 2023]

(4) Vince Wall | LinkedIn

What AI tools are good for student and staff research? The focus as always should be learning intentions, rather than what tools to use, and the best tool may not be AI. AI is just another tool, so research lessons should still include traditional sources such as databases, websites, books etc .

When considering AI tools for research, it is necessary to consider how to use prompts. Prompts differ from key word searching used in search engines. The statistics say that 70-80% of people give up after inputting one AI prompt.

Users need to be prepared to modify prompts to get the desired result. This is called “multi-turn conversations.” AI can build on a series of prompts until it tires out. Users need to be aware that sometimes after multiple modifications of prompts, the AI tool may develop hallucinations. The user just needs to start again with a new “starter” prompt. AI can also make up responses which are called fabrications. Basically, the key message is that users need to check and evaluate any information, especially from AI. 13

AI Hallucinations: where People Stand

Most internet users know what the term “AI hallucinations” means

86%

As many as 86% of people have experienced AI hallucinations

72%

77%

Around 72% of people trust AI

Still, a whopping 77% of users have been misled by AI hallucinations at least once

About a third of those who never experienced AI hallucination think they would be misled by them

Practically every user has encountered AI-generated content that made them question their own perceptions

<https://www.tidio.com/blog/ai-hallucinations/>

Copilot

Your personal and company data are protected in this chat

Certainly! Let's create a delightful Disney-style figure of **Librarian Anne**:

- **Name:** Anne
- **Age:** Over 60 years
- **Appearance:**
 - **Hair:** Long, wavy, and blonde, with bangs on the forehead.
 - **Eyes:** Dark blue.
 - **Skin:** Fair.
 - **Glasses:** Clear frames.
 - **Dress:** A lovely **BLUE** dress.
 - **Accessories:** Carrying a stack of books.

![Librarian Anne]

(data:image/png;base64,iVBORw0KGgoAAAANSU...)

Your personal and company data are protected

Ask me anything...

Prompt writing is a skill and differs with various AI tools. For this reason, it is advisable to become more proficient with one or 2 AI tools, rather than trying to master many. A good approach with prompting is to include intent + context + instruction. Another strategy is to ask AI to suggest an effective prompt. These prompt resources were created by Vince Wall. 14

The good news!

Some evidence indicates that the skills needed to effectively use Generative AI are a match with the skillset that effective teachers use when setting tasks, clarifying expectations, engaging with and challenging student responses, and giving feedback.

(Early evidence: Power users? Literature, humanities / social studies, art teachers!)

Persons: Ask the tool to assume a role

Objective: What do you want the AI to do

Audience: Specify who it's for

Context: What does the tool need to know

Boundaries: Set your own direction & limitation

Repeated “I - statements”

Repeated “You - statements”

Purpose

Audience and/or Context

Verbs

Addition specific directions

Elements of an Effective Prompt – An Example

Act as an effective and helpful tutor who breaks down complex subjects into easy explanations.

Explain the process of photosynthesis to a **14 year old Australian high school student** to assist with biology exam preparations.

Your response should be in dot point form. Use analogies in your explanation

Persons: Ask the tool to assume a role

Objective: What do you want the AI to do

Audience: Specify who it's for

Context: What does the tool need to know

Boundaries: Set your own direction & limitation

Tip 1
Give Clear Instructions

Use commands that instruct the AI tool on what you want to generate, such as “explain”, “translate”, “summarize” or “compare”.

Tip 2
Provide Context

Adding context and background information can help the tool to understand the task better. For example, mention the project type such as “short story”, “report” or “outline”

Tip 3
Iterate & Experiment

Try different instructions and techniques if you don't get the results you want. Prompting can be like an experiment that may require several rounds of iteration! Chat, challenge, refine... “boss the bot”... “call out BS”.

Share the Best Version of Your Prompt

TLDR: A Basic Prompt Writing Routine for Younger Students

“2 eyes and a vee”

This routine develops prompts based upon students writing **two “I statements”** and a **well-directed verb (the “v”)**.

The first “I statement” students write into their prompt in this routine should refer to themselves as a learner and establish themselves as the audience and learner for AI responses. For example:

I am an Australian high school student aged 14 who is studying History.

The second “I statement” should refer to the specific content that they hope the AI will assist them with. The second “eye” clarifies and refines the objective of the AI as well as to better allow for a targeted response.

I am trying to understand why studying History as a subject discipline is considered important by so many people.

The second “I statement” in the 2 eyes and a vee approach has a powerful benefit. It forces students to consider their purpose when they create prompts for their use of generative AI.

The “v” refers to the need to direct the AI’s response with verbs. For example:

List in bullet point form, five reasons why History is considered an important school subject discipline to study.

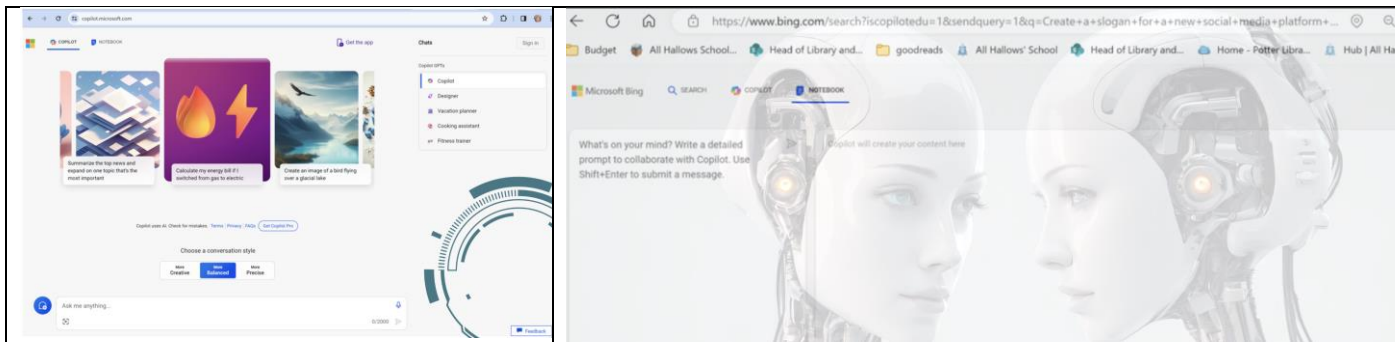
Students’ consideration of the verbs that they wish to use in the prompt has been helpful in the teaching process. Students, when engaging with the 2 eyes and a vee method, have increasingly engaged in rich conversations about the meanings of cognitive verbs that often underpin a syllabus and that guide assessment tasks.

Students who are making use of this routine are developing an increased awareness of the important differences between verbs such as:

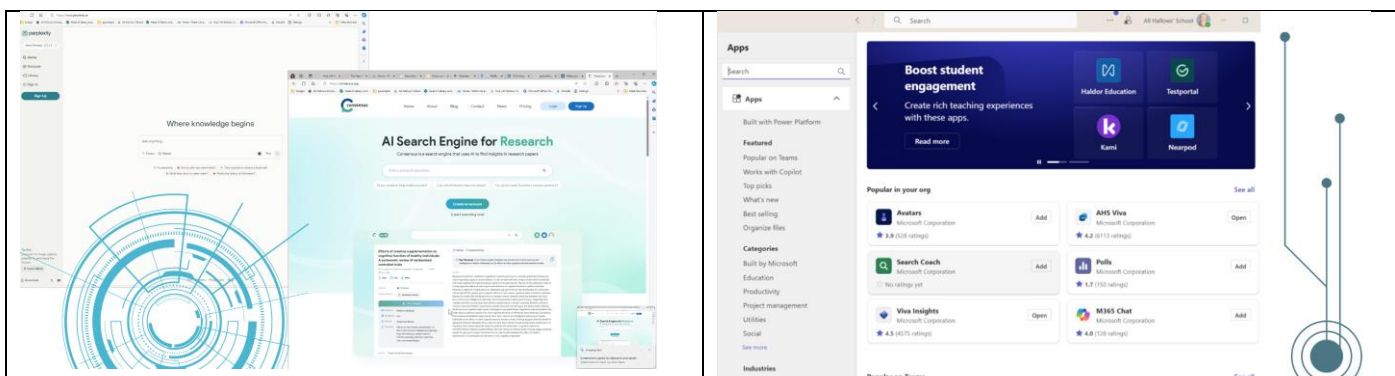
explain, define, discuss, outline, list, compare, synthesise, describe, organise, summarise and so on.

The first AI Research Tool selected is Copilot from Microsoft. This access is currently free for all. Copilot can be accessed many ways, but the least problematic is to go to <https://www.bing.com/> and wait a few seconds for the Copilot button to appear. Click the Copilot button. Why use Copilot? Microsoft is providing safety guardrails around data, especially as it is aiming at its key education market. ChatGpt 4 at one point was costing \$20 per month, but as at March 3, it was included free in Copilot. Copilot has a download button making it easy to further edit and save responses. 15

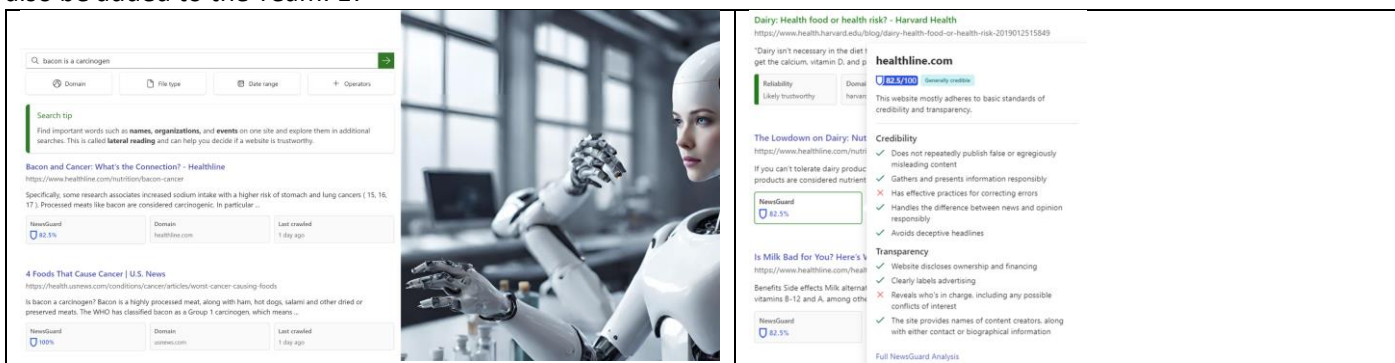
Another recent advance in Copilot is the Notebook tab where you can develop a collection of prompts to save time, and to add notes. Microsoft provides lots of free training resources for Copilot, including PD Certificates and micro credentials.



Another AI Research option is Perplexity AI <https://www.perplexity.ai/> Perplexity is seen by many as the biggest threat to Google’s dominance as a search tool. Perplexity says it aims to be “Your Conversational Search Companion” and is powered by AI models like GPT-4 and Claude 2. Perplexity says that it uses sources like academic papers, news, and forums. Perplexity says that unlike tools such as GPT-4, Perplexity provides users with the sources from which the answers are derived. Copilot also provides sources. However, users still need to check these sources are valid. 16



Another great research tool to explore is Search Coach, also from Microsoft. While some here do not use Microsoft Class Teams, this tool is worth mentioning as often other competing products copy each other. Teachers can add Search Coach to Class Teams by clicking Apps on the left menu and selecting Search Coach. A Search Coach tab will also be added to the Team. 17

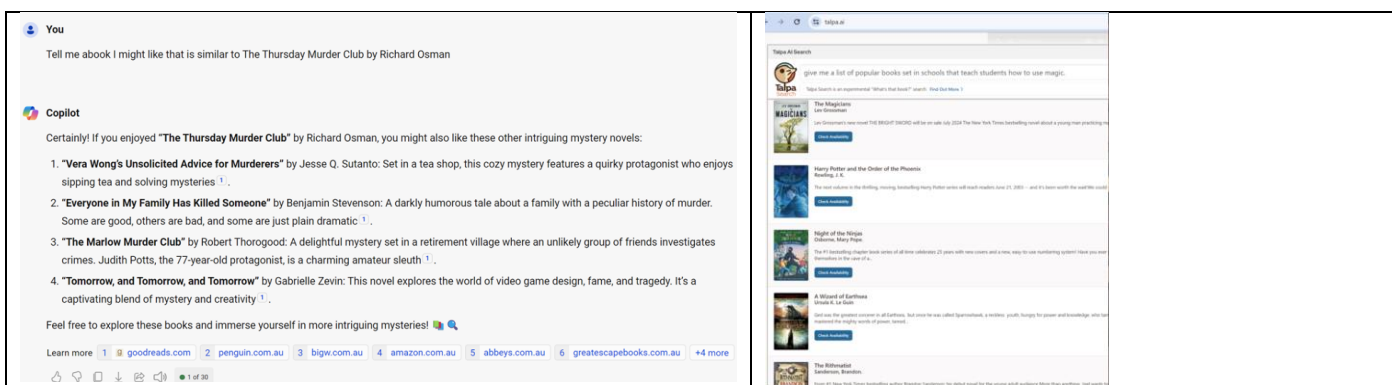


“Search Coach helps develop information literacy skills by giving an evaluation rating of responses, as in the previous image. This analysis is provided by NewsGuard. NewsGuard is one of many fact checking sites. 17

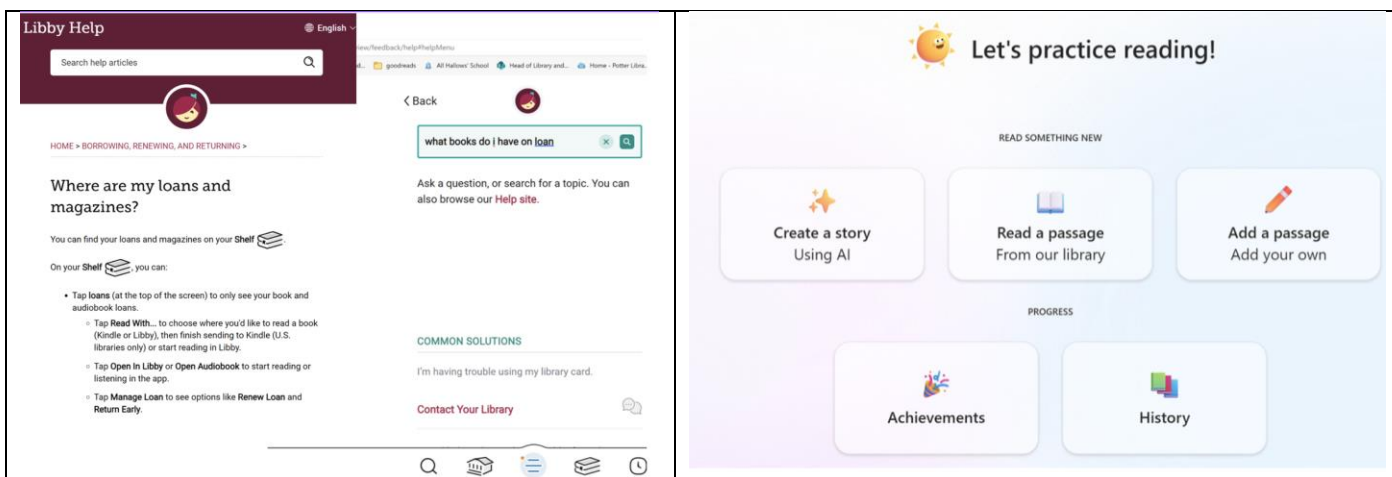
The class I took a few weeks ago were shocked by a site that said that bacon and processed meats are carcinogens. The site was rated 100% accurate by NewsGuard. It was from the World Health Organisation. We then drilled down into the veracity of this information – it is true - as well as looking at other sites rated 85% and reasons for these ratings, such as that they rely too much on opinion rather than facts. Search Coach is a great tool for teaching information literacy.

There are many AI tools that can be used for Reading. Copilot and similar AI tools are great for creating reading recommendation lists. 15

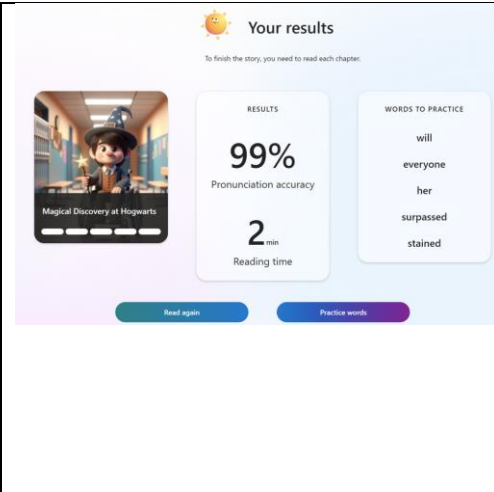
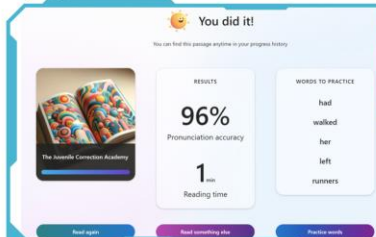
Talpa AI combines language models from Anthropic and OpenAI with book data from Bowker, Syndetics Unbound, and LibraryThing to help users find books and other media using natural language queries. While it has a free version, the paid option can prioritize items in your library's collection. It can answer “What’s that book” type questions from plot or character clues, or even the book cover. 18



If you use Libby from Overdrive via your Council Library, you already have access to an AI Chatbot. The Libby AI chatbot provides user support. Overdrive says they currently have no plans for making such a Chatbot for Sora, the school version of Libby. 19




Another AI tool worthy of mention is Microsoft Reading Coach. This one will interest primary teachers, but also can be used with secondary students. This tool recently became freely available on the internet. Search for Reading Coach online, then select from Characters and Level options and it produces a story to read aloud. You can choose options such as Read a passage or Write a passage. Users read the writing aloud and their Reading Fluency is scored. Students can practice and improve their skills. Try it yourself. I will return to this story I wrote later. 20

 <p>Your results To finish the story, you need to read each chapter.</p> <p>99% Pronunciation accuracy</p> <p>2 min Reading time</p> <p>WORDS TO PRACTICE</p> <ul style="list-style-type: none"> will everyone her surpassed stained <p>Read again Practice words</p>	<p>Students can write something as I did below and then read it aloud and gain a fluency score. I will return to this story later.</p> <p>Bit of a story by Anne Weaver: Ash sat alone watching other students playing soccer in the centre of the oval while runners circled them on the red track, running around and around and around. She felt nauseous remembering the last time she had run flat out. No way. It couldn't have happened. It must have been the sun making her dizzy. No way could she have left the ground. She had been stunned, and then fallen. The grazes were still in evidence on her knees. No, she was just clumsy - she had just fallen, nothing new, nothing out of the ordinary. She had been fast though, she had been so far ahead. That was not ordinary. She was always ordinary - she should have been named Audrey. Ordinary Audrey the Orphan - top marks there for some English exercise. Except things had not been so ordinary since yesterday when she woke up and her 2 foster parents had gone missing. Of course they will return, she thought. Just some emergency - though why no note?</p> <p>She grabbed a stick and drew rings in the ground. "You need to use words. Ground, slow, skip, land," a voice said. "At least until you gain control. Meet me after school over there near the creek. you need to practice."</p> <p>A shadow covered her. It was just past midday, so the shadow was small, but it was cold and dark. "Go away," she said, trying to sound tough and bored. "Your guardians are gone. You have no protection. Just uncontrolled power. if you run away from me now you might take off into the sky and fall to your death. "No," she said. "I can look after myself. I don't need them. and I don't need you." She grabbed her backpack and walked briskly - but not too fast towards the school buildings. This really had been a bad start to the week.</p>
	 <p>You did it! You can find this passage anytime in your progress history.</p> <p>96% Pronunciation accuracy</p> <p>1 min Reading time</p> <p>WORDS TO PRACTICE</p> <ul style="list-style-type: none"> had walked her left runners <p>Read again Read something else Practice words</p>

How can AI be used for Revelry? Revelry here has been chosen as it starts with an R like Reading and Research and it is used to refer to everything not Research and Reading in Libraries and includes some fun AI uses.

AI can be used to reduce Library Administration workload. For example, prompts can be created to produce drafts for Letters for overdues, content for school or library newsletters and blogs, and many other time-consuming administration tasks. Canva's Magic Studio makes designing and scheduling social media posts faster. The latest AI tools like AudioPen operate using voice, so no need to type.

One AI tool that may increase productivity for everyone is Open AI Agents. 21 Open AI Agents are like a personal assistant. Open Agents can manage calendars, time use and priorities. They can monitor a person's energy and food in order to advise when to take breaks to increase productivity. Open AI Agents can send texts and emails. They can assist with moods and provide encouragement and feedback. People have already reported using Open AI agents to book airfares and even to organise a Valentines Day party. AI will take tools like Siri and Alexa to the next level, where they do not just answer queries, but they can action requests. Google started working on this in 2018 but stopped due to concerns about public backlash; they have since restarted. Some of us may not want a nosy Open AI agent, but these are on their way.



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I'm officially in love with my Assari – the custom [OpenAI #customgpt](#) I created to assist me with my daily life.

As much as I love its ability to check my calendar, add calendar events and todos and help me track my day, the real value is the ability to discuss with it my thoughts and plans.

Assari's feedback is usually spot on and I love how encouraging and supportive it is (because I programmed it that way 🤖). It often helps me see things from a new point of view.

But most of the time just the act of thinking out loud what I want and why helps me come up with better solutions – that Assari can then turn into clearly formatted plans and tasks in [Todoist](#).

Here's a description of my current setup and 5 most important ways it helps me stay on track and aware of what's going on.

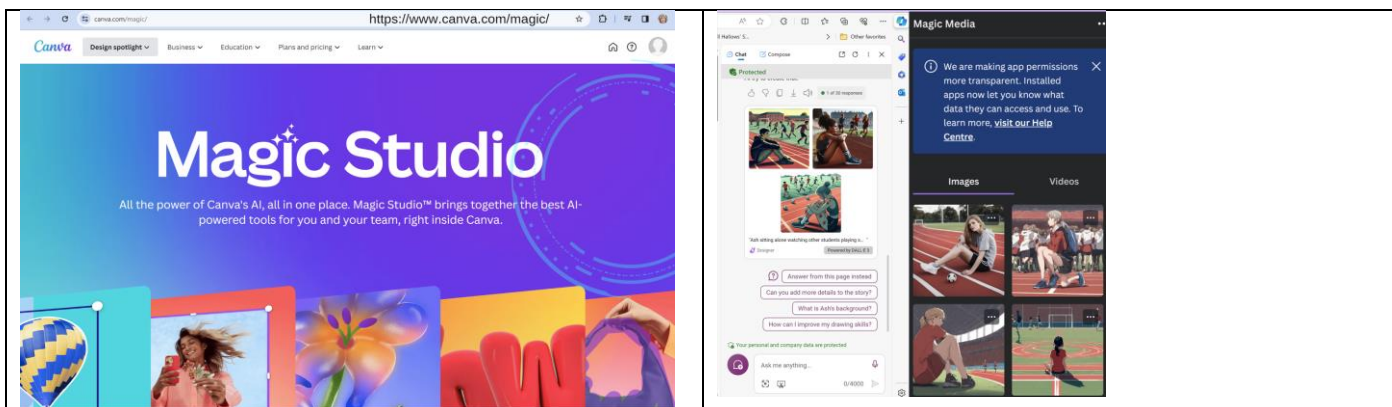
What would you like to use this kind of GPT Assistant for?

On-boarding your AI Intern - by Ethan Mollick (oneusefulthing.org) or https://www.linkedin.com/posts/katrimanninen_5-ways-my-custom-gpt-assari-makes-my-life-activity-7164954215725932544-k1PX/

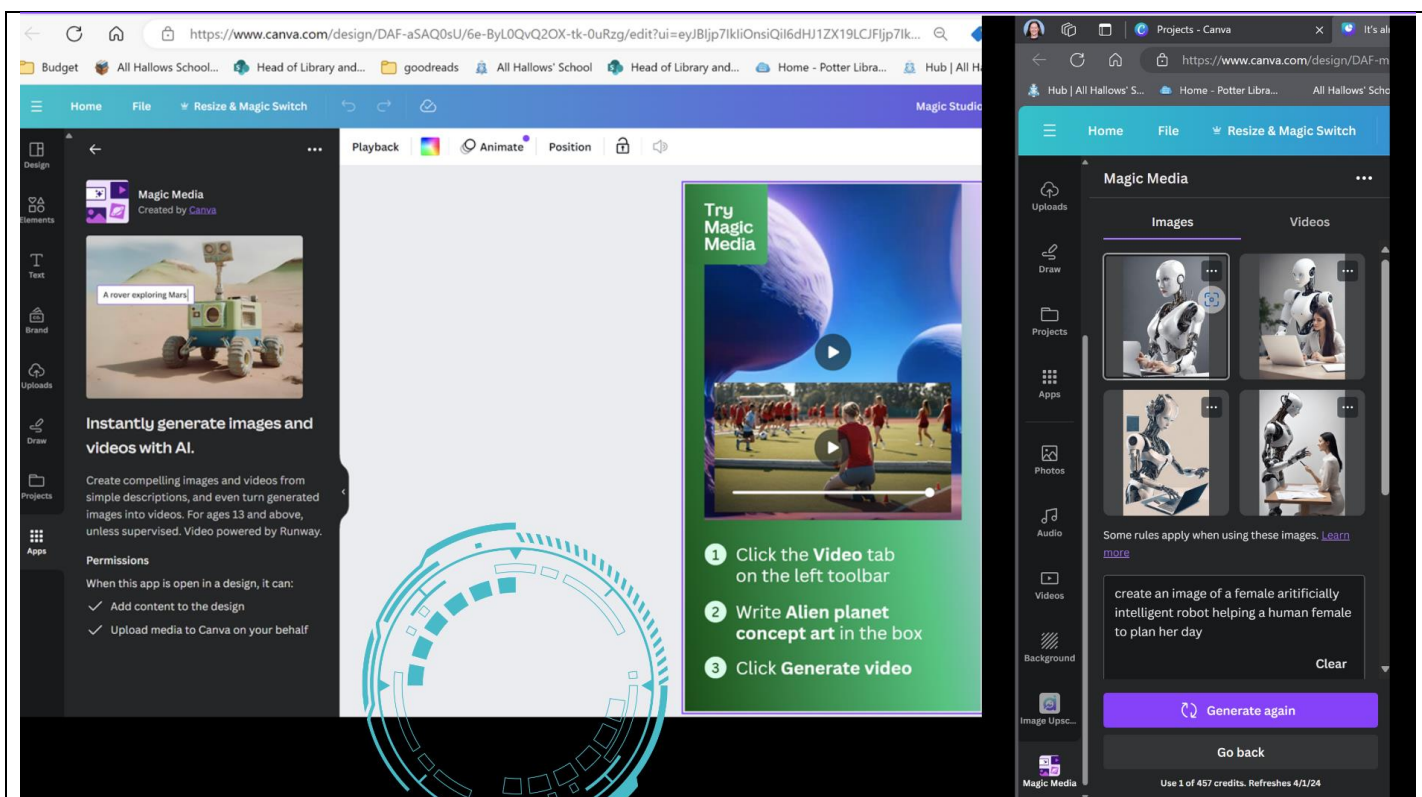
AI for Revelry. AI can be used for Creativity Such as For Displays and Creative Writing and for fun library activities.

Images can be generated from text. The short bit of writing previously shown in the Reading Coach section, was input into Copilot. In the past users had to choose Creative or Designer mode in Copilot, but it now seems that this is no longer needed. I found I had to limit the length of the text I included. Copilot gave me 3 image choices based on my piece of writing and these were racially inclusive. Students can change their writing if the image does not match their intended description. It may be necessary to limit the length of the prompt.

Another great AI tool is Canva Magic Media. The education version was used. It also had limits on the number of characters that could be input. Canva AI can make a video from text. 22



AI tools can create book covers and entire books in minutes. Canva has a tool called Magic Write. There are an exploding number of tools that can write books like NovelAI, makemytale and ComicMakerAI. 23 These tools can be used alone or in combination. Some tools can go in the reverse direction and use images to generate text, which may help with “writers block.”



NovelAI: Write about a qu... Driven by AI, painlessly construct unique stories, illustrate thrilling tales, write seductive romances, or just fool around. No censorship or guidelines - anything goes!

ComicsMaker: Create comics with AI! Unleash the unparalleled magic of ComicsMaker, where your wildest ideas metamorphose into awe-inspiring, eye-dazzling comics with the sheer balance of cutting-edge AI tools.

MakeMyTale: Ignite young imaginations - AI meets storytelling made easy. Create your own AI-powered story. Create a story for 4 Years old - about a Tiger - and a Boy - . It should be Adventure - , Call tiger as Caleb and boy as Brian

<https://novelai.net/> <https://www.comicsmaker.ai/> <https://deepgram.com/ai-apps/makemytale>

Magic Write: Online AI Text Generator

Looking for some words of inspiration to kickstart your creative process? Magic Write, powered by OpenAI, is your very own AI text generator to help you get out a first draft, fast. Simply start with a prompt and watch as copy, blog outlines, lists, bio captions, content ideas, brainstorm, and more appear in seconds.

<https://www.canva.com/magic-write/> [Try Magic Write](#)

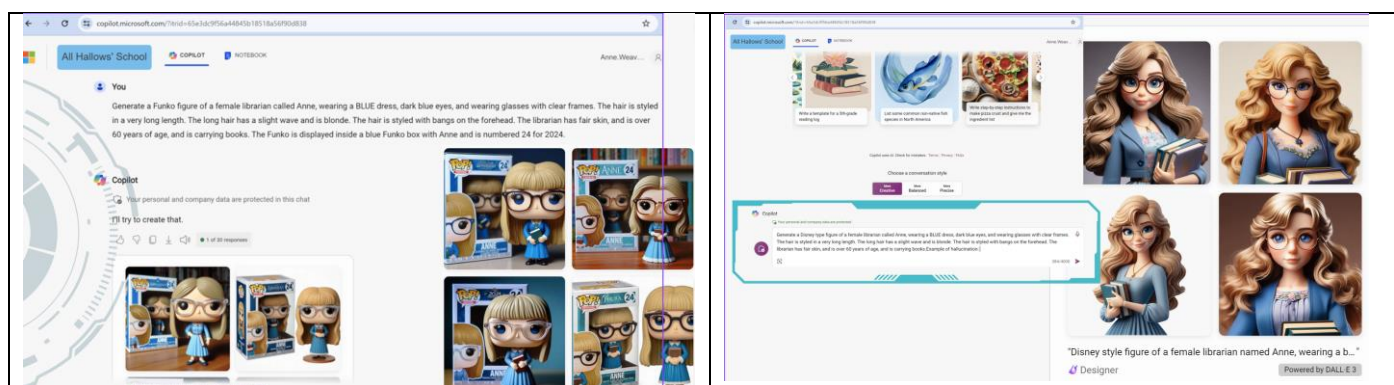
Finally, we will end with a fun activity to practice prompts. Go to <https://www.bing.com/> and wait a few seconds for the Copilot button to appear. Click the Copilot button.

Enter a prompt to create an image of yourself – edit as suits needs:

Generate a Funko figure of a female librarian called Anne, wearing a blue dress, dark blue eyes, and wearing glasses with clear frames. The hair is styled in a very long length. The long hair has a slight wave and is blonde. The hair is styled with bangs on the forehead. The librarian has fair skin, and is over 60 years of age, and is carrying books. The Funko is displayed inside a blue Funko box with Anne and is numbered 24 for 2024.

Once having done this, try different types of characters and descriptions as a fun way to practice prompting skills. This is especially effective if the prompts are altered multiple times. For example:

Generate a Disney type figure of a female librarian called Anne, wearing a blue dress, dark blue eyes, and wearing glasses with clear frames. The hair is styled in a very long length. The long hair has a slight wave and is blonde. The hair is styled with bangs on the forehead. The librarian has fair skin, and is over 60 years of age, and is carrying books.



In conclusion, trying to stop students from using AI is like standing in front of an avalanche with an umbrella. AI is an amazing opportunity for Libraries to support learning and our communities. A great quote to end comes from the [New York Times](#): “A.I. will force us humans to double down on those talents and skills that only humans possess. The

most important thing about A.I. may be that it shows us what it can't do, and so reveals who we are and what we have to offer." 25

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Further Resources to Learn More

On LinkedIn follow Ethan Mollick <https://www.linkedin.com/in/emollick/> and Vince Wall [\(10\) Vince Wall | LinkedIn](#)
[Facebook has many AI groups for educators](#)

PD <https://csermoocs.adelaide.edu.au/professional-learning/artificial-intelligence-in-schools>

Good resources for teaching AI [Stanford CRAFT](#)

Training Resources from Microsoft

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