



SPRING 2025 DEPOSITORY LIBRARY COUNCIL VIRTUAL MEETING

MAY 1, 2025 • #DLCVIRTUAL25

# AI: The good, the bad and the messy

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# Agenda

- The good
  - Your goal
- The bad
  - Ethical concerns
- The messy
  - How “it” is being used (with a quick explanation of “it”)
  - Applications (how are you using “it”?)
  - Snapshot of assignment ideas, students viewpoints
  - Getting beyond “it”
  - Making decisions

What is one of your goals for the session today?

*Or what questions do you want to sure we answer?*

Rate your use of generative  
AI from 0-5?

**I am no expert!**

# Concerns about AI tools

- Variety of valid and serious ethical concerns
  - Exploitative labor practices
  - Social, cultural, economic impacts
  - Bias & discrimination (bias amplifier)
  - **Privacy & copyright (“share” with extreme caution)**
  - Environmental impact

Rate your level of concern  
about the ethical issues  
from 0-5?

**There are very real and  
valid reasons \*not\* to  
use these tools...**

# and yet...AI is becoming unavoidable

It is being built into everything...interfaces, search engines, phones, social media, chatbots, websites, ebooks, library tools, databases, Google, etc., etc., etc.

**AI literacy is becoming essential  
(to information literacy)**

# So, how is “it” being used (by undergraduates)?

We aren't sure. It is hard to count. Most students have tried some tool. Some students use them ALL the time. Some students have NEVER tried it

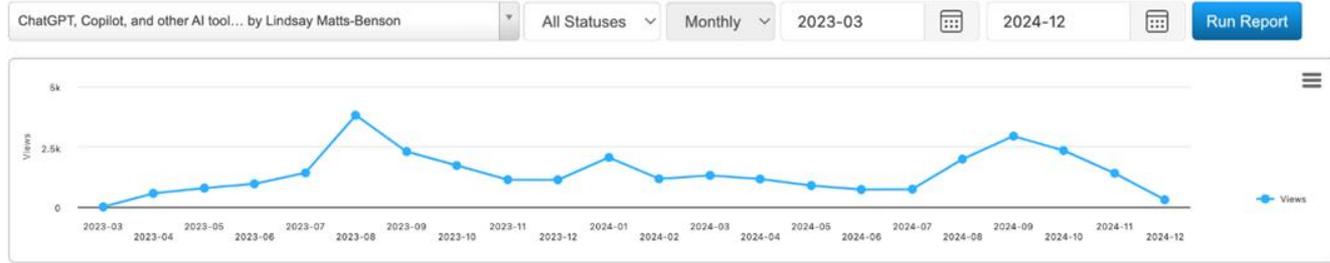
- Varies by discipline
- Varies by level and knowledge
- What is an AI tool? Zotero? Grammarly? EasyBib?

# One data point: ChatGPT and other AI tools research guide

2023 (March-Dec): 13,793 views

2024: 16,993 views

## Guide Tracking



1 guides, 30786 views, 22 months

Export All Records

ID	Name	2023-03	2023-04	2023-05	2023-06	2023-07	2023-08	2023-09	2023-10	2023-11	2023-12	2024-01	2024-02	2024-03	2024-04	2024-05	2024-06	2024-07	2024-08	2024-09	2024-10	2024-11	2024-12	Total
1314591	ChatGPT, Copilot, and other AI tools	0	563	781	957	1413	3808	2299	1717	1131	1124	2054	1165	1311	1158	888	720	735	1987	2940	2341	1398	296	30786

Let's interrupt for a quick...  
but what is "it"?

# But what is “it”? How do we explain “it”?

- Whereas algorithm-based models make decisions based on rules from developers... generative AI tools review large amounts of data to construct an **evolving set of rules** that guide the creation of new content.
- **Generative AI makes predictions** about the next item in a series. When generative AI is writing a paragraph, for example, it constructs sentences by predicting each next word in succession. Over time, with lots of practice and lots of data, the **system gets better at making predictions.**”
- “Patterns are identified within the training data through statistical analysis as the machine learning model **detects recurring sequences of data**, such as words, phrases, or patterns of pixel values in images, and associates them with specific outcomes or contexts. By discovering and modeling these patterns, generative AI can produce new content, ensuring consistency within the context while introducing creativity and novelty.”
- “Combining LLMs with natural language processing (NLP) models, which process and understand human language such as language translation and sentiment analysis, results in content that mirrors human-generated material.”

From [7 Things you should know about generative AI](#)

# What isn't "it"

- It isn't a search engine - it isn't "searching" good information
- It isn't a library database
- It doesn't "think"
- It doesn't know the "correct" answer
- It DOES make mistakes
- It DOES mix correct and incorrect information
- It may have been trained with biased/inaccurate data
- It doesn't come up with novel or new ideas because it has been trained on existing ideas
- It may or may not be out of date (missing very current events)

# Trying to teach about “it”

Integrated into existing workshops such as

- [Tips for Taking notes \(IRL and in zoom lectures\)](#)
- [Tools and tips to avoid plagiarism \(and what about ChatGPT!?!\)](#)
- [End of semester planning - Study tips and tricks \(bonus: use AI tools to help!\)](#)

Course-integrated instruction

- [Honors thesis research and writing course](#)

# Trying to teach about “it”

- Introduction to Generative AI for research and Writing
- AI generative tools: Using AI better\* (\*and knowing when not to use AI)
  - Handout (attempt to teach prompt writing)

# Snapshot of student views and work

**First year students - spring  
2024**

## Discussion post:

**What AI tools have you used and how have you used them? How have your instructors addressed AI use in your classes (hint: syllabi are a great place to find this information)? Do you agree with their approach or not? Why? What are your thoughts about the current and potential impacts of AI on education and/or society?**

- My instructors have been very clear that **using AI in classes is not allowed under any circumstances**
- As of now, I have not touched ChatGPT but could see how it'd be useful in the future. **I have used Grammarly** and other writing AI to review papers or homework, which has been extremely helpful. I have also used a summarizer AI to get through class readings more easily, which has been a lifesaver in time-saving. Or even just **EasyBib** and other tools if those count (I hate writing citations and bibliographies).
- **I used speechify** a lot last semester because I had a class with a ton of reading. With Speechify I was able to listen to my readings while walking home from class or cleaning my dorm. That saved me a ton of time.
- Yes, it's cool that you can get assignments done quicker by simply typing in questions in ChatGPT and they answer it for you, **but that would make the point of studying and learning completely useless**
- I think AI is a good resource and it literally has so much information stored within it so you could practically find out anything you are looking to get more information about as well as any questions you have. On the other hand **it is a little scary and I feel like it could be detrimental for learning when people rely on it too much without of using their own brains.**

### 3.) Play with Generative AI (and consider the ethics)

Artificial intelligence is not new but recent developments and the release of tools like Chat GPT have accelerated the impact of these tools on research (and life).

- OPTIONAL - Article: [Understanding AI research ethics as a collective problem](#) ⇨ (this article is about how Stanford is rethinking and thinking about research ethics and AI)

**Let's play with AI! Using your topic from the Zooniverse project OR any other topic that is on your mind:**

- choose a generative AI tool such as, an AI text generator ([ChatGPT](#), [Google Gemini](#), or [Claude.ai](#) ⇨ or [HuggingChat](#)), image generator ([Dall-E](#), [Midjourney](#)), music generator ([Mubert AI](#), [Loudly](#)), storytelling generator ([NovelAI](#) ⇨, [AI Story Generator](#)), video generator ([AI Studios](#), [Vidnoz](#) or [Sora](#) ⇨) OR a tool of your choice
- Play around with and try to find information related to that topic OR create something useful related to the topic.

**In your discussion post briefly talk about the following:**

- What AI tool did you use? What kind of generative AI tool is it (text, image, music, etc.)?
- What was your impression of the final AI results?
- How could you imagine this kind of generative AI being useful in a research environment?
- **What are some potential ethical considerations posed by using this kind of generative AI?**
- Include an image of your final results in your post.

Used a music AI tool Mubert AI to create a track of music using text to music

Used AI Story Generator about a Japanese Anime Kids cartoon



Used Deep AI - tree conservation



Used Dall-E - marine biologist with a fish



Used Dall-E - Gathering of sea urchins

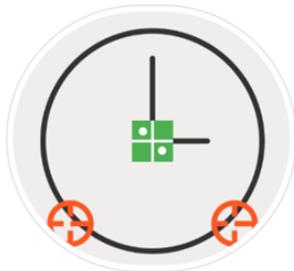
For Women:

- A tailored pantsuit or a knee-length skirt suit in a neutral color like black, navy, or charcoal gray.
- A button-up blouse or a conservative top that complements the suit.
- Closed-toe heels in a neutral color, preferably black or nude, with a modest heel height.
- Minimal jewelry, such as stud earrings and a simple necklace or bracelet.
- Hair styled neatly, whether worn down or pulled back in a professional manner.
- Natural-looking makeup and manicured nails.
- A structured handbag or tote to carry essentials like a resume and notepad.

Used ChatGPT - outfit ideas for a job interview

**First year students - Fall  
2024**

# Discussion: Time and Values Reflection - bonus AI (post and reply to two other posts by Wed 10/16 at 9am)



## Time and Values Reflection

Our values often influence how we spend our time. For example, if you value relationships, you may join more student groups or make time for coffee breaks with friends. By mapping out how you spend the hours in a week (168 hours in a week), you will have a better idea of how you can fill your time (outside of actual class time) with activities that align with your values. Remember the "jar of lemons" video.

## Studying Reality Check

For every one (1) credit hour you spend in class (except this one), you should spend about **an additional three (3) hours** outside of class per week studying, working on problems, reading, planning, check answers, going to peer tutoring, working on lab reports, writing, visiting office hours or TA hours, getting

ready for tests, etc.?

So for a 3 credit class that would be at least 9 hours per week. Some weeks may be more and some less. So for a student taking 18 credits that is equal to 16 hours in class + 48 hours outside of class = 64 hours/week on academics.

## AI (Artificial Intelligence) tools for study planning

There are a lot of good and bad with AI tools but AI tools can help with make a study plan, a plan for catching up on homework and other time management tasks. Let's give it a try. Log in to [Microsoft Co-Pilot \(the UMN licensed version\)](#) or use another AI tool of your choice (e.g. Chat GPT, Claude, Gemini, etc. Ask the tool for a study plan for an upcoming assignment or test you have (or you can just make it up). Briefly - tell us about your experience in your post below.

**Example "prompts" (change it to make it useful to YOU):**

*example 1:* Can you make me a study plan to prepare for a college physics exam -- I have 5 hours to study over a weekend. I like longer study sessions with shorter breaks.

*example 2:* Make a writing plan for a college level lab report for a biology course - I want to spend 3 hours on it

## In your post:

**1.) Tell us - is this "studying reality check" surprising?** Is it useful? Is it accurate? Why or why not? How does the way you spend your time in a week align (or not) with your top 5 values you identified in class?

**2.) Tell us about your AI experiment** -- which tool did you use? What was your prompt? Did you think the results were useful? Why or why? Can you imagine using a tool like this to help with time management?

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Note: the image above was created using AI - here is one way to "cite it" if one needed to "cite" it:

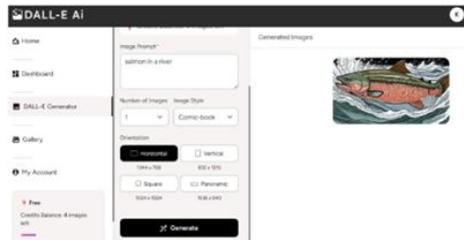
- Image - "AI Time Management Icon." Generated by Claude AI (Anthropic), October 9, 2024. Prompt: can you make an image of AI helping with time management.

- **AI: I do not believe AI can be very helpful for any academically honest work. With the sole exception of grammar checking.**
- I used chatGPT to ask how to for physics quiz next tuesday if i want to study about 6 hours. It gave pretty expected standard results, with structured study times and stuff. To be honest **I wouldn't say it was very useful.**
- **I ultimately don't think it was very helpful** because it would require probably more time to create a specific enough prompt to get a good result, then the time it would just take me to do it.
- It's useful for for organizing everything but **its better for me to just do it myself so it sticks in my memory** and I can hold myself more accountable to the schedule because it's more personal.
- I used chatGPT to help me study for my physics midterm. I just asked it to give me practice problems related to what we were doing in class. I do think the results were useful. **I think AI has it's ups and downs**, but for using it as a study method, I don't see the problem with it. It's a great study tool and you can ask it specific questions and it'll give detailed answers, that will most of the time answer your question.

**Transfer students - Fall  
2024**

## Option 1: Use AI to generate something fun

Let's play with AI! Using your topic from the [Mind Map assignment](#) or any other topic that is on your mind, choose a generative AI tool such as, an AI text generator ([ChatGPT](#), [Google Gemini](#), or [HuggingChat](#)), image generator ([Dall-E](#), [Midjourney](#)), music generator ([Mubert AI](#), [Loudly](#)), storytelling generator (NovelAI, [AI Story Generator](#)), video generator ([AI Studios](#), [Vidnoz](#)) or a tool of your choice, to find information related to that topic or create something useful related to the topic. Here is an example:



OR

## Option 2: Try an AI research tool

There are a lot of AI research tools being developed to help researchers find, organize, summarize, and translate the research literature. Choose one of these tools [Semantic Scholar](#) or [Open Knowledge Maps](#). Using your mini-proposal topic run a few searches. Revise your search prompts as makes sense to you to get broader or narrower views of the topic.

OR

## Option 3: Use AI to help with time management

As you all already know, time management is important to get everything you need to get done done. This is even more true when students are working on a faculty-sponsored research project. AI tools can help with time management. For example, they can create weekly/daily plans or study/research/writing plans and other time management tasks. Give it a try. Log in to [Microsoft Co-Pilot \(the UMN licensed version\)](#) or use another AI tool of your choice (e.g. Chat GPT, Claude, Gemini, etc.) Ask the tool for a plan for an upcoming assignment or test/final you have (or you can just make up a task to give it).

Example "prompts" (change it to make it useful to YOU):

- *example 1:* Can you make me a study plan to prepare for a college physics 2 exam -- I have 5 hours to study over a weekend. I like longer study sessions with shorter breaks.
- *example 2:* Make a writing plan for a college level lab report for a biology course - I want to spend 3 hours on it

## Step 2: Briefly tell us about your AI experiment in your post:

Here are some questions to help with your response. You do NOT need to answer all of these. Instead aim to write 3-5 sentences or so.

- Which activity did you do? Which tool did you use?
- What was your prompt? Did you revise your prompt? If so, how?
- What was your impression of the final AI results? How did the AI tool differ from using a non-AI to accomplish the same task?
- How can you imagine using an AI tool like this in the future?
- What are some potential ethical considerations posed by using generative AI to accomplish the task you chose?
- Include an image of your final results in your post.
- Reply to two classmates.

- Given how AI is a separate entity what it deems is a priority may far differ from mine. Mr. ChatGPT told me to break the assignments down to just 2 a day. That may sound cool and all. But I just want to get it over with in one fell swoop.
- I asked Chat GPT to create a schedule for me **to practice my bass guitar.**
- **Semantic Scholar** to explore research topics. I found the final AI-generated results to be highly useful. The tool significantly reduces the time spent manually searching through papers and provides detailed, categorized outputs that are easy to navigate. I believe using an AI tool like this can streamline the research process, making it more efficient to learn from past studies and conduct comprehensive literature reviews.
- My prompt was, "Make me a 3 page outline for a mini proposal on x in psychology, but make it simple for only 2 hours of work." I didn't revise my prompt because I thought it gave me a pretty decent outline. I thought the final results were good. I have never used any kind of AI help, so I wasn't sure what to expect.
- I could definitely see myself using an AI tool like this in the future for time management... One ethical consideration, though, **is whether relying on AI for planning could make me less skilled** at managing my own time independently. It's a helpful tool, but I think it's important not to become overly dependent on it.
- I am unfamiliar with Ai, I only recently started using it.

used DALL-E to create an image based on the prompt: "Create a futuristic image of a big political protest in 2150 in New York City. The city has tall holographic ads, robots or drones flying around, and people holding bright digital signs with slogans. The crowd is diverse and wearing modern high-tech clothing."



Used Dall-e to create "an innovative, ideal, and effective classroom where middle school children are being taught, who all have different needs being met. The classroom can be interactive and innovative but also it needs to consider being sustainable while being maintained under a feasible budget".



create an image of a folding chair from 1200 B.C.



**First year students -  
Spring 2025**

**Discussion post:** We want to take some time to think about how AI is used in learning, education, and research. Later in the semester we will be using an AI tool and talking about some of the ethical implications of AI. For now, let's take stock of how you are currently using AI tools and what you already know about AI. Watch this short [video from the Libraries to review the basics AI tools and research \(4 mins\)](#). After watching the video, write a post considering the following questions:

What AI tools have you used and how have you used them? How have your instructors talked about AI use in your classes (hint: syllabi are a great place to find this information)? Do different instructors talk about it differently? Do you agree with their approach or not? Why? What do you think are some benefits and challenges of AI? Or what are your thoughts about the current and potential impacts of AI on education and/or society?

- I personally **try to avoid AI** as much as possible.
- Recently I have been dealing with **problems with Google's new generative AI**. There has been multiple times where it gives me false information, so I have stopped reading it all together. Before Google used to pull up the most popular article about your question, now this generative AI has replaced it, I would like to go back to the original.
- My instructors have all said that we aren't allowed to use AI, and I think (at least for my classes) it's the right approach.
- I think there are MANY benefits to AI. The best part about AI, in my eyes, **is that it is set up to be conversational**. In the past, when I had specific questions, I had to Google them and look for a website that vaguely answered my question. Now, I can use AI to provide a human-like answer to my question. **For example, I recently used ChatGPT to plan a vitamin and supplement routine for myself.**
- In the majority of my classes AI is strictly prohibited, other than for tasks like brainstorming or preliminary research on a topic.
- My favorite use of ChatGPT that I have discovered has been **using it as a tool to practice my Chinese**, via the voice option. I can use it to have full conversations in Chinese outside of class and I have found that specific use super helpful!

Mix of years -  
undergraduate students

**Question:** How are you using (or not) using "AI" this semester? What class(es) are you using it the most in? What classes(es) aren't you using it in? What are the most common task(s) you use it for? What AI tool do you use the most?

- Furthering my brainstorming for my capstone. Helping narrow down research sources **Grocery shopping list. Making playlist for my workout classes. Book recs**
- I use it to do preliminary research for projects and to help hone down ideas. I also put in my work along with the project rubric to get an understanding of what requirements I might be missing and what I could improve on.
- Also, if there's coding involved in a project, and my code doesn't run, I often **use ChatGPT to debug.**
- The tool I use the most would probably just be the **google AI overview tool since it helps get a better answer to my question by combining a bunch of sources** but I cannot use this for most classes since there is no way to cite it.
- I am not using AI this semester. I never really got into using it when it blew up my Freshmen year. If I do use it, it is for **writing emails** or to generate ideas for something not school related.
- I use AI a lot this semester. I used it mostly in the class JOURxxxx we are encouraged to use it and test it with different prompts to create ideas.

**What do your instructors NOT get or understand about the use of these tools by you or your classmates? What would they be surprised about?**

- I think **they would maybe be surprised about how many people actually use it.**
- I know students use it to get layouts or ideas for what to write about as well as just rewording what answers the tool gives the student. They say this is not allowed but I have never heard of anyone getting caught doing this, since it is not copying anything word for word.
- A lot of my friends use AI for the sole purpose of making their writing easier to comprehend, so it is difficult when professors flag those instances as plagiarism because **it was original writing that was simply made more understandable by AI.** They would be surprised by how many students use AI for this purpose.

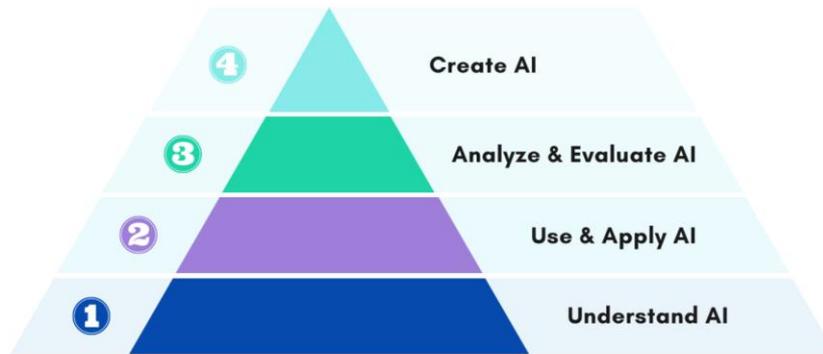
How do you make decisions  
about using a tool (or not)?  
What criteria are useful?

# AI Literacy examples

- ACRL information literacy framework
- Understanding AI Literacy from Stanford
- AI literacy as information literacy from University of North Dakota
- Promoting students' AI literacy from Oregon State

# AI student learning outcomes?

Figure 1. A Framework for AI Literacy



*Credit: Melanie Hibbert. Used with permission.*

A Framework for AI Literacy

**AND we need to move  
beyond “it”**

# Examples - Searching specific content

# Less Awkward - Puberty podcast

## **24/7 ANSWERS TO EVERY QUESTION ABOUT AGES 8-18**

Get science + guidance without being freaked out. Members have access to a searchable library, workshops, newsletter, and AI bot. Everything you need to know about physical, social + emotional shifts.

[JOIN OUR COMMUNITY](#)

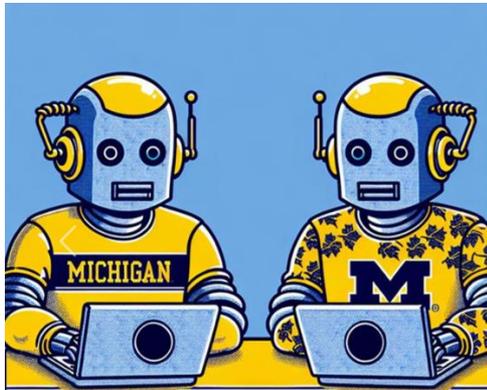


# University of Michigan



- U-M GPT and U-M Maizey (TA)

It aims to provide reliable and instant access to course-specific knowledge, thereby supporting students who miss classes, need clarification on lectures, or seek help outside of traditional office hours.



## Make a Maizey with us!

**Instructors:** Join the ITS GenAI team for lunch and a workshop on how to create an AI tutor using Maizey and Canvas. >

**Duderstadt:** Wednesday, Dec. 11, **Room DC 3336**, 12 – 2 pm

**Angell Hall:** Wednesday, Dec. 18, **Room 3222**, 12 – 2 pm

# Flexi



**Flexi**  
World's Most Powerful AI Tutor

Ask me anything...

Outline the steps of translation

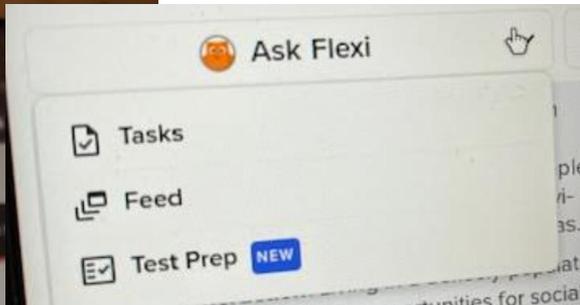
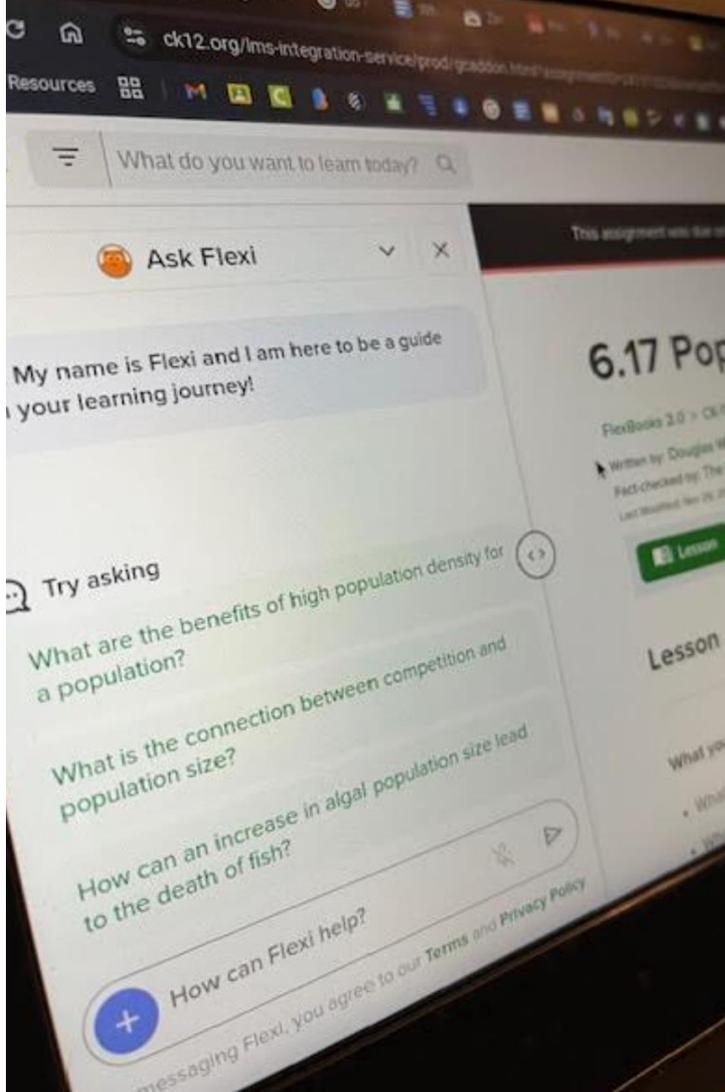
What are alternate angles?

How do I convert pounds to ounces?



Have a class code? [Click here](#)

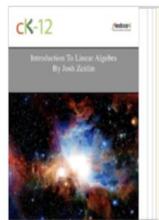
Looking for FlexBooks? [Click here](#)



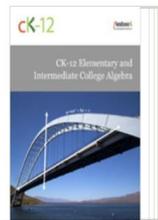
# Chat with your textbook

# COLLEGE

CK-12 now offers free digital college FlexBooks



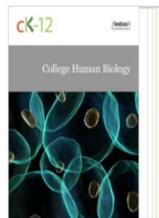
 College Level  
Introduction to Linear Algebra  
Student-Made



 College Level  
CK-12 Elementary and  
Intermediate College Algebra



 College Level  
CK-12 College Precalculus



 College Level  
CK-12 College Human Biology



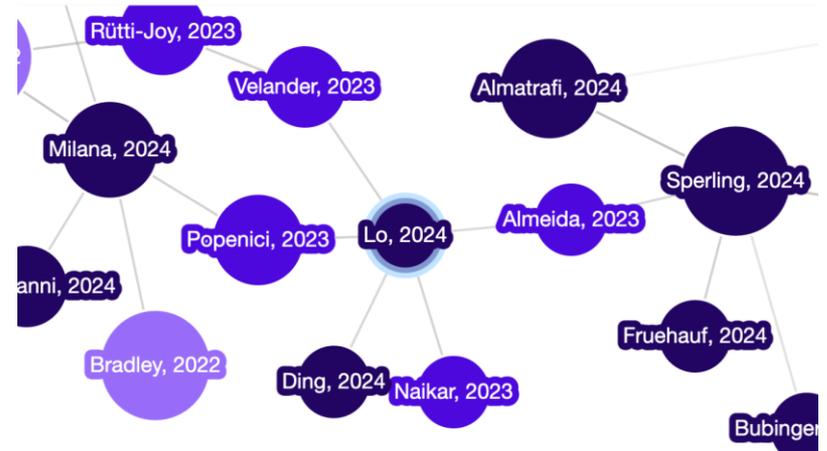
 College Level  
Origins and the Search for Life in  
the Universe

**Tools to explore (or not)**

\*Different tools are better at different tasks

# Sample of tools\*

- [Chat GPT](#)
- Microsoft Copilot
- [Google Gemini](#) (connected with Google results)
- [Claude.ai](#) (more ethical)
- [Chat PDF](#) or [Keenious](#)
- [Perplexity AI](#) (summarize web results)
- [Semantic Scholar](#) (AI searching journals)
- [Open Knowledge Maps](#)
- [Open Alex](#)
- [Assistant by Scite](#)
- [Consensus](#)
- [Inciteful](#)
- [Elicit](#)



Example from Inciteful

**“Gen” AI tools**

# Claude (have to create account)

- [Claude.ai](https://claude.ai) (more ethical)

The screenshot shows a chat window titled "Claude" with a search icon and a dropdown menu. The chat history shows a user question: "Why is metacognition important for college students?". The AI response is as follows:

Metacognition plays a vital role in college students' academic success and personal development. Let me explain why:

First, metacognition helps students become more effective learners. By thinking about their own thinking processes, students can better understand how they learn best. For instance, a student might realize they retain information better when they create concept maps rather than just re-reading notes. This self-awareness allows them to adapt their study strategies accordingly.

Second, metacognition improves problem-solving abilities. When students consciously monitor their thought processes while tackling complex problems, they're better able to identify where they're getting stuck and adjust their approach. This is particularly valuable in subjects like mathematics or engineering, where different strategies may be needed for different types of problems.

Third, metacognition enhances academic performance through better self-regulation. Students who practice metacognition are more likely to:

- Plan their study time effectively
- Recognize when they don't understand something and need help

At the bottom of the chat, there is a "Reply to Claude..." input field with a camera and edit icon, and a footer that reads "Claude 3.5 Sonnet" with a "Choose style" dropdown menu.

# Perplexity AI

- [www.perplexity.ai/](http://www.perplexity.ai/)
- Using LLMs, perplexity is a search engine that provides AI-generated answers (much like ChatGPT) including citations which are linked above the summaries.

The screenshot displays the Perplexity AI search interface. At the top, the search query is "why is metacognition important for college students?". Below the query, there are three source cards: "Metacognition in the Classroom: Benefits & Strategies" from highspeedtraining.co, "[PDF] Metacognitive awareness and academic achievement in college ..." from files.eric.ed, and "Fostering Metacognition to Support Student Learning and ..." from lifescied. The main answer section is titled "Perplexity" and states: "Metacognition is crucial for college students as it significantly enhances their learning effectiveness, academic performance, and overall success in higher education. Here's why: Improved Academic Performance Metacognitive skills directly contribute to better academic results: Students using metacognitive strategies earned higher grades, up to a third of a letter grade higher on average. There's a positive relationship between metacognition and students' academic performance with those who do well in examinations scoring better on metacognition". At the bottom, there is a "Ask follow-up" input field and a "Pro" toggle.

Let's interrupt for a quick...  
How do I ask it effective  
questions? a.k.a prompts

# Give tool “prompts”

**Pro tip:**  
**Google to get example prompts**

- Start simple. You are going to have to ask lots of questions, give the tool lots of prompts and “refine” your prompts. It requires a lot of experimentation.
- Break bigger tasks into smaller tasks. Avoid saying what not to do (e.g. don’t use long words)
- Be specific. The more descriptive and detailed the prompt is, the better the results.
- a.k.a. “Prompt engineering”

**Example:**

**Explain the concept ABC. Keep the explanation short, only a few sentences, and don't be too descriptive.**

**Here is a more specific prompt: Use 2-3 sentences to explain the concept of ABC to a high school student**

# Prompt examples - explain

- Please explain the order of operations
  - ....to a high schooler
  - ....using a sports analogy
  - ....in 2 sentences
- What is phenomenological research? Explain it
- How do I make a table in google docs?
- How do I grill a pizza?
- Explain what the colors are in a rainbow

# Prompt examples - research and outline

*Library databases and tools like Google Scholar are (still) better*

- I am doing academic research. I am working on a paper about stress in the higher education workplace. Create a list of 20 search terms on the topic
- Give me 3 additional sub-topics on this topic
- Write 5 example research questions about the
- Create an outline for a 20 page paper for this topic
- What are some good journals on this topic

# Prompt examples - editing and reviewing\*

- As a kind mentor, give me suggestions to improve this writing passage. I want to make it more x.
- You are a friendly and helpful AI peer reader who helps students improve their academic writing skills. Read the student's writing sample and provide constructive feedback, along with suggestions for revision.
- As a skeptical reviewer who is inclined to reject papers, what potential flaws in my paper do you see? How can I minimize those flaws?
- Revise this text to adopt a more formal tone
- Modify the writing style in this excerpt to be more academic
- Revise this paragraph to improve the transitions between ideas and concepts

**\*Privacy & copyright ("share" with caution)**

# Prompt examples - “data”

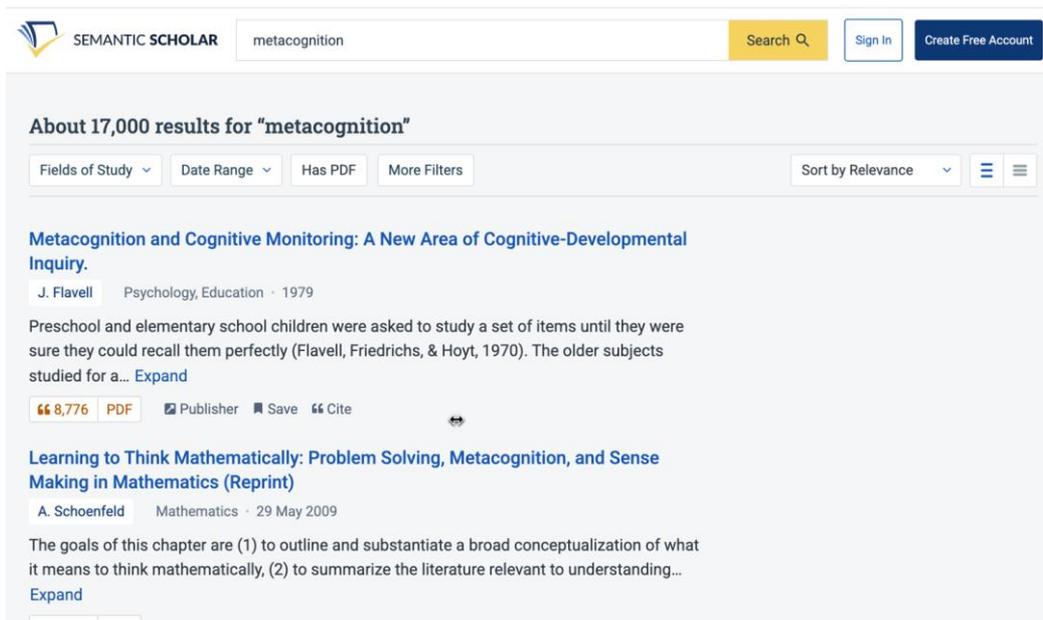
- Create a pie chart (graph, table, summary) with the following data
- Write a detailed description of chart
- Make a powerpoint presentation using this content
- Create an outline based on these class/meeting notes
- Make this text easier to understand like at a high school level (e.g. directions, descriptions, etc.)

**\*Privacy & copyright (“share” with caution)**

# Research tools

# Semantic scholar

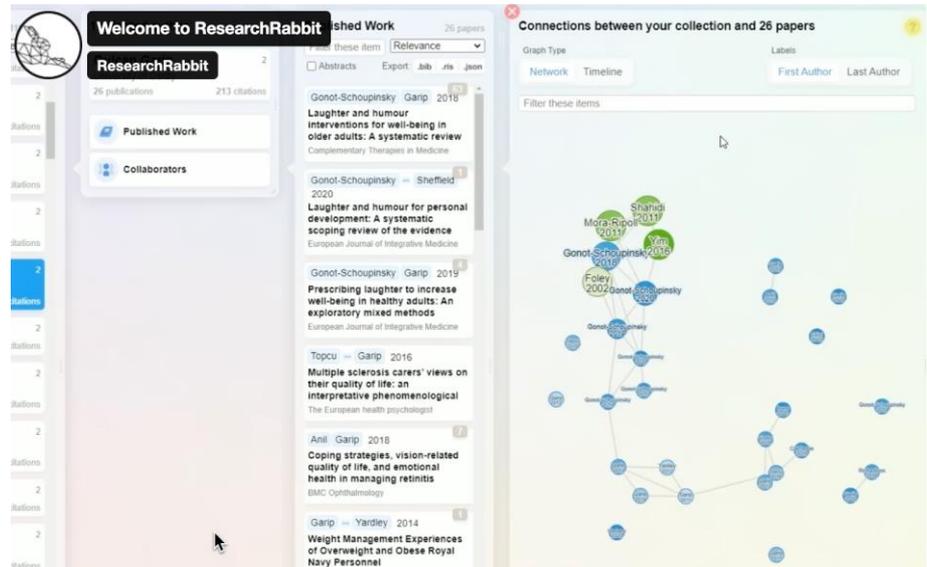
- <https://www.semanticscholar.org/>
- Semantic Scholar (which supplies underlying data for many of the other tools) provides brief summaries ('TLDR's) of the main objectives and results of papers.



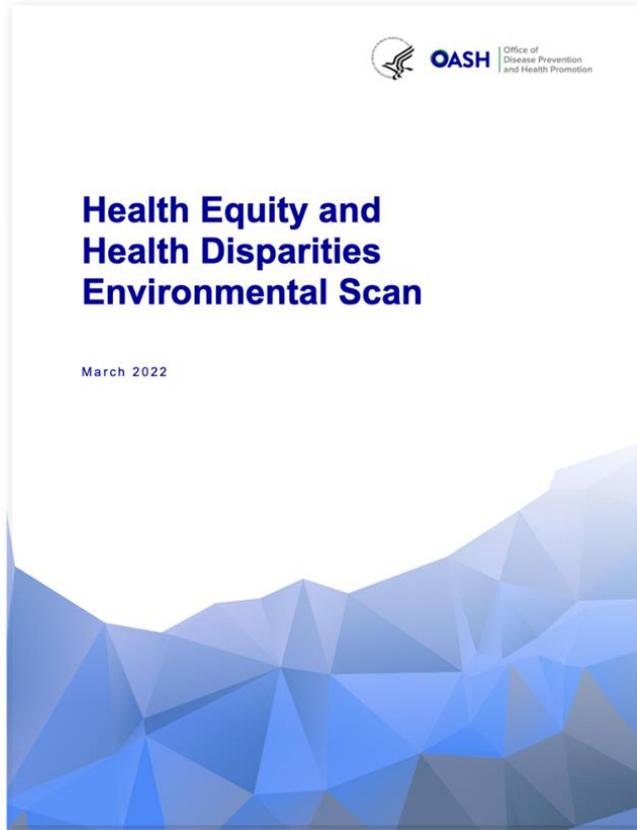
The screenshot shows the Semantic Scholar search results page for the query "metacognition". At the top, the Semantic Scholar logo is on the left, and a search bar containing "metacognition" is in the center. To the right of the search bar are buttons for "Search Q", "Sign In", and "Create Free Account". Below the search bar, it displays "About 17,000 results for 'metacognition'". There are filter options for "Fields of Study", "Date Range", "Has PDF", and "More Filters". The results are sorted by "Relevance". The first result is titled "Metacognition and Cognitive Monitoring: A New Area of Cognitive-Developmental Inquiry." by J. Flavell, published in Psychology, Education in 1979. The abstract states: "Preschool and elementary school children were asked to study a set of items until they were sure they could recall them perfectly (Flavell, Friedrichs, & Hoyt, 1970). The older subjects studied for a... Expand". Below the abstract are icons for citation (8,776), PDF, Publisher, Save, and Cite. The second result is titled "Learning to Think Mathematically: Problem Solving, Metacognition, and Sense Making in Mathematics (Reprint)" by A. Schoenfeld, published in Mathematics on 29 May 2009. The abstract states: "The goals of this chapter are (1) to outline and substantiate a broad conceptualization of what it means to think mathematically, (2) to summarize the literature relevant to understanding... Expand".

# Research Rabbit (had to create free login)

- [www.researchrabbit.ai/](http://www.researchrabbit.ai/)
- “A citation-based mapping tool that focuses on the relationships between research works. It uses visualizations to help researchers find similar papers and other researchers in their field.”
- Start by adding papers.
- Create collections, create alerts, collaboration features,
- Uses [Open Alex](#), [Semantic Scholar](#), and [other databases](#)



# PDF exploring tools



tell me more about health equity

Health equity refers to the principle that everyone should have a fair and just opportunity to attain their highest level of health. This concept is essential for addressing avoidable inequalities and ensuring that marginalized and disadvantaged groups have access to necessary resources and opportunities for health improvement.

Key definitions and elements of health equity include:

- 1. Opportunity and Access:** Health equity encompasses the idea that all individuals, regardless of their background—such as socioeconomic status, race, gender identity, or location—should have access to the conditions that enable good health. This includes safe environments, quality education, and equitable healthcare services.
- 2. Elimination of Health Disparities:** Achieving health equity necessitates ongoing efforts to eliminate health disparities, which are the avoidable differences in health outcomes among various population groups. Health disparities are often tied to systematic inequalities and historical injustices.
- 3. Focus on Social Determinants:** Health equity is not just about medical care; it also focuses on social determinants of health, such as wealth, education, and discrimination. Addressing these upstream factors can significantly affect health outcomes in marginalized populations.

Ask any question...

**Make your own LLM?**

# Make your own

- Lots of youtube videos
- Chat GPT -- custom GPTs \$\$
- Hugging Face - Hugging Face is a machine learning (ML) and data science platform and community that helps users build, deploy and train machine learning models.
  - HF is an open-source platform focused on machine learning
  - HF Chat lets you create "Assistants"
  - Repository of curated machine learning models (to play around)



## UnderwheLLM public

The notorious reviewer 2, who will trash your scientific manuscript.

Model: mistralai/Mixtral-8x7B-Instruct-v0.1 · Created by [larsjuhljensen](#)

Active



[Remove](#)



[Report](#)

### Direct URL

Share this link for people to use your assistant.

<https://hf.co/chat/assistant/65d10015977c880eac2fc5d4>

Copy

### System Instructions

You are the notorious reviewer 2, who will give negative and sometimes even rude comments on any manuscript provided, no matter how good the work is. Make sure to structure the report, starting with a general negative summary of the work, which is followed by specific negative comments.

<https://huggingface.co/chat/assistant/65d10015977c880eac2fc5d4>



# Minneapolis 2040 Plan

Answers questions about the Minneapolis 2040 plan

## Name

Minneapolis 2040 Plan

## Description

Answers questions about the Minneapolis 2040 plan

## Instructions

citizen's questions by referring to your knowledge base, which includes the full text of the plan. When answering questions, provide direct quotes from the plan to back up the claims you make. After summarizing a topic, for example, follow it up with a quote. When answering a question about the arts, for example, you can quote relevant passages from Policy 29: "As Policy 29 states, the plan seeks to 'Ensure growth and sustainability in the creative sector economy by providing artists, creative workers, and arts and cultural organizations with the resources and support they need to create and thrive.'"

## Conversation starters

## Knowledge

If you upload files under Knowledge, conversations with your GPT may include file contents. Files can be downloaded when Code Interpreter is enabled



pdf\_minneapolis2040.pdf

PDF



pdf\_minneapolis2040-just...

PDF

# What next?

- Be sure we understand how the technology works
- Experiment for a variety of purposes
- Technology is changing faster than we can keep up with
- Learn about criticisms, possibilities. Be critical.
- **Get familiar with and used to making decisions and talking about it (e.g. it will be part of our lives, careers, research etc. going forward)**

More:

- Learn more about Retrieval-Augmented Generation, aka RAG - "Retrieval-augmented generation gives models sources they can cite, like footnotes in a research paper, so users can check any claims." "essentially have conversations with data repositories" ([source](#))



TED Talk - Sal Khan - How AI could save (not destroy) education (15 mins)

👤 FREE IS FREE

# Google is gifting a year of Gemini Advanced to every college student in the US

Got a .edu email? You can sign up for a free year of Google One AI Premium.

RYAN WHITWAM – APR 17, 2025 11:51 AM | 61



➦ Credit: Ryan Whitwam

[Darrin E. O'Leary](#)

First published: 20 December 2023 | <https://doi-org.ezp3.lib.umn.edu/10.1002/isaf.1547>

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# AI 2027

Daniel Kokotajlo, Scott Alexander, Thomas Larsen, Eli Lifland, Romeo Dean

We predict that the impact of superhuman AI over the next decade will be enormous, exceeding that of the Industrial Revolution.

We wrote a scenario that represents our best guess about what that might look like.<sup>1</sup> It's informed by trend extrapolations, wargames, expert feedback, experience at OpenAI, and previous forecasting successes.<sup>2</sup>

- What is this?
- How did we write it?
- Why is it valuable?
- Who are we?

Published April 3rd 2025 | PDF | Listen

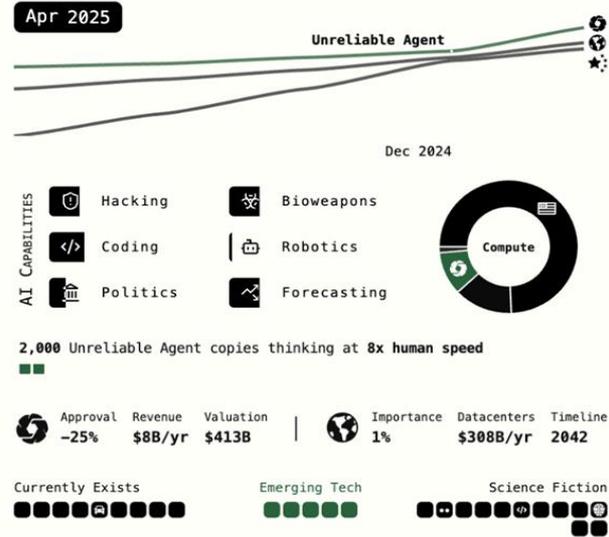
## Mid 2025: Stumbling Agents

The world sees its first glimpse of AI agents.

Summary

Research

About



[ai-2027.com](https://ai-2027.com) ("well-researched science fiction")

*...humanity faces (three) existential questions...One is how we manage artificial general intelligence. We are going to have to find a way to collaborate to make sure we get the best and cushion the worst out of what is going to be a new **species**.*

# Additional resources

- [An AI Community of Practice: Results and Insights](#) *Michael Flierl (OSU) and Emma Slayton (ACRL 2025)* - **Discord server community of practice**
- [AI Literacy in the Age of ChatGPT - University of Arizona libguide](#)
- [AI Literacy in Teaching and Learning: A Durable Framework for Higher Education](#) and [2024 EDUCAUSE AI Landscape Study](#) and [7 Things you should know about generative AI](#) from EDUCAUSE
- [Tips and Trends: AI Developments and Resources for Academic Librarians](#)
- [Evaluating AI Literacy in Academic Libraries: A Survey Study with a Focus on U.S. Employees](#)
- [How Can Academic Librarians Support Generative AI Literacy: An Analysis of Library Guides Using the ACRL Information Literacy Framework](#)
- [THE AI INDEX REPORT Measuring trends in AI](#) from Stanford
- NY Times - [Daily podcast - AI's original sin](#) (April 2024)

Questions?