Partnering with Generative AI in Research and Writing

📅 Thu, Oct 26, 2023 2:30PM   🕐 52:38

SPEAKERS

Alexis Weiss, Michael Hemenway

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So hi everybody, greetings and welcome to our ATS Atla joint meeting and training, partnering with generative AI and research and writing. Our host today is Dr. Michael Hemenway. Michael is the director of data and design science for ATS. In his role, he seeks opportunities to integrate design and data science, to ask new questions and explore possibilities in support of strategic decision making within institutions and across theological education. He has more than two decades in theological education at both Atla and ATS member schools, such as Denver seminary and the Island School of Theology. He holds a Master's in Biblical Studies from Denver seminary and a PhD in religious studies from the Denver University of Denver, I left School of Theology don't join a doctoral program. And that was a lot. Welcome, Michael.

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Thank you, Alexis. Thank you. And thanks to both Atla and ATS for partnering to make this thing happen. And thanks to all of you for spending some time together on your your Monday. Just real briefly, you know, the reason I like to do these workshops is one, I'm a data scientist, right? But I'm also I love libraries, right? Even though my friends might say no, you don't know you don't. Because you have problems with books, I wrote a dissertation sort of questioning the notion of book, because I'm afraid of books in some ways, but I was a librarian, actually, for a good five or six years. And I love libraries. I think libraries give us an librarians give us some of the best hope for the future of education that we can, we can have. And so I love hanging out with librarians. So even if you're not a librarian, I'm glad you're here. But if you're a librarian, I'm actually doubly excited. So yeah, I've done lots of work in libraries, lots of work with data science over a decade doing this kind of thing. And actually, I start from the premise of a really positive approach to partnering with machines. I know there's a lot of anxiety out there in the air around what's happening with AI, how AI is changing the world, how it's changing education, how it's changing information, all that sort of stuff. But I, I really love to begin from a place of what's it look like for us to build a world and a future where we can partner well, with machines to do things that we find meaningful? So I start from that place? I know not everybody does. And I know there are plenty of challenges and issues out there related to AI and

its use in our contexts. But today, I really want us to focus on how do we participate in building the future of our partnerships with AI together for us and for our students, and for our faculty, things like that. Okay. That doesn't mean we can't raise the questions that are, you know, the big hairy questions, but today we're focused on how do we do this thing together? i So what we're gonna start with is, I'm going to get you all talking to each other. And since our numbers are lower than we thought, which is awesome. No offense to those folks. Actually, I'm going to what we're going to do is a thing called impromptu networking. I don't know if anybody's worked with liberating structures, but these are structures that help us get talking to each other and get more voices into the room. And one of them's called impromptu networking. So what I'm gonna do is I'm gonna give you a prompt, and then we're going to put you in breakout rooms of two to three, for four minutes. That's only four minutes. In a breakout room, I'm gonna give you the property, you got a chance to talk to each other about that prompt. Then we'll bring it back. Right? And then we'll shuffle up those breakouts. I'll give you a second prompting to do it one more time. Okay, do and do two rounds of impromptu networking, four minutes each in pairs or threes with some prompts. Any questions about what's about to happen? Except for the prompt, I'll give you the prompt. And feel free to put there or somebody is paying attention to the chat. It's not me. So if you do have questions and things, put them in the chat, if not just getting we're we're in a we're not in a webinar, so you can unmute and just say hey, Michael, that doesn't make any sense. Can you repeat that or something? Okay. All right. So for round one, here's the prompt. What about artificial intelligence excites you. Okay, what about artificial intelligence excites you. Okay. You're gonna have four minutes in twos or threes. Whenever we say go see informants. We In how web search impacted and transformed information literacy and library work, how is that related to how generative AI is having an impact on information literacy and library work?

👤 05:19

Okay, let me repeat that.

👤 05:21

The web search changed the world, right? The internet and web search changed how we do our work as librarians and how we do research. So sir, in your mind, what's the relationship between how web search changed this kind of research and writing work? And and how generative AI is changing that work? Okay. So looking at two different historical moments where technological change had an impact on libraries and research and writing. Let's think about that for four minutes to get. Okay. So four more minutes. We'll see you back. After that the whole live remember in the recording, folks, I always forget.

👤 06:18

Welcome back.

👤 06:24

Give just another second. We're getting most folks back. Okay. Great. Love it. Thanks for doing that. Hope you all got to know each other a little bit and had some interesting conversations. I did notice that maybe you all end up on mute. So we didn't hear any mid sentence folks coming back. So, you

that maybe you all end up on mute. So we didn't hear any mid sentence folks coming back. So, you know, maybe we're all just real polite. Here's one way I like to give a chance for folks to share something they learned from those when we had this larger group. Although we're going to have more space to talk, I guess, because we don't have as many but, but there's a thing we do called chatter fall, which is kind of a fun way to use Zoom chat. Okay, so I'm gonna give you a prompt. And then I'm gonna give you like 30 seconds or so to type something in the chat, but don't hit Send yet. Alright. So and then when I say go, we'll hit send. And then we'll just get this kind of waterfall of things in the chat, hence chatter. All right. So and then we'll, we'll have a chance to look at that together and see what patterns we see emerging. Okay. All right. So the prompt is, what's one thing that you learned in your those last two conversations? was one thing you didn't learn about yourself? Or about AI or about the other person? What's one thing you learned during those last few conversations? Okay, so type it in chat, but don't hit don't hit Send yet. Okay. What's one thing you learned in these conversations? Give me another 15 seconds. Sometimes it's hard to do with people in the academic world because they want to write like sentences. Very long. Wait, oh, give me more time. It's okay. If it's if it's just short. Okay, ready? And Mark, get set? Sent. Yes. Love that. So as you see it cascading kind of look and see what you see. Do you see any patterns emerging? What's what catches your eye? Yeah, I see critical thinking. Some fear trust is important. People are different in terms of their comfort yet. Yes. How awesome librarians are. Love that. suspicion. That I see. I see some of that. What do you all see? What patterns are you seeing in that? Go ahead and pop up mute and just see what you notice.

09:11

People talking about potentials and fears.

09:16

Yeah. Yeah. Thanks.

09:19

I will say Jared Avery DTS, just focus on higher level critical thinking.

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Yeah. Love it. Good. Okay. Thanks for doing that. I think it's doesn't surprise me that these two kind of experiences are living together. And hopefully throughout today and then throughout what we work on together going forward. We can continue to hold together the possibilities and the anxieties. I think that's a pretty healthy tension. And part of that But I feel like my role in in these spaces is to keep the voice of the possibilities not getting drowned out by our fears. Right. So I don't want to ignore the fears. But But so what I thought we'd do next just for real quickly before we move on to some some lab work, and to sharing some tools together, I like to oftentimes I do an activity called celebrity interview where I find somebody who's doing cool work or done some cool work in some area, and have them share kind of their experience with that. And then folks get a chance to ask them questions. Since we were talking about generative AI. I thought, you know, it might be interesting to interview Chet GT GPT. Yep. So I'm just for a few minutes here, we're going to ask some questions of an expert that we think wouldn't judge you because he's an expert on itself even. Right.

So let's start with, I'm going to ask you IGBT. What is generative AI? What is Jin are into? And let's see. little verbose. That's not too bad, actually. Okay, it's one class of AI system. Right? That does generation, right? Not just extraction, right? That tends to be the main distinction there, right? It's generating new things, right? based on existing data, right. But it's, it could be putting those things together in new ways, rather than just extracting from existing text and giving us that existing text back. Right. So it's pretty awesome stuff. And it happens. It can happen in video image, you know, text, all kinds of things. Sometimes we do these workshops, and we actually do some work with the image tools as well, if you haven't used them. They're pretty rad. And kind of freaky in cool ways. So let's ask, let's ask one more question. Let's ask, what are some constructive ways generative AI, is being used in research, and writing. Now, many of you are already doing this, but let's see what what GPT says. It's kind of interesting to that. At least chat GPT I don't know if any of you've used Bard or other of these models, but chatty b t, at least, really, really likes numbered lists. And most questions you asked you get a list unless you tell it something otherwise, right? So this is I mean, 12 items. These look familiar to you, these kind of, they look to me, like things we can imagine that useful uses of generative AI in the space of research and writing any of these strike you as like, no, that's another thing. Anyone? Or just do any of them strike you as Yes, that's the thing we're doing a lot. When pop up you take just a couple

13:32

I've seen video about the language translation and video creation in I call it a region a jpg YG that translates spoken video. And, and not only translated translates it, but it recreates the speaking and mouth films on the on a video that renders to look as if it's being spoken by a native speaker. And it's it's crazy. Apparently, for people who speak those languages say that the French is dead on Canadian accent accent French and the German is pretty good. Now I know I know. It's coming.

14:23

Yeah. So it's amazing. Thanks, Bob. Yeah, so this. So we're moving now to new model and this is the old version of GPT read old September GPT. Three, five. newer models are being able to do multimodal work like this in both text and video at the same time, which is pretty radical. Right? So these tools are expanding really fast, which is pretty great. Michael, yeah,

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I was just, I was just gonna jump in too because I think this list also helps. Some folks see the way that we've already been using the technology GE, I think sometimes people assume that chat CBT and AI is this brand new, like, Oh, this is taking over the world. But like, every time Google fixes your word or does, you know, text generation, this is technology that we've been using, it's just building upon those skills. So I think sometimes this kind of a list is helpful. And bringing folks along that are speaking to that fear part of our chat list earlier. So

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I love that. Thank you for bringing that up. Go ahead.

I have a group of Korean speaking students in a program that associated Katy theological schools. And last spring, I started allowing them to do their assignments in Korean and translate using chat or Google Translate or something along that line. And it's been very successful, The only stipulation is they have to tell me that they did it. So I need to know that that's where it came from. But they've been very happy with that. And a lot of them are doing it.

That's awesome. Thanks for the level of

levels, the playing field. Yes. Other language first language is really have a problem navigating in our programs. And now I can see what they really think, rather than what their their English language skills allow them to say. And it's different.

Yeah, I mean, it's, it's a nice, it's a nice model of accessibility, in a sense, right, William? But it's also really, it's great to hear that they're doing some checking on it, right? They're paying attention, like, is this actually representing? Right? What I was trying to say, you know, because could could be way off, but that seems like they're having a good luck. That's awesome.

I sort of liked what William just mentioned, I'm the director of a writing center at our seminary. And so getting students to notice issues with their writing is a pretty sort of typical sort of approach that we think about writing acquisition. So I'm thinking, you know, in terms of having them translated from their language, and use that as the basis and then have them check on the writing in English, could be quite useful. vocabulary acquisition, you know, structural acquisition. So that sounds great. We were also right now I've started using it just within our center when we are coaching or tutoring for idea generation. So yeah, brainstorming and outlining. Although there are various views on whether or not that's we're taking the opportunity away from other people to generate their own outlines, that skill is somehow being undermined. So

yeah, Thanks, Robert. Yeah, I mean, it's this is part of the question we have together is, how do we cultivate our relationship with these tools as partners in learning, not replacements for learning, right? Like, these things aren't going away? Right. So I mean, taking an approach to say like, well, let's just, let's just ignore them or listen, I mean, sure, we can try to shake them to be better. But if our students are going to be using them and our faculty, right, how do we learn how to learn with

them? Right? It may change the kinds of assignments we have the kinds of research instruction, we do all that sort of stuff. It's a big question. All right, good. Thanks, everybody. Thanks, Chad GPT, it's nice to hear your expertise. We are going to let chat GPT go back to serving the rest of the world. And just I just like to remind folks, chat, GBT is not the only one of these things out there. And there are a lot of tools, there are a lot of language models chatting, tea is an interface to a language model. Let the language model is just GPT. Right? Or versions of it, right. And then we've got an interface to use it. So there are lots of other tools out there. And I thought one thing we could do together is start to collect. I call this sometimes tool networking, based on our experience, what we're doing in our own work and research and teaching and librarianship. Right, but also what we're hearing out there. What kind of tools and or interfaces, do you see these generative AI, things appearing in? So for example, we know chat. GPT is one bar. It is Google's version of that. But there are lots of other tools, right that people are using. So I'm gonna do them a turn on this whiteboard thing. And probably many of you have used zoom whiteboards, if you haven't. It's fairly straightforward. And what I want us to do is there's two features of this, I want us to use just to quickly kind of start to throw out some of the tools we're either using or seeing folks use. Okay? So all you have to do on the whiteboard to add a sticky note is click somewhere on the board, and then hit the letter N. And that that opens a sticky note. Right? And then you can just start typing a tool name. Okay, so a tool or an interface, or maybe it's a piece of software that's integrating chat GBT, like your integrated library system or your awesome already, you're gonna love it. The other thing you can do is you can click on a click on a note, and there's an up and down arrow, and you can upvote or downvote tools. So if you see a tool that's already on there, I'm okay if we have duplicates, feel free to just keep putting the same one on there. But also you can upvote and downvote by clicking on one of the the little stickies and clicking the up down arrow and then choosing upvote or downvote. Yep. Grammarly. Yep. perplexity. Yeah, we were just talking about that a little bit earlier. dollies one of the image models, right? We're now on what? Dolly? Three right, which is crazy good, but not free. Expensive. So Tara's integrating some of it. Good. Good. And again, we'll keep this list for all of us. So we can we can have it and look back at some of these at some point. Yeah, turn it in. I think that's uni check. Turn it in. Yep. For sure. They're doing that. Canva that's the design tool. Canva. Yeah. Or canvas?

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With Canva with design tool. Yeah. It actually makes the dollies.

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Oh, yeah. Nice. Nice. So you can ingest Yeah, Okay, nice. Yeah. Good. Yeah. See, there's a lot out there, right. I mean, many of these I hadn't even heard of. Yeah, notion is an amazing tool. Totally. Yeah. I love it. When it comes up to like that, it's good to know. Yeah. So back to mirror this point. Right. We've been using Grammarly for a long time. Right? That's not new. And it's using very similar and same with spell check, right? These things are and autocomplete those things are all this generative AI, the models are just a lot better now than they were six months ago. So they start to freak us out. All right, so I'm gonna make journey. Yep. So that's, again, another one of the image based ones. So I'm gonna stop sharing this, but you, you all should still have access to this, I think even when I stopped sharing, and we will take a snapshot of it and share it with you when we're done. So you can go go research some of these if you don't know what they are, and see if they'd be useful. And I think one of the long term goals we have is to think about what kind of community we need together to be paying attention to how these tools are emerging. And how we can do some communities of practice to, to share with each other best implementations for that. Okay. All right, so

I'm gonna stop sharing. But thank you for sharing those the wisdom there, for sure. Okay. Next is when we're going to start getting to real work together. Okay. What, what I wanted to do today together, is we're going to have to laptimes. Okay, so we're going to break up into groups of six ish. And for the first lab, you're going to have a task together. And I'm going to share with you let me grab the link here, created a slide deck for each, so each room can take some notes while they're doing their their work. And that we will all have this slide deck. And we'll have everybody's notes when we leave. So we don't have to do any of that after the fact. So I'm going to drop that in chat here. And I'll give me a second to open that up. Make sure I'm replying to all. Yeah. So there's the link. So it's just a Google Slides, you don't need a Google account to edit it. You anybody should be able to edit it. And so when we send you out to your breakouts this time, and I'm gonna give you the prompts and all that the prompts actually on the slides too. But I'm gonna tech talk you through that. Once we send you out to groups. In this lab, you're going to have 15 minutes, okay? Approximately approximately 15 minutes together to work on this task. All right, and then we'll come back and we'll get a chance to look at other folks and see what we see and what we're learning that sort of thing. Okay. All right. So the first task is, right, you've been asked asked as the librarian or at least play the role of a librarian, as the librarian, you've been asked to teach a workshop on partnering with generative AI for research and writing. Okay. As you design that workshop, what for tasks? And there are probably lots more than four. But what four tasks would you include in that workshop? Right? What four things do your students need to learn? Right? And why? Okay, and you can pick your audience, whether you're teaching it to faculty, to undergrads, to graduate students to some combination of those, feel free to pick your audience together. So the so the question is, if you get asked to teach a workshop on generative AI for research and writing, some of you've already done this, so feel free to share your wisdom, right? What are the what are the top four tasks you would include in that? Okay, now, don't be afraid to use your resources, right? We talked earlier about Chad CBT can be a really nice partner in ideating. Right? If you're stuck, you don't know, ask, right. So you use your tools at your disposal to do the work, make sure somebody you know is willing to type into the slide to keep track of it. So we can all have that. If you have other notes that come out of your conversation that don't fit in the for. For tasks, use the speaker notes area of the slides. Okay. And if everybody in your group has trouble accessing the slides, let us know. And we'll come in and try to help. Okay. All right. So workshop one, teaching a workshop, what are the four tasks? Okay, you have 15 minutes in groups of six. Are there any questions about how we're going to spend the next 15 minutes?

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No.

26:48

Okay. Awesome. Have fun. Welcome back. Good work teams. Welcome back, everyone. Welcome back, I see some pretty awesome work in those slides. It's super fun. Actually, I hadn't done exactly this way before, it's fun for me to be able to see all the groups working at the same time. So that's really rad. And again, remember, you'll get to take these slides with you, that link will will work for as long as I can imagine. And so you can keep kind of add to these, or you can keep looking at these but we want to do for because we think breaks matter. We're gonna take a five minute break. So it's not long, but we're gonna take a short break. So we encourage you to get up, move your body around, look around, go outside, do some get a coffee refill, go to the bathroom, something like that. And in five minutes, so five after the hour, we'll be back to process a bit of what we just did. Okay, five minute break. We'll see you soon. Okay, I hope you had a nice short break. Sorry, it's not longer. So

um, I'd like to ask, give us a chance to just talk about that experience for a bit. My first question would be, what was the most challenging part of that design task for your team? What was the most challenging part?

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I think there's just so much to say that there's there's too much to say, to do any kind of workshop area, often just scratched the surface. I mean, we talked about legal and ethical issues, which is way over there, as opposed to educational issues with where she was, where she did not, how should you use it. All of these issues are coming up all at once. And that's my biggest fear with AI. It's moving so fast that we can't really think about what the issues are that we need to address before they hit us.

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So there's a pacing of this. So it may not even be that different in terms of kind, right? Of challenge. We've had lots of technological change before but the pace at which it's changing, makes it challenging for us to be able to be proactive around how we're addressing that. I like that. Yeah, that's helpful.

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We eased into the world wide web, but we're not using the AI just saying it's here.

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Yeah, it's here. Good, thanks. What else what was challenging for your teams? was exciting. But

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there's a lot of stuff to cover, deciding on what was important and like maybe who?

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Yeah, yeah, priorities are rough. Right? This is tricky. And I mean, this is a real, this is a real problem, right? In terms of like, we've got students and faculty who need to be able to figure out how to use this. And so as part of why I wanted us to have this conversation is like, okay, together, maybe we can think through, there's 30 things that we need to cover, right? But if we don't cover these six, right, harm is going to be done, right. Or students won't be able to be able to use this. So that's the kind of thing I'm hoping we can together figure out, like, what are the real key step? And then what's the stuff we can tack on to that? So yeah, I heard a lot of it was a lot, right. Let's good. So now just take a minute to peek at the slides that have text on. The last question I'll ask is, what what patterns? Do you see? What what things seem to be emerging in common across these? And then is there anything that surprised you? No patterns? No surprise.

31:48

I think one pattern, there's more patterns. But what I'm saying that we talked about, and our grip also is like the limitations, but it doesn't replace critical thinking that you have to, like, analyze output to know what is legitimate, what's not, and how to use output. Yeah,

32:06

yes, I love that. I mean, it again, there, we're teaching the partnering with it, right? Not the, hey, use this thing as an efficiency tool, right? Let it generate all your stuff. So you don't have to do work. That's not the point. Right? The point is, how do we use this to better our critical thinking? I love that, thank you.

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I mean, you still run into the issue of students are going to look for the least path of resistance. And if they can get something easy, you know, they're going to use it and just use it, abuse it, you know, as opposed to, so that's always something you run into with any new technology, especially something that makes it easier. You know, it's not perfect, but it makes it easier to do the work.

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Yeah. Yeah.

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Totally Connor, I agree. And that's part of why I mean, if we can come up with ways to, you know, creatively integrate these tools into the assignments themselves, right? Then then somehow, maybe it disrupts this, I'm just gonna, I'm just gonna use the easy way. I'm actually I gotta engage this thing, right. But maybe I'm just an optimist.

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I think that's a key concept and use it creatively integrate these tools into assignments, and the particular assignments that our students face. And one thing that I'm thinking about is maybe have our students tell us the types of strategies that they use when using AI. And then we can, you know, probably learn from them, most of us to see how they could potentially use

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it for assignments, and things like that. Robert Ross,

here has to also dealing with issues of ethics and a variety of things. For sure, for sure.

Yep. Yeah, see that, Chris? Yep, it is pedagogy guys, for somebody else. Sorry, interrupted are one

of the things like that maybe it's having a list of recommended AI, because as it is, a is growing, and there's new new models each time maybe something that, you know, endorsed by ala CRL something that's, you know, you know, something that could be integrated in that way, something recommended, as opposed to just using anything, you know, in terms of any new one that comes out. Yeah, it's like a peer review kind of thing.

Yeah. Nice car like that. So we could do a kind of, we could have a community approach to like, hey, we know all these tools are coming out. Here's the handful that we know. We at least we know kind of how they do what they do. Right and how well they do it at this point. Right? So stick with these and then you know, the others you can experiment later. Yeah. Michael, I saw you on mute.

I was just thinking that like this, this means not that expertise is like, is no longer valuable, it means that it's increasingly valuable, like the capacity to both Pars, what result is useful and what is not. But then also the expertise to say, if, if the user were I need my colleagues or my students to arrive, how do I begin to teach them these new ways of acquiring learning, with these tools that can actually get them to the same place? Like if we use these tools to just rinse and repeat the read this thing and talk about it? Totally wasted what we're sitting on here. Oh, man,

I just to tie that to the pedagogy point, as I was talking with some of my colleagues, right thinking about what the the tools of backward design like it, like, if these are, these are the things that are here, right? These are the tools our students are using, it sort of forces us educators to think about, I think, to the point, the pedagogical point in that comment, right, like, what is what is our aim? What are we what are we trying to get to? And how do we sort of have these tools now, help us get there in a different way. So just thinking with those two comments.

Many of our students think of research projects as a product that they have to deliver, rather than as

a process to teach them how to think. And so I think we have to express that to our students in our pedagogy, that the product is really not as important, I think, as how they got a product into place. And so we may have to change our sort of educational strategy to really guide students in that. And I think for graduate students in particular, this is something where we have to impress upon them that you cannot succeed unless you learn these abilities of critical thinking, research skills, etc. And if AI is going to stand in the way of doing that, but giving a nice email, it's not going to help you educationally.

37:02

One more thing I think will be important here will be for us not to conflate bead with ease, like just because we can do something faster, doesn't mean we cheated, right? Like, there's this sense in which we should be excited about the ways in which we're able to like save time and energy and bandwidth. And then think about how we can either reinvest in our work, or maybe reinvest in like applying our work instead of just living kind of in the classroom. So it's not necessarily that we should always presume that easy is kind of a ethical lapse on our part, with these

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tools. Yeah. Thanks for that, Michael. Yeah, it's more complicated in that, isn't it? Right.

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I think we probably might want to interrogate the partnering metaphor. At first, I wanted to reject it. But then I think we want to maybe lean into it, and decide who's the lead partner. I think a lot of like, the cheat code kind of student work. AI is the lead partner, right, you're coming along, you're you're acting as as editor trying to polish things up or, or hide the fact that you, this is not your work. But if we lean into that metaphor, and see a i as like a junior partner, or someone to do some of the grunt work and things that might be a little bit more helpful. But I think to just think about how we are actually a partner how this is a partner, again, limiting the personhood of these things, which are not people and not, and just kind of really mimicry machines. So, again, that kind of gets into some deeper issues.

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Yeah, I love it. Ryan, thanks for raising that. I'd love to hear others kind of, what do you think about the partnering metaphor? Or approach? Is that is that a way you can conceive of your work with these tools? Is it not?

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Think it's essential to lean into that metaphor, in part because this is the first time that human computer interaction is not about making humans act like computers in order to partner with computers. Like so asking complex questions having like these, these, you know, exploring these

interconnections of ideas, instead of trying to break it down into basic words where we can throw it into Google, we can actually have a dialogue. So maybe for the first time ever, this technology centers the value of being human in human computer interaction.

Which I kind of hear similar, right, as you're saying, like maybe this is a chance for us to partner with human as the kind of foreground, right Where's oftentimes times were looking for technology to be the lead. And that's an interesting

one member of our group really pointed out though, that prompt generation is hugely important for getting the most out of some of these technologies. And that kind of start to mitigate against Michael's point is that it, you have to kind of train it to, you have to learn a certain kind of language to get the best answers that you want out of some of these machines. And so, it, we're still not quite there yet. And I think the park I think I think the push the partnering imagery a little bit more is that if a student comes to a professor and says, I asked a friend of mine, and they told me the idea for my paper, and they gave me an outline, and they did these things, is that going to be acceptable in terms of receiving that work? So can we ask a machine to do something that we would disallow another human to do in someone's work? To Bill's point in that process? Right. What's acceptable to, to force participation in that process? Based on what we want?

Yeah, I love that. Right? Because I mean, it's reminding us that look, all writing, we're all we're it's collaborative. It's always collaborative, right? In a sense, right. So in, you know, at what point are we saying like, okay, it's different when, you know, certain things are our partners than other things? And why right, so if we can get clear on the why I think that's a super important question. Leslie, I love your question in the chat, would you be willing to say that out loud?

As I've looked at AI one, I've often thought of it as a tool and a tool we need to learn to use and use well, like we've learned to use Google and the databases and all the other myriad of tools in our toolbox. And sometimes it's a question of what is the best tool to use for this? Whatever job we're looking at at that time. I'm intrigued by the discussion of AI as a partner, though, and I'm just kind of wondering if it's just done as raise interesting questions to me as to Well, is it a partner that you're equal with, on as you know, that you use and cultivate? Or is it just the tool just like a hammer or a screwdriver?

Love it? That's a hard question. I mean, I think that's one of the reasons that question, I think, comes up more with AI than with a hammer. Right? Is because we call it artificial intelligence. Right? So we

tried to design this thing to think like us, it doesn't actually in some ways, right? So we call it artificial, because it's not natural somehow. And then we call it intelligence. Right? Both of those words are super loaded. Because for though, at least for the last 200 years, intelligence is the thing that we thought made humans humans, right. So I think that makes it sort of an interesting added layer to this conversation with these particular tools. Bryce, I saw you on mute. Yeah, I

43:20

did. I just wanted to kind of tack on here. I think especially for this group. attribution and citation is critically important. And I went and sorry, group, I sort of unilaterally added that in as a late add to our four points, but it's task number five now. So I think that's a key task that any of these audiences needs to be aware of. And, you know, we're already being given guides by Terranea and APA and everybody else under the sun as to how that needs to be done. It's about academic integrity. It's about honesty. And so with this, I defer to the tool idea. I think that helps us separate and Ryan's mimicry versus actual kind of intelligence or critical thinking, I think is the most appropriate way. But it also helps us reframe with our students or faculty. What this is because it is human language, I think that's probably what makes it feel different. If you've ever interacted with a chatbot phone tree or something like that, then you know how those

44:34

thanks for us. Yeah, if we had more, and maybe we ended up on another workshop talking about this thing right here like, this is an important question. This this tool versus partner, what's our relationship to this? Is this is our relationship to this any different than any other technology? Right? Or is it just we just think that because it's language and languages, so yeah, great questions.

44:58

I use it a little bit too. differently, I think, than other people I'm trying to hear because I'm a research analyst. And I'm interested in coding interview data. And again, it's a survey questions with it. There's no way if you use it just as it is, it's not gonna make any sense. There has to be a tool, people laugh at you when you first get the results that way. So, in my sense, it has to be a tool for how I use it. Yeah, I'd be looking pretty bad at my job.

45:29

Yeah, that makes that makes good sense. Right? So again, it's not going to function, you can just automate your work, right? And just handed off, otherwise, it'd be nonsense, right. So that makes you get it. All right. Thank you for that was a really good reflections hard questions. I, I'd like to imagine that we're going to have chances to continue digging into that as a community, both across Atla and ATS. In the interest of time, I was gonna have us run one more lab, but it's in the slide, you can see it. Lots of schools now. And you all probably having to do this are being asked to rewrite their statement of academic integrity, right, or the template one that faculty can use in their classes, right? To address this phenomenon, right. So I think it's an interesting exercise, to try to do that in a way that doesn't just say, you can't use it. Right. So my son just started his freshman year at University of San Diego. And most of instructors, most of the instructors just say, you can't use it. Right. That's, that's

not a strategy, folks. Right? It's really not. It may be what we say is we just shouldn't use it. But there's got to be a more compelling reason for that, I think for our students to actually take that take that on. So it's a I think it's a good exercise to do, you can do it with your team or just do it on your own. There in the slides, there's you can check it out, I put a link to some Yale's got some interesting information on how they're doing. Thinking about those kinds of statements. What I want to do before we, before we leave, is I want us to have a little bit of time. And I think I'm not even going to put you in in rooms, we're just going to do it together and chat in such a way you take a minute on your own. To think about okay, we've had this, we started this conversation just barely begun it or you've been having it for a lot longer than this. What what do you need next? Right, in order to continue to grapple with engaging these technologies in your work in librarianship. How can Atla an ATS support you in that work? What do you mean next? How can women on your own to think about that? Feel free, I see some share in the chat. Feel free to share the chat as you as you think through that. Okay, real quick. Yes. And Meredith, I'm very sorry, we didn't get to that. I know. I don't know how to manage time. Well, it's totally my bed. And Chris, I see a Martin Buber reference there. That's pretty great. So real quickly, what what next? What would what would what can we do to support you all, continuing to move forward in the conversation in the implementation? What what could what could we do? Feel free to unmute and share with

49:26

not a live friend but ever can restart and I'm trying to think from our library standpoint. And as they're thinking about electronic resources, etc, the like guides they want to put out but it was one thing that I've struggled with which had TPT is figuring out the prompts, like how to do something. And so I think maybe ACS and libraries can work together on making devolving materials on how to use AI with different prompts like if you're using it for research or whatever.

49:59

Well It, librarians should be involved with any AI Task Force, etc, trying to set policy for their institutions. And libraries have to be front and center in those kinds of discussions. I'm on the art universities AI Task Force, and it's been very productive. Just trying to determine, you know, what our overall policy is? If we have no policy at all, then it's just a free for all. And that cannot go well.

50:33

Yeah. Yeah, like that it could be there, maybe Atla could could help create some resources to give to librarians to make that case with the school to make sure that librarians end up in there. Like that.

50:51

Let's say Michael, maybe there's a way in which Atla or ATS could form its own learning group or task forces as well. You mentioned about empirical research and how, what the impact of AI might be versus human interface, faces research and writing. I have not found that much just yet. On this. If you go out and look at other artists, it probably is quite a bit there. But I'm still looking at that see what is actually being examined? What questions are driving research forward?

Thanks forever. Yeah, and I see some really good stuff in the chat to your folks, we will save this chat and share it back with you all. So you can see what these recommendations are. And we're going to take this in as a part of how we do the next layer of offerings for folks, whether it's a committee to practice, whether it's more workshops, whether it's workshops, at events, things like that. So we'll take that into into mind as we're thinking about programming on both sides Atla and ATS and, but we'll also share with you all and seem to think of that so we are at time. So I just wanted to thank you all again for taking some time to hang out with us on Monday and to consider these things. Yeah, I hope your curiosity is stimulated and I hope that I look forward to seeing how you will can push these conversations in your areas and I hope that we can continue to help you with that. Alright, so it's good to see you well