



IK und KI

Angebote, Entwicklungen, Herausforderungen und Kooperationschancen

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IFLA Trend Report 2024

Knowledge practices
are changing

Trust is being
renegotiated

Skills and abilities are
becoming more complex

Information systems are
using more resources

AI and other technologies
are transforming society

Digital technologies are
unevenly distributed

People are seeking
community connections



<https://www.ifla.org/trend-report/>



IFLA Statement on Libraries and Artificial Intelligence

2020

Libraries should, where possible and appropriate

- Help their patrons develop digital literacies that include an understanding of how AI and algorithms work, and corresponding privacy and ethics questions.
- Continue to focus their efforts to enable lifelong learning and, where possible, provide services for the unemployed.
- Ensure that any use of AI technologies in libraries should be subject to clear ethical standards and safeguard the rights of their users.
- Procure technologies that adhere to legal and ethical privacy and accessibility requirements.

<https://repository.ifla.org/handle/20.500.14598/1646>



IFLA Statement on Libraries and Artificial Intelligence

Library associations and library training providers should:

2020

- Support library professionals to understand the impact of AI as well as its intersections with privacy and ethical principles. Library training providers should ensure that librarians are able to develop relevant digital skills and competencies.
- Advocate for libraries to play a bigger role in changing education systems as they adapt to the labour market changes which AI might bring.
- Engage with AI researchers and developers to create applications for library use, which meet ethical and privacy standards and respond specifically to the needs of libraries and library patrons.
- Act as forums for exchanging best practices on ethical use of AI technologies in libraries.

<https://repository.ifla.org/handle/20.500.14598/1646>



Unesco: User empowerment through Media and Information Literacy responses to the evolution of Generative Artificial Intelligence (GAI)

2024



- **User empowerment** through Media and Information Literacy (MIL) as a response to GAI, which is still in its infancy, needs to be fully deployed and public policy makers should be concerned in developing it well from the outset.



- MIL is necessary to build people's **ethical use of synthetic media**, i.e. video, text, image or voice content fully or partially generated by AI-systems.



- Building on **familiarity** in the face of urgency, AI literacy can be embedded in MIL to teach and train all sorts of communities (educators, librarians, youth workers, women networks, etc.).



- Training for MIL is within **the remit of governments and institutions of higher education**, which have a duty to ensure MIL policy actions are sustained and strengthened over time, to **be future-proof**, in the face of an ever-evolving AI/GAI.



User empowerment through
Media and Information Literacy
responses to the evolution
of Generative Artificial
Intelligence (GAI)

<https://unesdoc.unesco.org/ark:/48223/pf0000388547>

**WiWo+** LESEN, SCHREIBEN, RECHNEN, PROMPTEN

KI: Prompten wird zur Kulturtechnik

Was uns Menschen im Zeitalter der künstlichen Intelligenz (KI) noch bleibt? Die KI zu befehligen, und das so wirkungsvoll wie möglich. Das Schreiben von Befehlen, sogenannte Prompts, wird eine entscheidende Kulturtechnik des 21. Jahrhunderts. Eine aufrüttelnde Einführung.

Moritz Kremb
25.06.2023 - 09:57 Uhr



Umfrage der AGIK – Informationskompetenz und KI

Angebote, Planungen und Wünsche

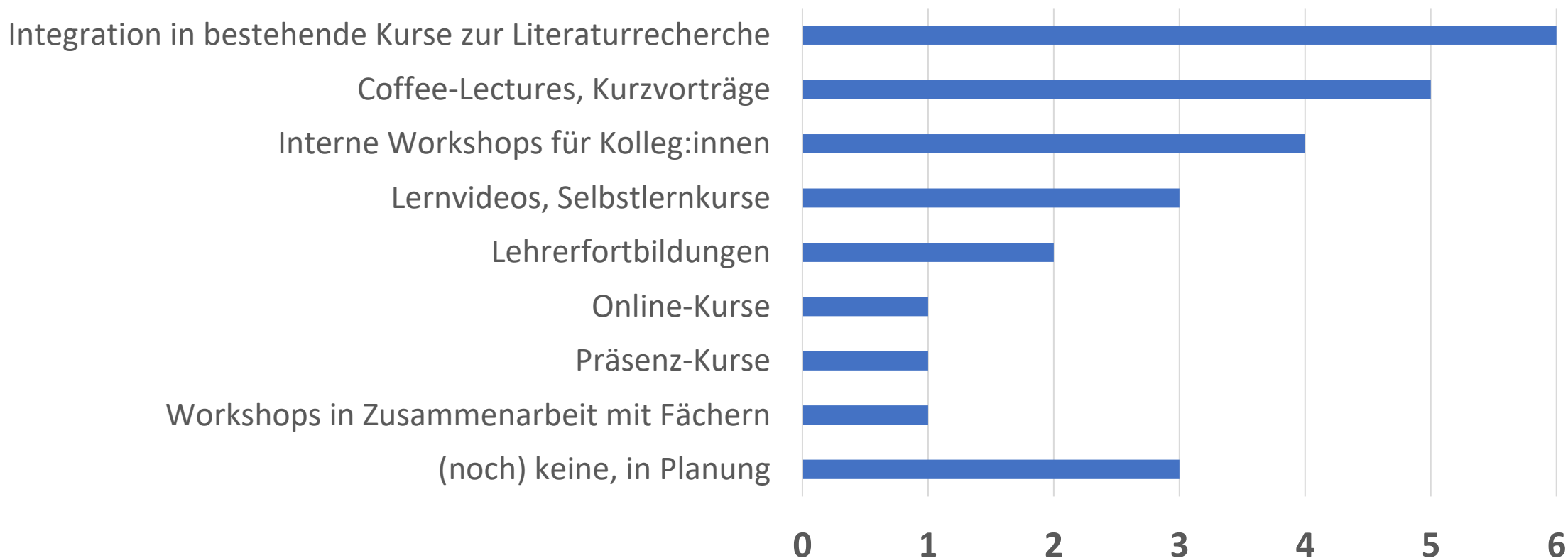
16 Antworten:

- 10 Universitätsbibliotheken
- 5 Hochschulbibliotheken
- Bayerische Staatsbibliothek



Umfrage der AGIK – Informationskompetenz und KI

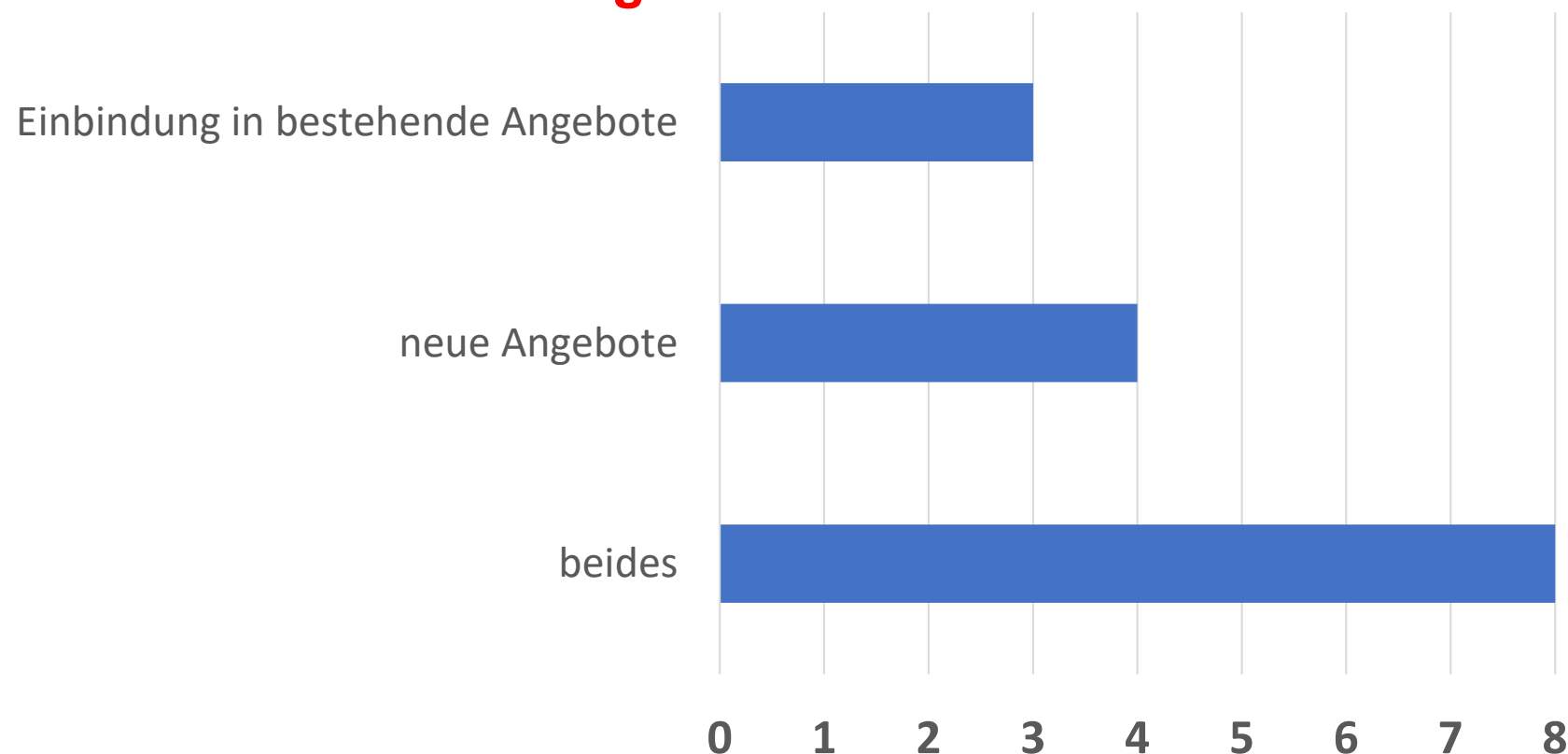
Welche IK-Angebote gibt es an Ihrer Bibliothek?





Umfrage der AGIK – Informationskompetenz und KI

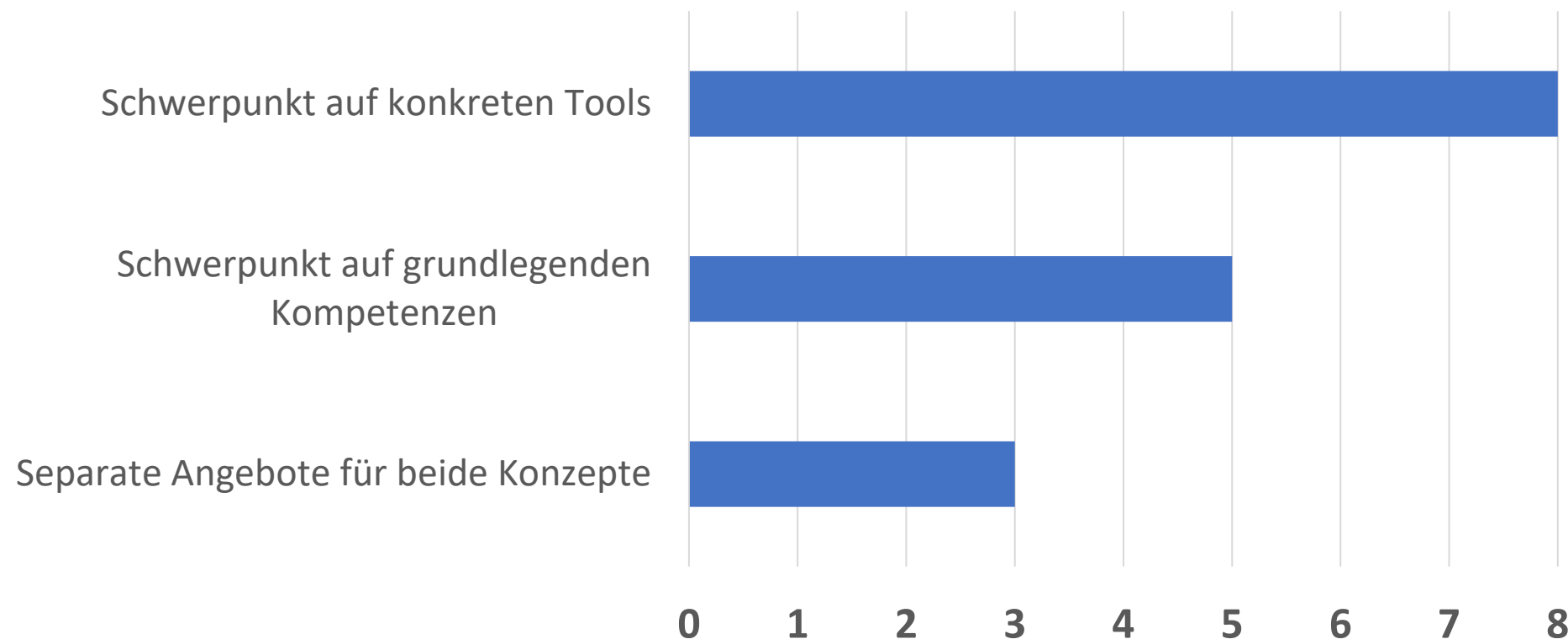
Binden Sie KI in bestehende Angebote ein oder erstellen Sie neue Angebote?





Umfrage der AGIK – Informationskompetenz und KI

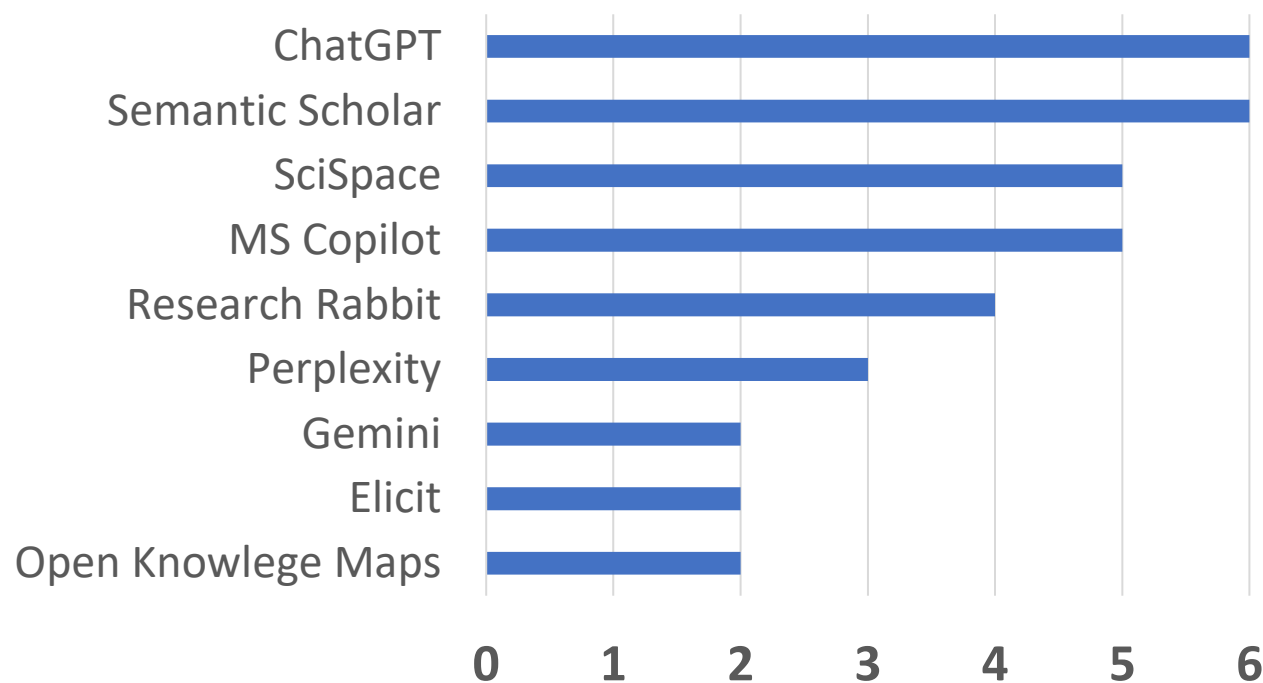
Schulen Sie einzelne KI-Tools oder vermitteln Sie grundlegende Kompetenzen?





Umfrage der AGIK – Informationskompetenz und KI

Genannte KI-Tools, auf die Bibliotheken im IK-Veranstaltungen eingehen



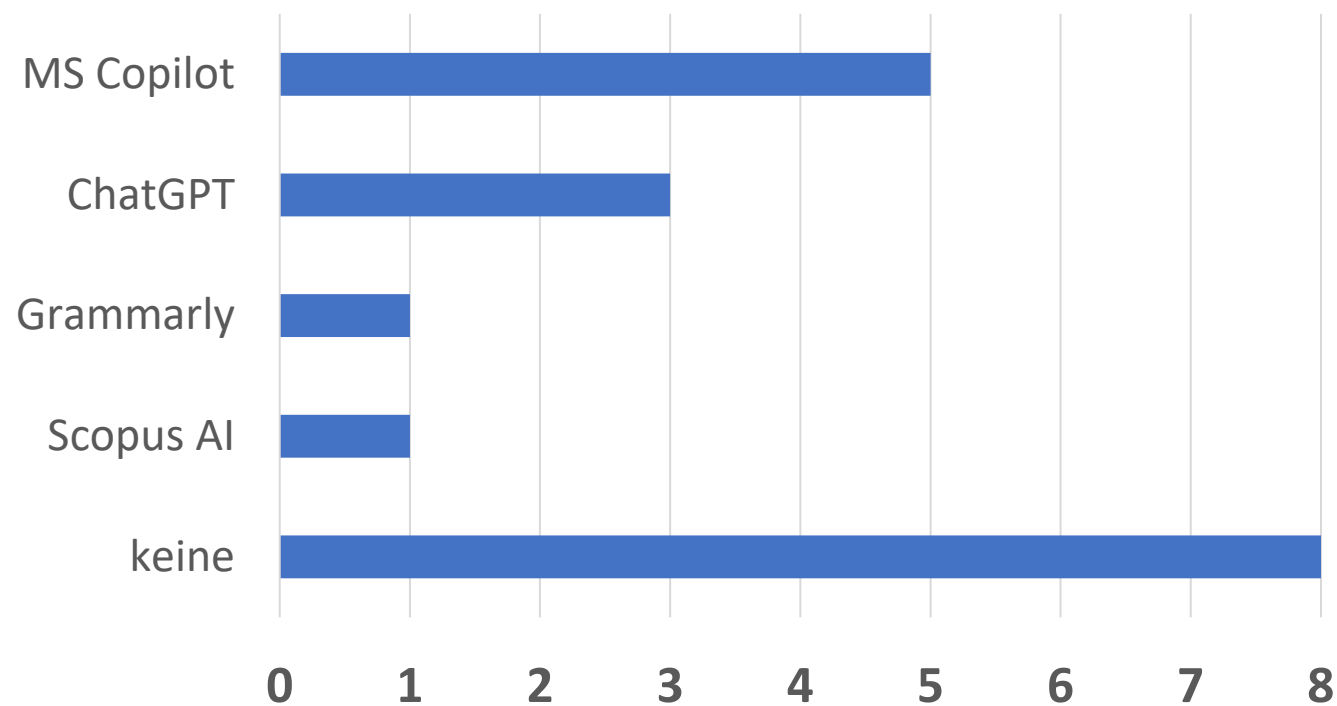
Außerdem genannt:

- Connected papers
- Keenoius,
- Hugging Chat,
- LitMaps
- Undermind
- Claude
- pdf.ai
- scite.ai
- Consensus
- Scopus AI



Umfrage der AGIK – Informationskompetenz und KI

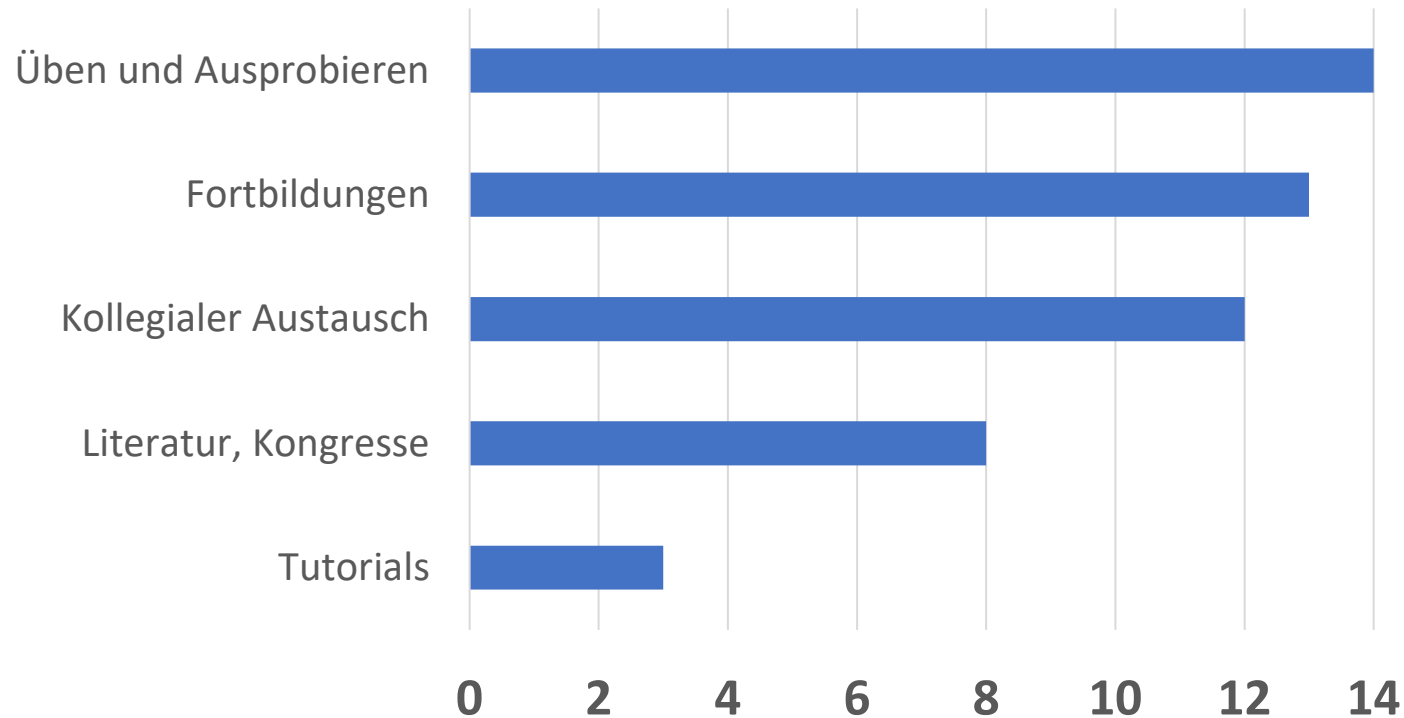
Welche Lizenzen für generative KI gibt es an Ihrer Universität?





Umfrage der AGIK – Informationskompetenz und KI

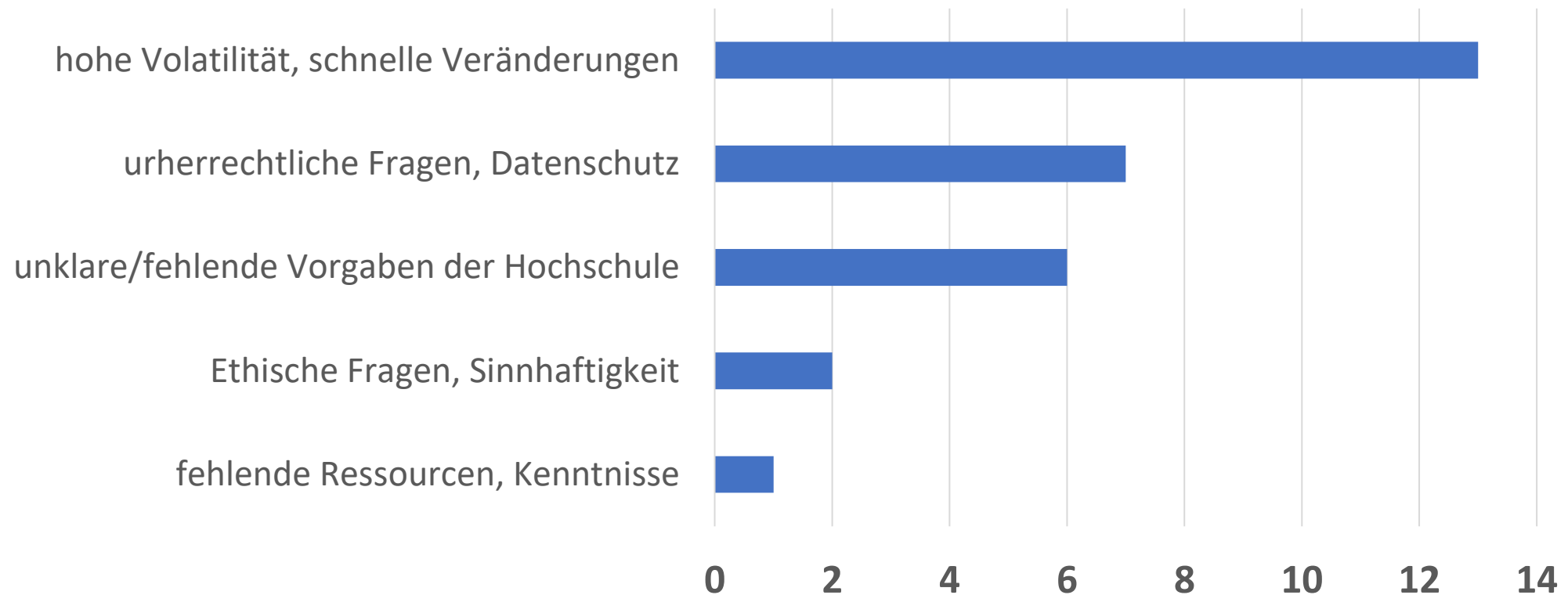
Wie beschäftigen Sie sich mit dem Thema KI?





Umfrage der AGIK – Informationskompetenz und KI

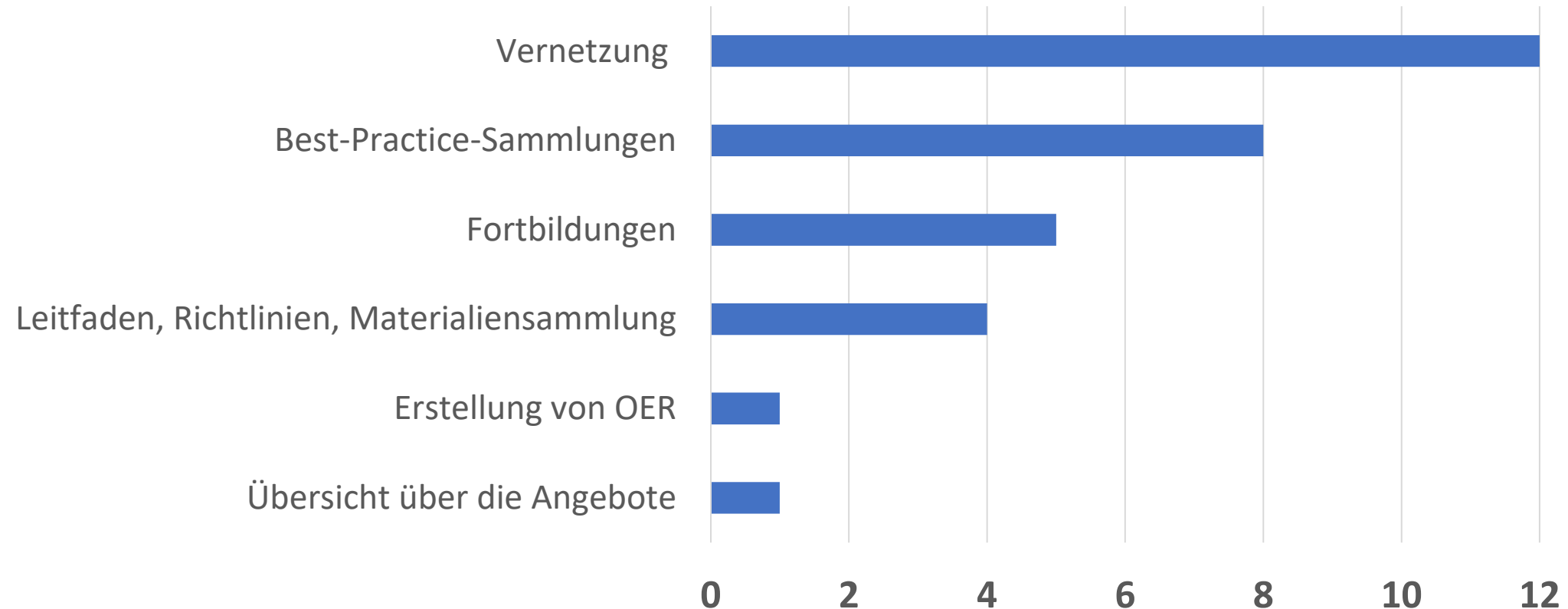
Mit welchen Aspekten von KI haben Sie noch Schwierigkeiten?

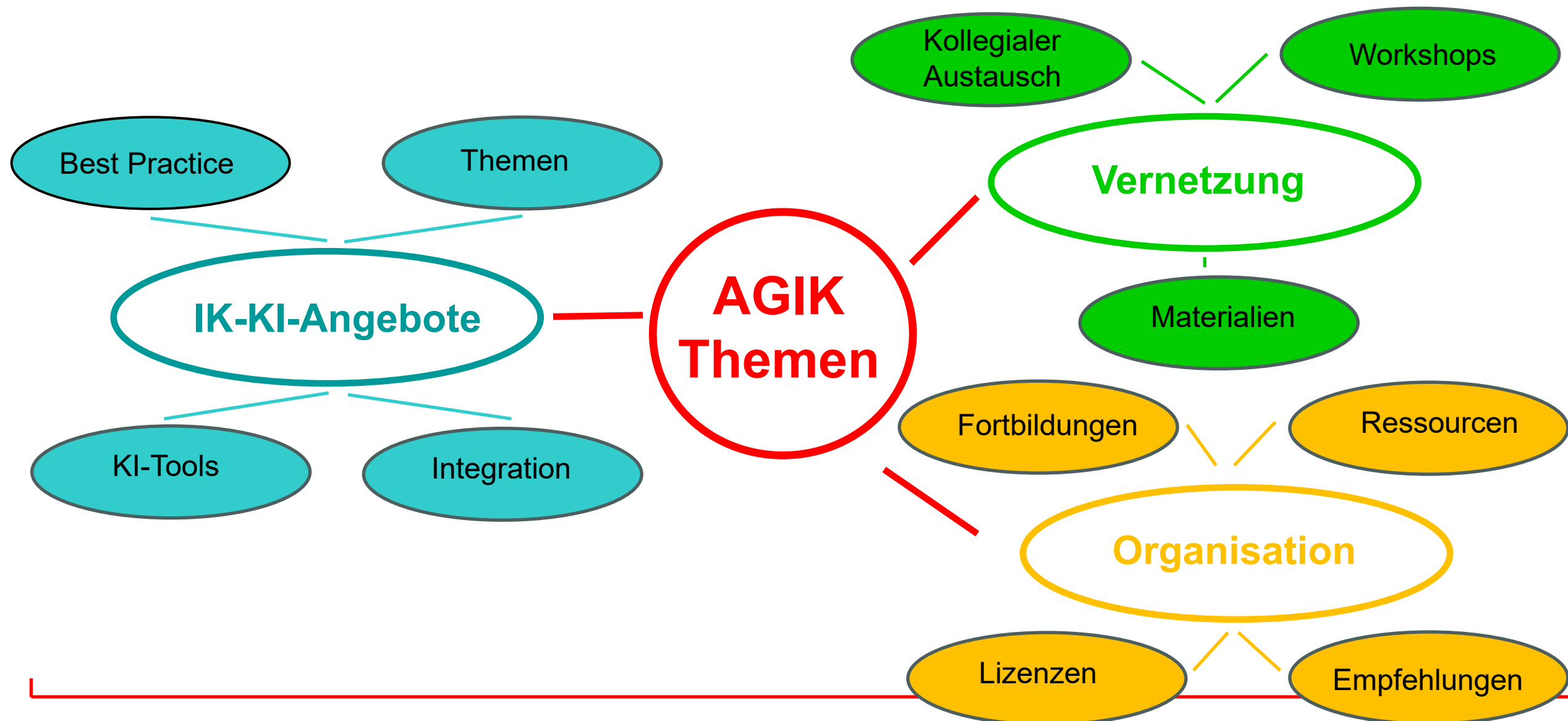




Umfrage der AGIK – Informationskompetenz und KI

Welche Unterstützung wünschen Sie sich von der AGIK?







Deklaration der Nutzung von KI-basierten Tools

Beispiel für die transparente Dokumentation der Verwendung von KI-basierten Tools in einer wissenschaftlichen Arbeit

KI-basiertes Tool	Anwendungsfall	Bereich	Bemerkungen
 ChatGPT 4.0 Letzter Zugriff: 04.12.2023	Erstellen der Fragestellung	Kapitel 3, Seiten 8 – 11	Chat-Verlauf in Anhang 2
	Code-Generierung für die Visualisierung von Daten	Kapitel 5, Seite 56	Python
 Gemini Pro (ehemals Google Bard) Letzter Zugriff: 18.03.2024	Überarbeitung von Text bzgl. Prägnanz und Rechtschreibung	Ganze Arbeit	
 Microsoft Copilot Letzter Zugriff: 09.02.2024	Code-Generierung	Kapitel 4, Seiten 37 – 41	In Python, Dokumentation und methodologische Beschreibung in Anhang 3
 DALL-E3 Letzter Zugriff: 09.02.2024	Visualisierungen	Fig. 5, Seiten 13 Fig. 7, Seiten 17	Prompts in Anhang 1
 DeepL Pro Letzter Zugriff: 24.11.2023	Übersetzung von Textabschnitten	Ganze Arbeit	Von Griechisch in Englisch
 Grammarly Letzter Zugriff: 17.01.2024	Korrektur von grammatikalischen und stilistischen Fehlern	Ganze Arbeit	Premium Plan mit Microsoft-Word-Integration

Quelle: Paschke, M., Sudau, M., Mihálka, R, "Assessing the Potential of Artificial Intelligence in Scientific Writing". Innovedum, ETH Zürich, 2023. / ETH-Bibliothek
Version: 14. Februar 2024



Unesco: Guidance for generative AI in education and research



2023

<https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>

Table 3. Co-designing uses of GenAI for research

Potential but unproven uses	Appropriate domains of knowledge or problems	Expected outcomes	Appropriate GenAI tools and comparative advantages	Requirements for the users	Required human pedagogical methods and example prompts	Possible risks
AI advisor for research outlines	Might be useful in well-structured domains of research problems.	Developing and answering research questions, suggesting appropriate methodologies. Potential transformation: 1:1 coach for research planning	Starting with the list in Section 1.2, assess whether the GenAI tools are locally accessible, open-source, rigorously tested or validated by authorities. Further consider the advantages and challenges of any particular GenAI tool, and ensure that it properly addresses specific human needs.	The researcher must have a basic understanding of the topic(s). The researcher should develop the ability to verify the information, and be especially capable of detecting citations of non-existent research papers.	Basic ideas for the definition of research problems (e.g. target audience, issues, context), as well as methodologies, expected outcomes and formats. Example prompt: <i>Write 10 potential research questions for [topic x] and rank them in importance for [the field of research y].</i>	Need to be alert to the high risk of GenAI making up information (such as non-existent research publications), and of users being tempted to copy and paste AI-generated research outlines, which may reduce junior researchers' opportunities to learn from trial and error.
Generative data explorer and literature reviewer	Might be useful in ill-structured domains of research problems.	Automatic gathering of information, exploration of a wide range of data, proposing drafts of literature reviews, and automating parts of data interpretation. Potential transformation: AI trainers for data exploration and literature reviews	Starting with the list in Section 1.2, assess whether the GenAI tools are locally accessible, open source, rigorously tested or validated by authorities. Further consider the advantages and challenges of any particular GenAI tool, and ensure that it properly addresses specific human needs.	The researchers must have a robust knowledge of methodologies and techniques for analysing data.	Progressive definitions of the problems, the scope of data and sources of literature, the methodologies used for data exploration and literature reviews, and the expected outcomes and their formats.	Need to beware of GenAI-fabricated information, the improper handling of data, possible breaches of privacy, unauthorized profiling, and gender bias. Need to be alert to the propagation of dominant norms and their threat to alternative norms and plural opinions.



Thesen

- Der Umgang mit (generativer) künstlicher Intelligenz ist ein essentieller Bestandteil von Informationskompetenz.

„Information literacy is the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to develop informed views and to engage fully with society.”
(<https://www.cilip.org.uk/news/421972/What-is-information-literacy.htm>).

- Informationskompetenz hilft dabei, Resilienz gegen Mis- und Desinformation aufzubauen.
- Alle Konzepte zur Förderung von Informationskompetenz müssen Künstliche Intelligenz berücksichtigen.



Chancen

- Wir können Künstliche Intelligenz einsetzen, um Inhalte (Texte, Bilder, Datenauswertungen ...) zu generieren oder zu verbessern, damit wir Informationen besser darstellen und vermitteln können.
- Wir können Künstliche Intelligenz zur Überprüfung und Beurteilung von Informationen verwenden.
- Wir können Menschen dabei unterstützen, mit Hilfe von Künstlicher Intelligenz bessere Inhalte zu erzeugen und zu verbreiten.
- Wir können Methoden vermitteln, wie mit Anwendungen Künstlicher Intelligenz Informationen gefunden, bewertet und weiterverarbeitet werden können.



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Durably reducing conspiracy beliefs through dialogues with AI

THOMAS H. COSTELLO , GORDON PENNYCOOK , AND DAVID G. RAND [Authors Info & Affiliations](#)

SCIENCE • 13 Sep 2024 • Vol 385, Issue 6714 • DOI:10.1126/science.adq1814

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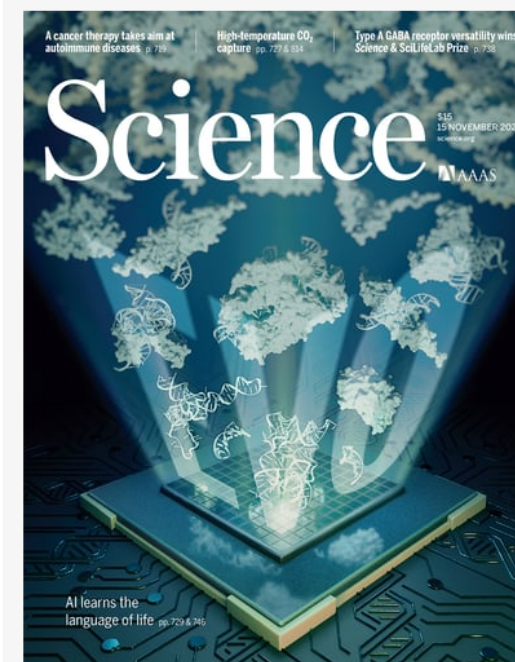


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Editor's summary

Beliefs in conspiracies that a US election was stolen incited an attempted insurrection on 6 January 2021. Another conspiracy alleging that Germany's COVID-19 restrictions were motivated by nefarious intentions sparked violent protests at Berlin's Reichstag parliament building in August 2020. Amid growing threats to democracy, Costello *et al.* investigated whether dialogs with a generative artificial intelligence (AI) interface could convince people to abandon their conspiratorial beliefs (see the Perspective by Bago and Bonnefon). Human participants described a conspiracy theory that they subscribed to, and the AI then engaged in persuasive arguments with them that refuted their beliefs with evidence. The AI chatbot's ability to sustain tailored counterarguments and personalized in-depth conversations reduced their beliefs in conspiracies for months, challenging research suggesting that such beliefs are impervious to change. This intervention illustrates how deploying AI may mitigate conflicts and serve society. —Ekeoma Uzogara

CURRENT ISSUE



A glutamine metabolic switch supports erythropoiesis

BY JUNHUA LYU, ZHIMIN GU, ET AL.

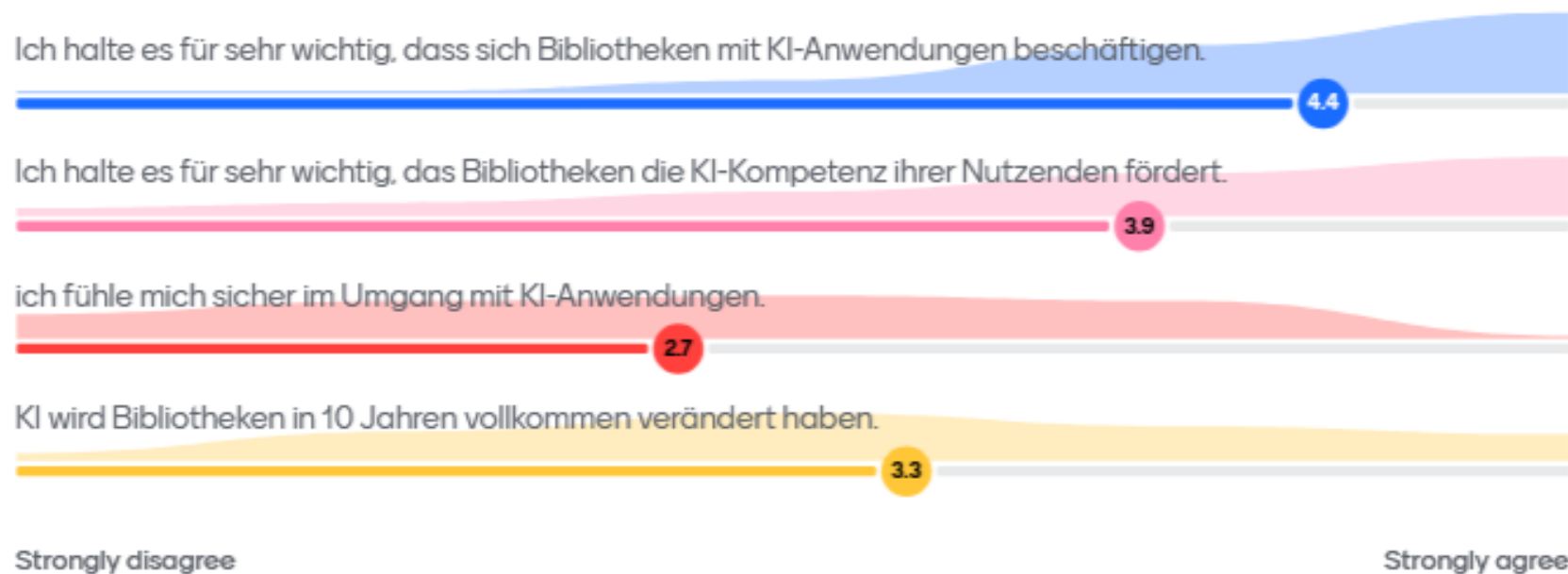
SPL13 controls a root apical meristem phase change by triggering oriented cell divisions

BY BAOJUN YANG, YANBIAO SUN, ET AL.



Mentimeter

Ihre Position zu KI und Bibliotheken:





Die AGIK freut sich auf Ihre Fragen und Anregungen!

Stefanie Aufschnaiter

Michael Becht

Gabriele Blümig

Fabian Franke

Anna Haas

Stephanie Kolbe

Nicolas Kusser

Elisabeth Lohner

Cathrin Müller

Monika Pastuska

Raphaela Schneider

Naoka Werr