

Students' Perceptions and Use of AI in MLIS Courses

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ABSTRACT

Artificial intelligence (AI) has been a buzzword on the Internet due to the development of ChatGPT. AI, especially generative AI, can create original text, audio, and images in response to users' questions and needs. These programs have the potential to enhance students' learning and creativity if used ethically. Especially for graduate students in the library and information science (LIS), AI can be used to help students outline essays or produce creative content (e.g., videos, slides, visual presentations) that mimic human intelligence and creativity. However, considering this is yet new technology, research needs to be done to understand how students perceive and use AI ethically in their coursework and research in higher education settings. Specifically, this study aims to explore students' views on the ethical implications of AI in LIS research and class assignments in a course in the Master of Library and Information Studies (MLIS) program at a university and gather students' perspectives on its responsible or irresponsible utilization. Content analysis of students' online discussions revealed that students perceived that AI could enhance educational efficiency, foster creativity, and provide technical support. Students found AI helpful in personalized learning experiences, resource access, streamlining tasks, and critical thinking and problem-solving. However, they had concerns about incorrect citation, copyright, plagiarism, bias, misinformation, privacy, and the risk of diminished creativity. This inquiry will contribute to gaining insights into how to help MLIS students prepare with ethical understanding and use of AI for their professional activities.

ALISE RESEARCH TAXONOMY TOPICS

Artificial intelligence; education; information ethics; students; online learning

AUTHOR KEYWORDS

AI; graduate program; MLIS students; ethical use; qualitative content analysis

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