

Are we ready? Generative AI and the LIS curriculum

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ABSTRACT

The US Department of Education's 2023 report highlights the importance of AI literacy for educators and other stakeholders (Cardona, Rodriguez & Ishmael, 2023). Analyzing this report, Lo (2023) notes that "for librarians, AI literacy could involve understanding how AI tools work, how they can be used to enhance library services, and how to navigate potential ethical issues related to AI" (p. 2). Southworth et al (2023) observe that technical aspects of AI are covered in the traditional STEM curricula but are largely absent outside of it. While there are efforts currently to provide education and training opportunities for librarians in addressing AI in their work, as well as literature that talks about how AI will impact various aspects of work in libraries, few have touched on the need for curriculum development to effectively address such disruptive technologies by identifying the competencies or threshold concepts that will be affected by them. The ubiquitous impact of AI has included applications in medical research as well as law, design, economics, and humanities, to name just a few. Agile practice and improved dissemination of best practices are called for, moving forward. How should LIS curriculum address AI and related issues to prepare future librarians and information professionals? This poster covers an in-progress scoping review of literature and a content analysis of the publicly available course descriptions of ALA accredited LIS programs, as well as their current mission statements and objectives to provide a snapshot of extant integration of this new and challenging technology.

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ALISE RESEARCH TAXONOMY TOPICS

Artificial intelligence; Information literacy; Curriculum; Standards.

AUTHOR KEYWORDS

Generative AI; AI literacy; metaliteracy; large language models; LIS education.

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