

librA.I.
libraries for A.I. literacy

METHODOLOGY HANDBOOK

Using Artificial Intelligence for Media
and Information Literacy in Public Libraries



AUTHORS: Anita Veckalne, Anna Bartłomiejczyk, Emīls Rotgalvis, Erika Gebruers, Ginta Zalcmāne, Hendrik Nolde, Ieva Pētersone, Ieva Velberga, Iva Junaković Pražen, Nassima Noufail, Pieterjan Moeys, Tomasz Muras

DESIGNER: Sandra Kastl, Lisa Schweizer

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Biblioteka Miejska w Łodzi (Poland)

Muntpunt (Belgium)

Latvijas Nacionālā bibliotēka (Latvia)

FARI, Université libre de Bruxelles (Belgium)

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EXECUTIVE SUMMARY

The LIBRA.I. methodology has been co-developed by library professionals and AI experts to help public libraries address the challenges and opportunities of artificial intelligence in today's media landscape.

This handbook provides a practical and adaptable framework for integrating AI into institutional activities. It draws on the experience of the train-the-trainer sessions conducted throughout the project, the expertise of librarians as trusted mediators of information, and the technical and ethical knowledge of AI specialists.

Rather than offering fixed tools, the methodology promotes a flexible, user-centred approach that enables users to tailor activities to their local contexts and audiences. Through a structured yet accessible set of modules, it guides practitioners in understanding AI, adapting existing formats, and developing new learning experiences for citizens.

Tested across three public library settings, the LIBRA.I. methodology empowers libraries to strengthen their role as inclusive learning hubs and supports citizens in critically engaging with AI-driven media environments. While designed for public libraries, the methodology can also be applied by educators and other professionals working with citizens in learning and community settings.

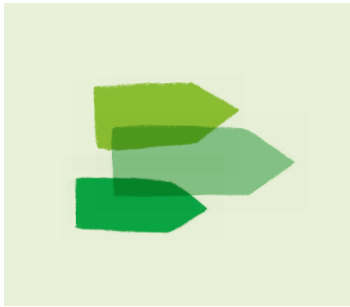
HOW TO USE THIS METHODOLOGY

The methodology is structured into a series of thematic blocks that can be followed step by step or used independently. Users can move between sections and select the blocks that are most relevant to their needs, experience level, and local context.

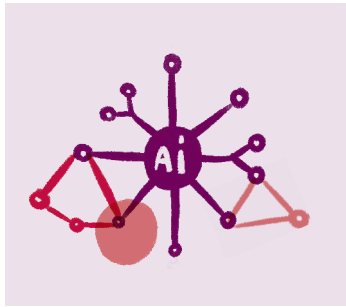
The blocks guide practitioners through the full process, from building a basic understanding of AI to identifying audience needs, adapting existing activities, and developing new learning formats. They also support engagement with partners and stakeholders and provide guidance on managing change within the organisation. Each block includes pointers to additional resources and practical materials, such as ready-to-use lessons, printables, and case studies, which can be used directly or adapted to different contexts.

This methodology does not prescribe fixed solutions. Instead, it provides a framework for experimentation, co-creation, and continuous learning. Librarians and other users are encouraged to test, reflect on, and refine their approaches in response to participant feedback and evolving technology.

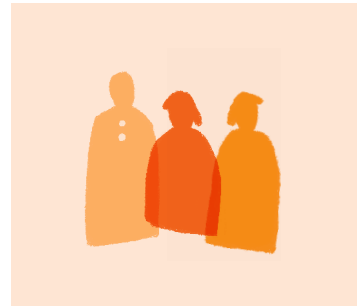
In addition to the core methodology, an addendum provides further guidance on community building, supporting users in fostering networks, exchange, and collaboration around AI and media literacy. Whether used by individuals, teams, or as part of training programmes, the handbook aims to empower libraries and other learning actors to act as inclusive hubs, supporting citizens in navigating and critically engaging with AI in everyday life.



**BLOCK #1
START YOUR JOURNEY HERE!**



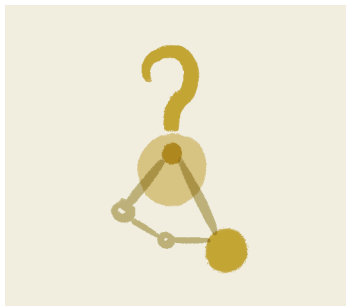
**BLOCK #2:
BEGIN WITH THE BASICS!**



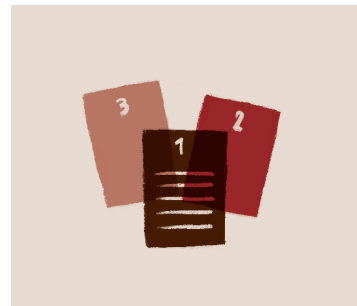
**BLOCK #3:
KNOW YOUR AUDIENCE!**



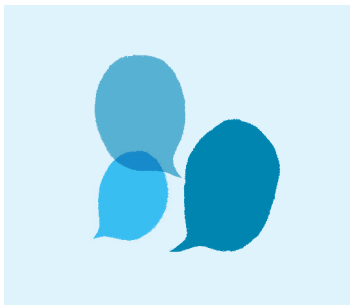
**BLOCK #4:
USE OUR EXPERIENCE FOR
YOUR ACTIVITIES!**



**BLOCK #5:
ENHANCE EXISTING
ACTIVITIES!**



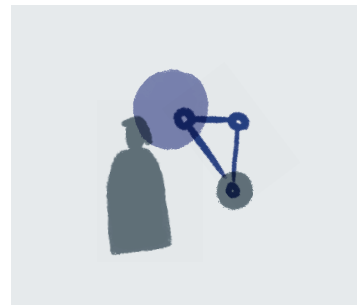
**BLOCK #6:
ADAPT OUR LESSON PLANS!**



**BLOCK #7:
TALK TO YOUR STAKEHOLDERS!**



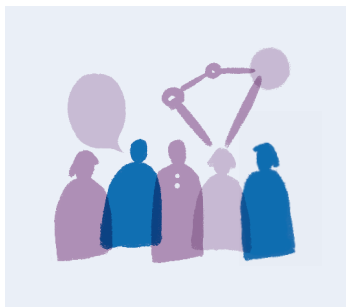
**BLOCK #8:
BE PREPARED FOR CHANGE!**



**BLOCK #9:
PUT HUMAN INTELLIGENCE
FIRST!**



**BLOCK #10:
TAKE THE FIRST STEP!**

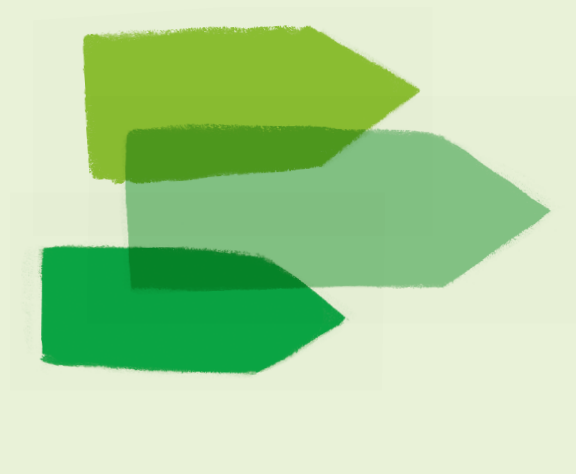


**ADDENDUM I
COMMUNITY BUILDING PLAN**



**ADDENDUM II
PRINTABLE MATERIALS**

BLOCK #1: START YOUR JOURNEY HERE!



In this block, we explain what LIBRA.I. is, why we created this methodology, and how you can use it in a way that fits your own library and pace.

Hello, reader, and welcome to LIBRA.I.!

We are very glad this methodology has reached you, and we hope that you are feeling what we felt when we began this project in 2024: the sensation of standing at the threshold of a great AI literacy journey of knowledge and practice!

What is LIBRA.I.? The name of our project combines “LIBRARIES” and “ARTIFICIAL INTELLIGENCE” (AI), two things that might seem separate at first, but have become more and more intertwined. As you see, AI has arrived in our everyday lives quite fast and without much introduction. One day we were still wrapping our heads around digital skills and media literacy questions, and, on the next, we were talking about generative tools that can create text, images and so much more seemingly out of thin air. But, as we know at this moment, things are much more complicated than that. When we are talking about AI, we are also talking about sources, ethics, trustworthy information, algorithms, its effect on our everyday lives, and much more! This is exactly where libraries come in.

LIBRA.I. IS ONE OF THE FIRST PROJECTS IN THE EUROPEAN UNION TO LOOK AT AI LITERACY THROUGH THE LIBRARIAN LENS.

Libraries, as pillars of democratic practice, information and learning, offer a unique perspective, which makes them perfect spaces for exploring AI. Understanding what AI is, what it does and what it cannot do, in an inclusive and trustworthy environment, is key to navigating this new tool and building relevant skills. Whether at the end of the day a patron chooses not to interact with AI ever again or to make it a permanent part of his or her life, libraries can be the guiding force behind this decision.

What you are about to embark on is a journey that we – library specialists and AI experts from Latvia, Belgium and Poland – have taken before you. From understanding the needs of libraries to organising learning groups, to then seeing how librarians can become trainers of AI literacy in their communities – we have carefully documented our experience, so you may follow our example, learn from our observations and hopefully improve upon them. This methodology is a collection of our findings, experiences, as well as guides to put AI literacy training in practice



for libraries all around Europe. It does not matter if you are the sole staff member of a small library or if you are part of an institution employing hundreds of library professionals – you can become the ambassador to navigating AI literacy in your institution. And we are here to help. This methodology stems from experiences of librarians from the National Library of Latvia, Muntpunt library in Brussels and MEMO Mediateka Łódź City Library, with FARI – AI for the Common Good Institute and Goethe-Institut Belgium rounding out our consortium and team.

The methodology we wanted to create differs from typical handbooks that you might be familiar with. We invite you as the reader to start here, at **BLOCK #1** to familiarise yourself with the idea of our project and its goals, but from then onwards your path is open in any direction you wish to take. We have deliberately headed each chapter with a phrase that calls you to action and a short “Too Long; Did Not Read” or “TL;DR” section as the summary of the chapter. As you look for a title that feels most appealing to you, you may pick any block you like as your starting point. Each chapter may include a short reference to the preceding block, but in general they are self-contained. Throughout the chapters you will find references to other blocks with a mention of the relevant information that you might find there. The methodology in its entirety consists of 10 blocks, a guide to community building, and multiple printable materials for you to use.

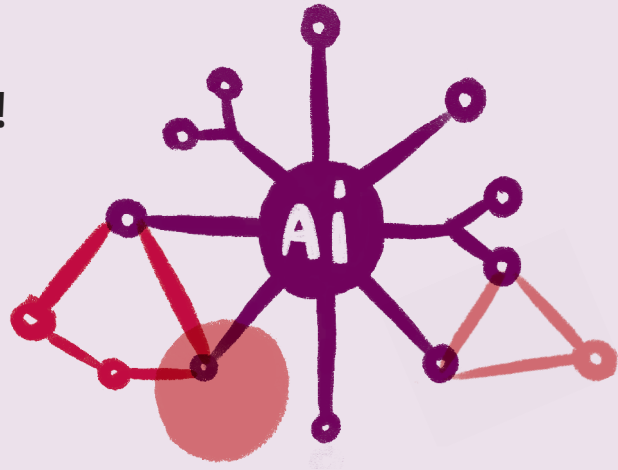
This structure gives you agency and freedom to find the most relevant information for your needs and use only what you find most useful. The image of building blocks has been prevalent throughout the LIBRA.I. project in different forms, so it felt natural as the backbone of our methodology as well. As you travel from chapter to chapter, we hope you feel like a collector, taking each block as a valuable resource to build something for yourself.

So, what will be your LIBRA.I. journey? Will you choose a point A to point B approach and go throughout the entire methodology, or will you perhaps jump into such topics as community building and reaching stakeholders first? Maybe you will take the practical path, going from general knowledge about AI to reaching your perfect audience and adapting lesson plans? The choice is entirely yours, but we will be there at every step to guide you. Likewise, the question of what you will build is open as well. Maybe you will collect enough blocks to build a bridge for your community members? Perhaps a safe fortress for learning? Or simply a gate into the wide digital space where libraries still play a very large role in navigating it safely.

Whatever may be the case, we hope that by the end of your chosen path you will feel more knowledgeable, more safe in the ever-changing digital environment and last, but not least, empowered to act for yourself and your community to learn and share these new digital skills. More than anything, we want to encourage you to start your own journey right here, and we hope you feel well-prepared to do so after reading about our experiences!



BLOCK #2: BEGIN WITH THE BASICS!



In this block, we start with the basics of AI so you can understand how these systems work and make informed decisions about using them.

As we begin our journey through the LIBRA.I. experience, we start with the basics. This chapter will provide you with a foundational understanding of how AI processes data and explain how librarians can ethically navigate these systems, manage risks, all while remaining trusted guardians of knowledge.

WHAT IS ARTIFICIAL INTELLIGENCE?

If you are a library professional, chances are that you already work at the intersection of information, technology, and people. AI is increasingly becoming part of this landscape. At its core, AI refers to computational systems that can process large amounts of information, recognise patterns and generate outputs ranging from answering questions and summarising documents to organising and describing content. Unlike traditional search tools that retrieve what exists, AI systems can interpret, synthesise, and produce, making them both powerful and worth evaluating carefully. For library professionals, what matters most is not how AI works „under the hood“, but what it does with information, who it serves, and where it falls short. The same critical lens you apply to sources, metadata, privacy, and access applies here as well.

AI IN PRACTICE: WHAT YOU HAVE SEEN AND WHAT IS COMING

You have probably already encountered AI in more places than you realise. For example, the chatbot on a library website, the recommendation engine suggesting „similar titles“, and the translation tool a patron uses to navigate your catalogue. These are all AI at work. Beyond libraries, AI drives medical diagnostics, content moderation, hiring decisions, and urban planning. Understanding the range of these applications helps you recognise AI not as a futuristic concept, but as an active force in the information environments you and your users navigate daily.



NECESSARY PRECONDITIONS FOR BUILDING AI SYSTEMS

AI systems do not emerge from thin air. They require a clearly defined problem, large amounts of quality data, technical infrastructure, and, crucially, human expertise and oversight. They also require governance: someone must define accountability, document decisions, and ensure the system remains ethical and legal over time. As a librarian evaluating or adopting an AI tool, these are exactly the questions you should be asking of any vendor or institution offering one.

WHY AI LITERACY IS IMPORTANT

AI literacy means being able to understand what an AI system does, what it cannot do, and what it might get wrong. For librarians, this is not optional. You are already in the business of helping people evaluate information critically. AI outputs – whether a chatbot response, a translated document, or a generated summary – are information too, and they carry the same risks of bias, error, and manipulation as any other source. Supporting your users' AI literacy is a natural extension of the information literacy work you already do.

RISKS ASSOCIATED WITH AI

- Bias and discrimination, resulting from skewed data or flawed assumptions.
- Lack of transparency and explainability, making it difficult to understand or contest AI-driven decisions.
- Privacy and data protection violations, particularly when handling sensitive or personal data.
- Overreliance on automated systems, leading to reduced human judgment and accountability.
- Security and misuse risks, such as manipulation, surveillance, or malicious applications.
- Social and environmental impacts, including labour displacement, inequality, and high energy consumption.

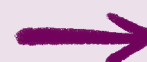
More on information-related risks you will find in **BLOCK #9**.



→ **BLOCK #9**

HOW AI IS IMPACTING THE CULTURAL SECTOR

AI is increasingly shaping the cultural sector, with libraries serving as a key site of both opportunity and responsibility. Traditionally, libraries have functioned as trusted public institutions that ensure access to knowledge, preserve cultural heritage, and support education and research. AI technologies are now influencing how these missions are carried out. Libraries also face governance and trust considerations. As institutions grounded in public service and accountability, libraries must ensure transparency in how AI tools are selected and used, protect user

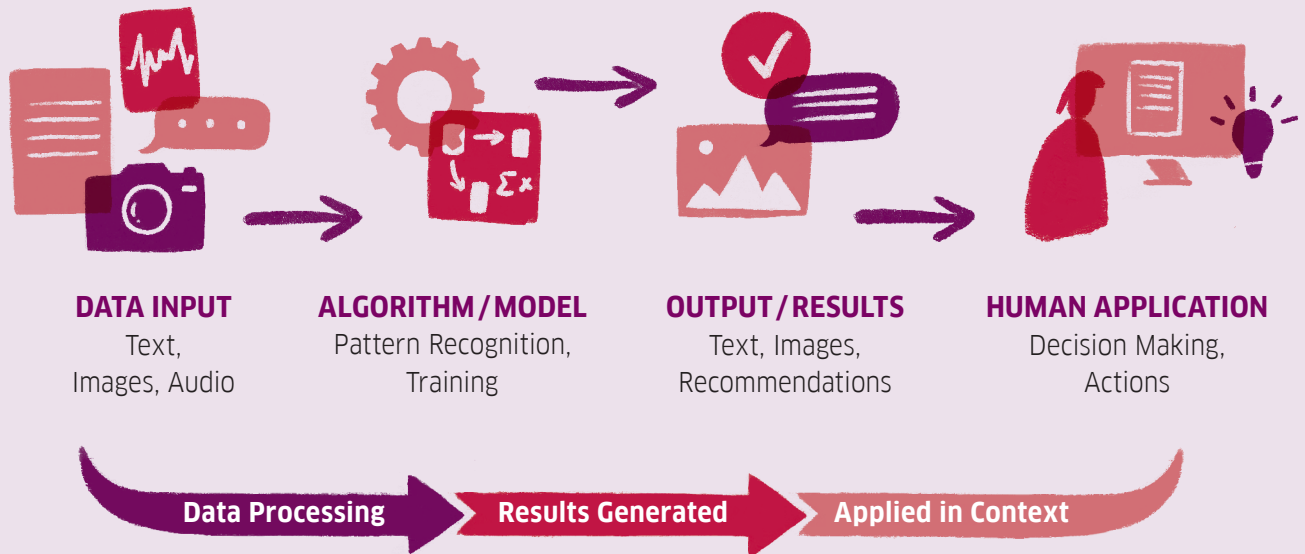


privacy, and maintain human oversight in decision-making processes. Librarians' roles are evolving from solely managing collections to critically mediating AI systems, supporting users' AI literacy, and advocating for ethical technology use in the cultural sector.

Overall, AI is transforming libraries from both technological and societal dimensions. Its impact depends not only on the tools adopted, but on the values, policies, and professional practices guiding their implementation. When aligned with core library principles - including access, equity, diversity, and public trust - AI can support the cultural sector while reinforcing the role of libraries as stewards of knowledge in the digital age.

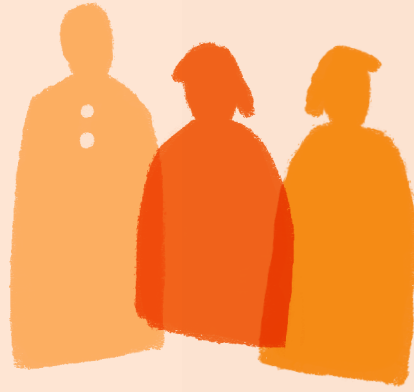


HOW AI WORKS: A simplified Process



AI systems process data and generate outputs used by humans.

BLOCK #3: KNOW YOUR AUDIENCE!



In this block, we share how we think about our audience (their needs, skills, and everyday situations) so you can design activities that truly work in practice.

In this block, we will discuss the importance of knowing the audience you plan to work with. Each library participating in the LIBRA.I. project worked with different target groups and AI contexts, including young adults, seniors, creatives and storytellers. This meant going from initial assumptions about our workshops' participants to organising practical sessions and reaching the audience both physically and with the information we provide. Therefore, we can confidently say that knowing your audience, their needs, digital skills, and experience goes hand in hand with finding the best format and content for any activity.

START WITH YOURSELF: CAPACITY AND RESOURCES

Before analysing the potential audience, it is necessary to evaluate your own capacity. What are your strengths? What topics are professionally and personally close to you? Which topics can you talk about confidently? What kind of audience do you have experience working with? Do you have experience in teaching? Maybe you feel more comfortable giving one-on-one consultations or using other formats?

Not every educator can work with every audience, so it is important to be aware of the resources available to you, such as time, knowledge, technical support, space, communication channels, and human resources. It is also essential to recognise the possibilities of partnering with others as collaboration allows you to reach audiences that might otherwise be difficult to access.

DIRECT AND INDIRECT AUDIENCE

When planning an activity, it is essential to distinguish between the direct and indirect audience.

- The direct audience consists of individuals who are addressed and engaged in a specific event or activity.
- The indirect or intermediary audience is those who benefit from this process but are not addressed directly.

For example, if the audience is teachers, the indirect audience is students for whom the developed materials or lessons are designed. To reach the students, teachers must first be addressed



and engaged. In contrast, if the target is young people, an effective solution may be collaboration with youth centres or spaces where young people already gather. In this case, the direct audience is the members of the centre, but in a broader sense, the entire local youth community. This separation helps more precisely define communication channels and collaboration partners and can also be helpful when you are thinking of ways to build, grow and sustain a wider community. When thinking of community building, the direct audience can be your basis, while a future goal through your AI literacy (or any other) activities can be to involve your indirect audience as well. Use the strengths and opportunities of the online presence of your community members to communicate what you do, thus allowing broader audiences in the community to continue learning about AI and its creative possibilities.

UNDERSTANDING THE NEEDS OF YOUR AUDIENCE

As librarians, we work with the questions, needs, and lived realities of those we serve. This keeps library work grounded and prevents the creation of abstract programs that lack real-world relevance. Library staff already meet readers and event attendees on a daily basis, so it is important to start with basic interactions. Strike up a conversation, make observations and gather feedback on the activities your library already provides. These conversations should explore the objectives and motivations of our readers, their habits, challenges or unmet needs, and their desired level of commitment. This phase is essential. It prevents false assumptions and builds trust.

The next step is a more structured approach. We advise you to create a potential participant profile using one of our offered methods found in the “Printables” section of the methodology (e.g. “Persona profile”). If the event is planned for a group size of up to 20 people, profiles of 3-5 of your participants could provide a good impression of who you are working with. These profiles can then represent groups of people with shared characteristics, needs, and motivations. By grouping these, we can align our messaging and select well-targeted formats. While individual members may change, the personas remain stable. This approach allows us to grow and adapt without losing focus.

After that, conduct a targeted survey within your community group. When it comes to AI literacy, this helps determine participants’ expectations, digital skills, motivation, and interests. Remember to tailor the content and format of the survey to specific age groups and accessibility needs. A physical survey printed on paper should be provided if you are working with seniors or any other audience with lower digital skills.

SEEK ALLIES

Working together with local leaders, organisations, or interest groups makes it easier to organise events and build trust. Later in this methodology, we will discuss communities. If your desired audience does not exist naturally within your institution, it is worth looking for new part-





ners with already developed and flourishing communities where members of your desired audience of students or readers gather (be it a senior centre, youth centre, artist community or any other organisation). For example, including a new community in activities that exist in your event cycle (read more in **BLOCK #5**) or collaborating with local organisations might be a way to reach the selected audience more quickly and purposefully. Partnership also means intertwining generational experiences – creating situations where people of different ages and experiences can learn from each other.

BE FLEXIBLE AND READY TO CHANGE DIRECTION

As you evaluate yourself, make the separation between the direct and indirect audience, and look at the results of your audience research; you may arrive at the conclusion that previous assumptions about your future participants may have been wrong. This calls for a change in the activity plans and approach. Here you must understand that this is not an indicator of failure, but rather an opportunity to refine the offering. As you take a step back and rebuild the concept of the session from scratch, you may end up creating something even better, based on real needs.

PRACTICAL EXPERIENCE WITHIN THE LIBRA.I. PROJECT

As the LIBRA.I. activities and formats were developed, we had an opportunity to practically understand the needs of different audiences in the field of AI literacy. For instance, young creatives are already actively functioning at the intersection of culture, technology, and digital communication. They are characterised by their openness to experimentation, rapid adaptation to new trends, and high presence in the online environment, where artificial intelligence is increasingly becoming both a tool and a challenge. Their educational needs therefore concern not only “how to use” AI, but above all “how to understand” its operation and impact on culture, public debate and their own work.

Adults involved in storytelling, meanwhile, include people developing their literary and linguistic competencies, as well as readers who treat the library as a space for meeting, dialogue and exchange of ideas. This group operates based on trust in the written word, the authority of the author, and the cultural institution of the library, which influences their way of receiving content and sources of information. Their needs are primarily related to understanding how AI influences the process of writing, editing and interpreting text, as well as how to recognise linguistic manipulations, fake news and seemingly „authorial” content. Educational activities aimed at this group should respond to the need to build a critical and informed relationship with text.

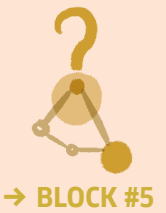
Seniors with lower digital skills, in contrast, are characterised by limited digital competencies and less confidence in using new technologies. With the growing amount of AI-generated content, this group is particularly vulnerable to disinformation, manipulation, and digital fraud such as fake news, voice deepfakes, and carefully crafted messages impersonating individuals or



trusted institutions. Developing AI literacy among seniors means, above all, strengthening critical thinking, the ability to verify information, and the awareness that not all digital content has a human author.

If you are developing a plan for which group to work with in your classes, we encourage you once more to check out **BLOCK #5**, where you can find our ideas on topics worth discussing with library users as part of existing workshops. Remember, you don't have to create your entire schedule from scratch. Sometimes it's enough to adapt preexisting material to new subjects.

As you conquer the challenge of working with your specific audience, you may soon find yourself thinking about the wider community around you. Find out more about community building in the detailed Community Building Plan that has been added as a bonus chapter at the end of this methodology journey.



→ **BLOCK #5**

BLOCK #4: USE OUR EXPERIENCE FOR YOUR ACTIVITIES!



In this block, we share approaches that were useful for us during the LIBRA.I. training sessions and how you can use these ideas in your own activities.

When it comes to any kind of literacy training, what is often expected from a librarian is to step into the role of a mentor, to lead lectures, and to engage with library users directly. This, of course, can be a challenge. To help you tackle this challenge a little more easily, we have prepared this block. The LIBRA.I. project started with three in-person trainings, lovingly titled “bootcamps” for library professionals in Latvia, Poland and Belgium. Here, you will find some important learnings based on observations from workshops in Riga, Brussels and Łódź designed to help your participants stay engaged and to keep your sanity in the process. And remember – a truly great activity inspires even long after the bell has rung.

THE TWO APPROACHES

In **BLOCK #3**, we discussed knowing your audience, which goes hand in hand with finding the right participants for any AI literacy activity you decide to create. Based on our experience, we suggest approaching participant recruitment in two ways:



→ **BLOCK #3**

- **Option #1: Working with participants you already know.** This offers a safe setting for testing complex AI tools, but you risk getting predictable results and potentially missing out on new perspectives.
- **Option #2: Inviting unfamiliar trainees.** This brings diverse, unpredictable interactions that can reveal new AI use cases, but you may not be able to as easily guarantee the practical use of the skills gained later.

So, a choice between guaranteed results and new experiences should be made. The question to consider here is: **How do you see your activity going and your role within it?**



DO SOME RESEARCH BEFORE THE WORKSHOP

Before the trainings, our participants were surveyed on their knowledge of AI as well as their expectations for the upcoming workshops. The results helped our lecturers to understand what participants actually wanted to learn about AI (practical tools, ethics, policy, daily work use, etc.). Thus, it was easier to avoid focusing too much on topics that were less relevant to librarians' realities. Some of the stated expectations revealed fears about job displacement, uncertainty around data privacy, and overall reliability of AI tools, which helped address concerns and misconceptions.

Meanwhile, a look into the participants' confidence and knowledge of AI issues helped serve as a skills barometer. The same survey was repeated post-training; this way, we gained an understanding of the degree to which their knowledge and skills had improved. Similar surveys for your participants can help you to measure their skill improvement as well as better understand their needs (more on that back in **BLOCK #3**). Of course, self-assessment is not always the most objective method, but it can show the mood of how your activity went and indicate how much confidence you instilled in your participants. For more in-depth evaluation, think of a knowledge test, like a multiple-choice questionnaire that can similarly be taken before and after your training. We have prepared an example of such a survey in the "Printables" section of the methodology.



THE ACTIVITY CONTENT

With these two questions out of the way, we can move on to the content of your activities. First, let us set the stage. If participants arrive early, do not make them sit in awkward silence. Play some music – maybe even AI-generated – to lighten the mood. Then, once the activity starts, break the ice: with a short question for everyone, a quick stretch or something fun to lighten the mood.

Remember that you have to manage the learning space as the host of the activity. A good idea is to have helpers – or facilitators – who can assist you in ensuring that everyone's needs are met. If you have such helpers, make sure they know their role is to guide and ask questions, not to do all the talking, especially during group work. Try to assign facilitators and divide participants into groups beforehand, so it is less awkward for participants to find their place. **We suggest making the space as inclusive as possible; seating everyone at the same table (partners and learners alike) creates a safer, “we’re in this together” environment.** If participants are multilingual, let them discuss and even prompt in their native languages for quicker and more in-depth group work, while reserving one common language for general group conversations.

When planning a larger discussion (like “The Role of AI in Libraries”) that takes place within your activity, it is best to schedule it toward the end of the training or lesson. Then you will consciously put aside time for it and be able to adjust its length depending on how much time you have left. If some time is left over, use the final minutes for a reflection or a quiz to see what everyone has learned.



SOME MORE PRACTICAL NOTES

On the practical side of things, if you are showing examples of AI prompts on a screen, use a large, bold font, or use the zoom-in function if you are providing an example in your browser (200% zoom is recommended). If the text is too small for the back of the room, be prepared to read it aloud or print it out beforehand and make sure everyone gets a copy. Similarly, always test your videos beforehand and turn on the subtitles. It helps those whose first language is not the one spoken in the video, keeps people engaged if the audio is monotone and helps those who might not hear as well.

After the training, you should keep in touch with your participants if you truly wish to know if your activity was practically useful for them. One approach is the aforementioned survey, but some homework assignment could also be a good idea. The participants of our very first boot-camp in Riga each prepared a plan for their own activities within a month of the training. We have prepared a printable plan for a possible activity, based on our experience.

Curious where to go after this? Why not look into **BLOCK #6** and learn about how you can create your own lesson plan? Or dive deeper into the topic of communities with our **Community Building Plan**.



→ **BLOCK #6**

BLOCK #5: ENHANCE EXISTING ACTIVITIES!



In this block, we show how we integrated AI literacy to existing activities in our institutions so you can do the same without starting from scratch.

As libraries expand their roles and services for their readers and wider community, it is becoming increasingly prevalent – especially in European libraries – to host regular educational activities in the library space. Think of your own library – there might be weekly digital skill workshops for seniors or a creative writing club, or you may host a makerspace where all sorts of activities take place? If any such activity can be found on a regular basis, this can be your golden ticket and a way in for a more active approach when it comes to AI literacy as well. As we have learned, “sprinkling” a little bit of an AI angle into activities is possible in a wide range of contexts, and in this block we will walk you through our experience in the hope that you can be able to replicate it yourself.

The first part of the block looks at the overall approach that you can take when adapting an existing activity format for AI literacy. This is later illustrated with examples from our practical tasks within the LIBRA.I. project. If you wish to go even more in-depth, all of our format lesson plans can be found linked to the shorter descriptions.

EXISTING FORMATS CAN ANSWER YOUR NEEDS

As you approach the idea of an AI literacy activity for your library users, think of three aspects:

- **What will you be teaching?**
AI is a through-line topic and can be linked to a near infinite number of other issues.
- **What audience do you hope to reach?**
More on that in **BLOCK #3**.
- **What will your activity/lesson look like?**
What practical elements and methods will you use?



→ **BLOCK #3**

These are three aspects you should keep in mind when reviewing all the activities your library already offers to the community. If the preexisting activity goes well together with what you have planned in terms of AI literacy, it may be the right one to transform into an AI literacy seminar or workshop.



FROM TRADITIONAL METHODS TO EXPLORING AI

When taking an existing format and adapting it to teach others about AI literacy, there is no need to reinvent the wheel. It helps to choose a topic that might be familiar to as wide an audience as possible. This main topic, used as a frame, helps set a clear goal of what side of AI capabilities you will be discovering within the set activity. You can easily stick to the established flow of a previously tried activity by replacing the previous main topic with AI by adding an AI angle to it. Like we did by combining AI with such topics as the writer's voice, podcasting or even the Latvian Cultural Canon.

Whatever your topic of choice might be, it is a good idea to discuss how AI links with it in real life gradually through the activity. Discussions and questions about how this abstract new technology has a practical real-world use can help participants better understand its presence and maybe even create new questions that you can explore together. For our activities, such methods as statements and questions in a "true or false" format were added as a playful, engaging element.

ADAPT FOR THE PARTICIPANTS

During the learning process, you may encounter participants with varying skill levels. Ideally, the most complex tasks are assigned to those with more experience, while additional educators or assistants can provide simultaneous support to participants with lower skill levels. This approach is particularly valuable when working with groups such as seniors who may have limited computer literacy, ensuring that everyone can engage meaningfully with the activity.

To help the activity run smoothly, it is useful to prepare a script in advance and plan for possible deviations. For effective learning, it is advisable to begin with simple tasks and gradually progress to more complex ones. A step-by-step transition from specific, focused information to broader, more conceptual understanding further supports learners' comprehension.

As you go through the activity, you will find there are a lot of different little aspects to consider when it comes to planning. You will find additional tips in **BLOCK #4**.



INCORPORATE TECHNICAL ASPECTS

Although the main focus of LIBRA.I. is more on creating a general understanding of AI and providing a basis for AI literacy as a whole, we found in our enhanced formats that, despite the audience, participants are always eager to have a practical look at AI tools. A tried-and-true method would be to incorporate a look into one or a few of the so-called LLMs (Large Language Models), like ChatGPT, Gemini, Claude, Microsoft Copilot, or similar tools. This can help connect AI as a resource to your predefined topic. We recommend using tools in practical training that clearly and simply showcase the potential of artificial intelligence. Avoid going into too



much technical detail but stick to the mission. If your main format talks to seniors about disinformation on the internet, you may talk about how AI images are generated, if your goal is to teach creative writing, talk about developing ideas using LLMs, if you are teaching children, use image generators to illustrate fairytales.

The idea of using AI to enhance your activities does not mean they should suddenly become overly complicated. We hope that our enhanced format descriptions with the added lesson plans can serve as a good starting point and inspiration to you.

USE OUR LESSON PLANS

The following lesson plans are preexisting activities in each of the LIBRA.I. partner libraries that were enhanced with AI literacy elements, taking into account the different audiences we were working with. We hope that the detailed plans found in each link provide you with an understanding of how we developed each of the activities as well as how they could be adapted to your library. For more detailed lesson plans, see **BLOCK #6**.



→ **BLOCK #6**

- **“Author’s voice vs. Artificial intelligence”** is a creative workshop, designed by AI ambassadors from the Mediateka MeMo library in Łódź, Poland. It invites young creatives to dive into the nuances of authorial style, such as exploring rhythm, metaphors, and unique elements that define human artistry. Participants are challenged to distinguish original literary fragments by authors like Bruno Schulz or Angela Carter from stylistically mimicked texts and AI-generated imitations. Beyond the guessing game, the session provides a practical toolkit for identifying the artificial perfection of machine learning, such as its obsession with the “rule of threes” and its tendency to follow repetitive linguistic patterns.
- **“Artificial Intelligence and Nostalgia in Cultural Heritage – Helper or Joke?”** is a workshop designed by AI ambassadors at the National Library of Latvia, aimed at a senior audience. The session focuses on exploring AI tools and their functionality through cultural heritage. Participants move beyond common myths by using interactive “statement cubes” and testing whether AI can recognise iconic pieces of cultural heritage. Participants also have the opportunity to try their hand at AI prompting, using ChatGPT to draft poetry and then bring those words to life through voice synthesis.
- **“AI Toolkit for Podcasters”**, created by AI ambassadors at the Muntpunt library in Brussels, Belgium is specifically designed to provide young creatives and adult learners with orientation and confidence. The session frames AI as a “thinking partner” that can assist with a wide range of ideas, from brainstorming episode angles to automating the drudgery of noise reduction and transcription. The workshop invites participants to explore how technology can handle repetitive tasks so that creators can reclaim their time for the storytelling that matters most. With a curated resource list featuring tools like ChatGPT for ideation and Descript for editing, plus a final reflective exercise to help attendees set their own boundaries, this lesson plan offers a comprehensive roadmap for effective audio content creation.



BLOCK #6: ADAPT OUR LESSON PLANS!



In this block, we share tested lesson plans so you can adapt them to your own library, audience, and context.

In previous blocks of our methodology, we discussed the approach you can take when working with your target audience and how to use the resources at your disposal. We hope that **BLOCK #5** gave you some ideas on how to adapt activities already done at your library to promote AI literacy. But if you do not feel quite ready for that, or if you are just looking for additional ways to enrich AI literacy activities at your institution, the following formats that we have developed and tested might be useful. They are designed for librarians specifically. Each one can be used as a standalone session or integrated into a broader training program within your institution. **They are meant to be adapted to your audience, your context, and your community's needs.**



LESSON 1: INTRODUCTION TO AI FOR LIBRARIANS

This lesson offers a grounded introduction to artificial intelligence for library professionals with no technical background. It covers what AI is and isn't, how it differs from traditional search and retrieval systems, and where it already appears in library workflows and user interactions. Participants will explore real examples from library settings, discuss how to evaluate AI tools critically, and begin building a shared vocabulary for the conversations ahead. By the end of the session, librarians will feel confident engaging with AI as informed professionals rather than uncertain bystanders.

LESSON 2: AI TOOLS IN LIBRARY PRACTICE - GENERATIVE AI

This lesson moves participants from conceptual understanding (Lesson 1) to practical application. It introduces the current AI tool landscape in libraries, with particular emphasis on Generative AI and Large Language Models (LLMs), while maintaining a strong critical and ethical lens. The objective is not only to familiarise librarians with AI tools, but to equip them with the knowledge and skills required to experiment responsibly, evaluate limitations, and integrate AI meaning-fully into library workflows.



LESSON 3: ETHICAL AND STRUCTURAL EVALUATION OF AI

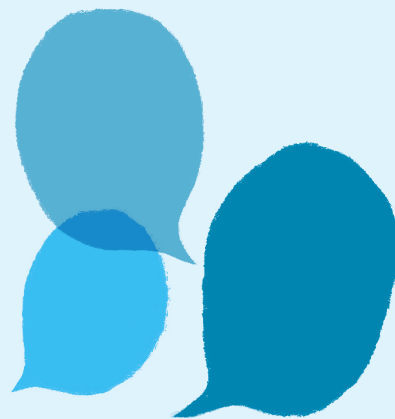
This lesson applies a structured ethical audit framework to AI systems used in libraries, examining five interlinked dimensions: ethics, bias, privacy, environmental impact, and sovereignty. Participants are guided to analyse how harm can arise across the AI lifecycle – from data collection and model design to deployment and governance – and to situate AI tools within existing regulatory and professional frameworks. The lesson combines conceptual grounding (understanding allocative, representational, and epistemic harms) with practical institutional safeguards such as data protection impact assessments, vendor policy review, bias, sustainability considerations, and sovereignty checks. The goal is not abstract compliance, but the development of institutional capacity to critically assess AI systems before adoption and to maintain human oversight, transparency, and public-interest alignment throughout their use.

LESSON 4: AI & THE LAW

This lesson explores the complex legal landscape surrounding AI use in libraries, focusing on four interconnected areas: copyright, data protection, the EU AI Act, and liability. It examines how AI systems raise questions about training data and ownership of AI-generated outputs, how GDPR applies when patron data is processed, and when tools may require safeguards such as DPIAs or Data Processing Agreements. The lesson also introduces the EU AI Act's risk-based framework from prohibited to minimal-risk systems and clarifies libraries' responsibilities as deployers of AI technologies. Finally, it addresses liability concerns and the importance of strong vendor contracts, encouraging library professionals to apply their critical evaluation skills to AI for governance and compliance decisions.



BLOCK #7: TALK TO YOUR STAKEHOLDERS!



In this block, we share how to talk to your stakeholders in a way that helps you to position your ideas and gain support.

Whether we like it or not, libraries do not exist in a vacuum, and, like most institutions, are subject to internal management, budgets, annual plans, and much more. Often, budgeting and staffing issues are the main reasons why libraries are unable to create new activities, trainings or materials, even if the interest among library staff is there. While funding lines exist where libraries can apply with their project ideas, this also takes time and resources to plan and write, without a guarantee that the idea will be approved. This is why we suggest seeking support more locally – among your own stakeholders. In this block, we will go through some suggestions on how to promote your library’s ideas to those with power and resources to support them. The focus will, of course, be on AI activities, but we hope that our considerations are helpful to source funds for projects on other issues as well.

HOW TO TALK TO YOUR LOCAL STAKEHOLDERS

Speaking with local stakeholders, like municipal directors, politicians or other community leaders, about AI in libraries and seeking their support requires situational knowledge and clarity as a representative of your institution. The objective is not to promote AI as a technology, but to discuss how libraries can support citizens in a changing digital environment and how stakeholders can make this possible by supporting them. When conversations are framed around community needs, trust, and responsibility, stakeholders are far more open to engagement.

UNDERSTAND STAKEHOLDERS

A good starting point is to recognise that most municipal stakeholders operate under political, financial, and institutional constraints. They are often under pressure to avoid controversy, manage limited budgets, and maintain public trust. Entering a conversation with enthusiasm about AI in libraries can unintentionally create distance or concern. It is more effective to begin by understanding their daily reality. This means acknowledging their responsibilities and showing awareness that any new activity must be safe, realistic, and publicly defensible. It can help to do some background research. Review what activities have gained municipal support recently, understand the current goals of local stakeholders in the fields of education and culture, as well as technological development, and you might find a way in for activities at your institution.



Conversations work best when AI is framed as already affecting citizens rather than as a future ambition. Many libraries are already encountering questions from users about generative tools, automated services, or the reliability of online information. When you refer to these everyday observations, AI becomes a practical topic rather than an abstract one. Stakeholders can then see that the issue exists regardless of whether the library acts, and that the library's role is to respond to it responsibly.

POSITION THE LIBRARY AS A TRUSTED INTERMEDIARY

It is also important to position the library correctly. Municipalities rarely expect librarians to be AI experts, and suggesting otherwise can create resistance. Libraries are valued because they are trusted and accessible institutions. Their expertise lies in media literacy, lifelong learning, and non-discriminatory public service. When speaking to stakeholders, it helps to emphasise that the library's role is to guide citizens in understanding how technology affects their lives and how they can benefit from it, rather than acting as a technical authority. This framing reduces perceived risk and clarifies that the library remains within its traditional public mission.

SPEAK ABOUT SHARED GOALS

Stakeholders care about inclusion, fairness, trust in institutions, and the quality of public services. Conversations become more productive when AI-related activities are linked to these priorities. If AI literacy is presented as part of digital inclusion or lifelong learning, it aligns naturally with existing municipal goals. This increases the likelihood of support because the initiative is seen as reinforcing current strategies rather than introducing a completely new agenda.

MAKE SAFETY AND RESPONSIBILITY VISIBLE

Fear of risk is one of the most common barriers in discussions about AI. For this reason, it helps to make responsibility visible. A calm explanation that activities are gradual, transparent, and focused on awareness can reassure stakeholders. When they understand that the library is not experimenting with sensitive data or deploying complex systems, concerns often decrease. The emphasis should remain on education, guidance, and informed discussion.

LISTEN TO YOUR STAKEHOLDERS AND COMMUNICATE

Listening plays a crucial role in these conversations. Instead of arriving with fixed proposals, it is more effective to ask stakeholders about their perspectives. When they are invited to share what they observe in the community, what concerns they hear from citizens, and where they see gaps in understanding, they become co-owners of the discussion. This shifts the dynamic from persuasion to collaboration. People are more supportive of initiatives they help shape.



When the time comes for discussing possible activities, modesty is an advantage. Small, low-risk formats feel safer and more manageable. Introductory talks, informal discussions, or simple awareness sessions are often enough to begin. Presenting these as pilot steps that can be evaluated together signals caution and professionalism. Stakeholders appreciate approaches that allow learning without large commitments, especially financial ones.

Language also matters. Technical vocabulary can quickly create distance or anxiety. Plain language makes conversations more inclusive and prevents misunderstandings. Speaking about everyday technology and digital services instead of technical terms such as algorithms or models keeps the discussion grounded in familiar realities. Clear language supports trust, and trust is central to stakeholder relationships.

Conversations should end with an invitation to partnership rather than a request for approval. When stakeholders feel that the library wants to explore solutions together and remain aligned with municipal priorities, they are more open to continued dialogue. The aim is to build a shared understanding over time, not to secure immediate agreement. It is important not to give up if the first meeting or e-mail exchange does not yield immediate results. Take the new knowledge you have gained and go through the points proposed in this Block once more.

MAP STAKEHOLDERS STRATEGICALLY

Not all stakeholders have the same concerns or influence. Some focus on reputation, others on workload, or on community impact. Paying attention to these differences allows you to adjust your tone and emphasis. This does not require complex analysis, only attentiveness to what matters to the person you are speaking with.

At the heart of all these interactions lies a simple principle: libraries are not advocating for AI. They are advocating for citizens who must navigate technological change. When this distinction is clear, discussions become less about innovation and more about public service. That is a space where libraries and municipalities naturally meet. Do not propose new activities for their own sake, but instead focus on them for the benefit of your local community and your institution.



BLOCK #8: BE PREPARED FOR CHANGE!



In this block, we outline a simple framework for managing change around AI that you can adapt in your own library.

If there is one word that is often mentioned in relation to AI, it is “change”. This new technology has changed the way we work, think, find, and process information. But this is also an opportunity for librarians to underline the importance of sources and ways to verify information. While we have already discussed multiple roles that you, as a library professional, can take when it comes to AI, we want to add “change manager” to the growing list of important titles that you might find yourself in.

REFRAMING CHANGE MANAGEMENT: PEOPLE, NOT TECHNOLOGY

Although you might feel tangible change in the library space with the arrival of new technologies, services and approaches, “change management” in libraries should be understood as a focus on people, trust, and purpose. In this sense, AI can be seen as the next transformation, and we understand that it might feel scary mainly because it is new. In this block, we will try to ease some of these fears and talk about approaches you can take when it comes to AI and change management. Here we, the LIBRA.I. team, will also try to summarise our own vision for future libraries in relation to the development of AI literacy in our field of work.

Librarians can respond to AI and meet users’ needs, yet many have fears about AI. These fears often relate to professional identity, ethics, quality, accountability, and responsibility. Librarians carry responsibility and must consider the consequences. Their professional identity can be questioned. Users expect them to know and guide, and staff expect management to provide direction.

A practical way to address fearful narratives is to provide facts and real-world examples. AI should be framed as an assistant rather than a replacement. Experience from our “bootcamps” (**BLOCK #4**) shows that when librarians understand what AI is, how it works, and what it can and cannot do, fear decreases. They begin to think constructively about how they can employ it in their everyday work.



GOVERNANCE APPROACHES FOR LIBRARIANS AND USERS

Good governance for librarians should mean a careful approach, tackling changes step by step and one at a time. It should be reflective and protective of staff, supporting capacity-building, and ethical awareness. Good governance for users should be open, practical, and building confidence. AI literacy in libraries should therefore be built on a two-layer system: one layer for librarians that focuses on capacity and ethics, and one layer for users that focuses on confidence and judgment.

TWO AUDIENCES, TWO PSYCHOLOGICAL POSITIONS

There are two approaches to change management: one aimed at librarians and another aimed at users. These groups are in very different psychological positions.

Librarians carry institutional responsibility and are concerned with long-term consequences, ethics, and standards. Users, by contrast, have a wide spectrum of feelings about AI. They tend to look for quick help and easy solutions rather than theory. They may overtrust or mistrust AI, but they do not carry that same institutional responsibility.

LIBRARIANS	USERS/READERS
<ul style="list-style-type: none">• They carry responsibility and have to think about the consequences• Professional identity in question• Worry about ethics, quality, accountability• Users expect them to know and guide• Staff expect from the management to know and guide	<ul style="list-style-type: none">• They have a spectrum of feelings around AI• Want quick help, easy solutions, not theory• They can overtrust or mistrust AI• They do not carry the responsibility

LAYER 1: CHANGE MANAGEMENT FOR LIBRARIANS

(Capacity + Ethics + Responsibility)

1. Start with psychological safety: fear decreases when exploration feels safe.

- Acknowledge uncertainty and fear openly
- Separate experimentation from performance evaluation
- Create internal “AI playground” sessions without judgment



2. Clarify the purpose before technology: purpose reduces resistance.

Before introducing any tool, define:

- What problem are we trying to solve?
- How does this improve service quality?
- Where does human judgment remain central?

3. Build competence through micro-experiments: understanding reduces fearful narratives.

Begin with low-risk use cases:

- Drafting texts
- Summarising documents
- Translating materials
- Generating workshop ideas

Reflect after each use:

- What worked well?
- What requires human review?
- Where are the risks?

4. Ground ethics in practice: ethics must be operational, not theoretical.

Avoid abstract debates. Instead, ask:

- Who is accountable for this output?
- Would we publish this without review?
- What biases might appear?
- How could this affect vulnerable users?

5. Move in phases

Exploration → Reflection → Pilot → Governance

Governance should protect staff and clarify responsibilities, not prematurely restrict experimentation.

LAYER 2: CHANGE MANAGEMENT FOR USERS

(Confidence + Judgment)

Users are in a different psychological position:

- They seek quick solutions
- They may overtrust or mistrust AI
- They do not carry institutional responsibility



Focus on:

- Practical demonstrations
- Clear explanations of strengths and limits
- Teaching verification skills
- Encouraging critical thinking

User-facing governance should be:

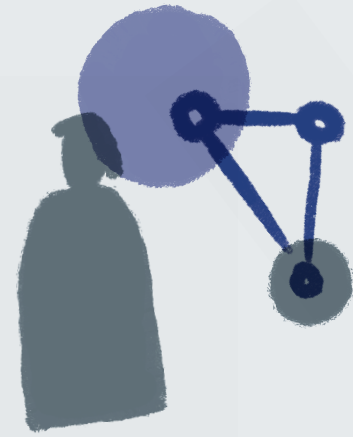
- Open
- Practical
- Confidence-building

For Layer 2, see the practical solutions delivered through the LIBRA.I. project, particularly **BLOCK #5**, where librarians enhanced existing training modules with AI literacy for users.

REMEMBER: CHANGE DOES NOT HAPPEN OVERNIGHT, BUT SMALL, SAFE EXPERIMENTS CAN BUILD CONFIDENCE ACROSS THE WHOLE LIBRARY.



BLOCK #9: PUT HUMAN INTELLIGENCE FIRST!



In this chapter we look at the information literacy angle of potential AI training activities, reminding you to use this tool ethically and put critical, rational thinking first.

Throughout the chapters of the LIBRA.I. journey, we have discussed what AI is, how to approach AI literacy and how everyday learning activities at the library can be enhanced with the exploration of AI tools. For all these topics one crucial “But...” should be mentioned. AI is by no means the “be-all, end-all” for every single situation that modern libraries may face. In addition, even the activities that may benefit greatly from increased AI literacy in both library specialists and readers still need to be based on human intelligence at the forefront. In this block we will explain why and how.

THE ARTIFICIALITY OF INTELLIGENCE

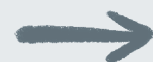
As was discussed in **BLOCK #2**, the information that AI produces is based on a lot of variables, namely the data it has access to. Therefore, only good and reliable data will ever be able to give you the answer you seek, starting from the best soup recipe and ending with complex coding solutions or science-based questions. **Unless we have trained the AI model by ourselves and know exactly what type of data we have “fed” it, there is no way for us to completely validate the quality of its knowledge base. What we can validate, however, is its answers.**

Although most LLMs (large language models) can detect context, the nuances and intricacies of the topic you are trying to explore might still be largely lost to the AI you are “talking to”. Remember that most AIs are trained to give you the statistically most likely answer based on previous data, not necessarily the most factual or truthful one. What should immediately set off a red flag in your mind is if an answer given by AI contains something you know to be untrue. But what if it is a topic that you are not very knowledgeable about? Then it is back to good old sources. Either ask the AI for a definitive source and if one is given, check the claims made, or do your own research by simply putting the AI’s claim or fact into a search engine, database, or any other source you deem trustworthy.

The same goes for recognizing AI-generated content in the information space. Are there news stories, official social media posts or any other information that supports the existence of, say, a video of a celebrity or a politician doing something unusual? Do images contain inconsistencies? Maybe you can spot an AI tool watermark somewhere? AI-generated audiovisual content



→ **BLOCK #2**



is becoming better and better, but there still are some giveaways and ways to verify its believability.

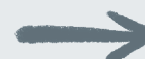
Remember that most LLMs are trained to always provide you with an answer, even if their data is insufficient. This can result in what are called “hallucinations” - either false information stated as true when it comes to text and voice outputs, or mild to wild inconsistencies in visual outputs (generated images or videos). Not only are most AIs trained to consistently be helpful; they are also very good “actors” when it comes to empathy. While it is interesting or even tempting to discuss personal matters or mental health questions with an AI, remember that chatbots do not have feelings. They may seem like they provide some sense of comfort in a stressful or even upsetting situation, but they will never replace real human connection and competence. AI models do not possess enough personal medical expertise and context to develop treatment plans, nor can they provide a fully precise diagnosis. Serious issues like these cannot be solved by individual users and should still be left to certified experts, not AI. This concerns not only physical and mental health, but also matters of construction, mechanics, law, personal security, and many others.

DATA SAFETY

A question often asked by those most careful about using AI is tied to the personal safety of their data, which is used as an input for the conversation or prompts. Protecting your privacy while using AI is not about avoiding the tools entirely, but about understanding the “data trade” you make every time you click “send”. When you interact with an AI, your prompts and uploaded files are typically stored on the providers’ cloud servers to facilitate the conversation and, by default, for model training purposes. This means your data may be used to train future versions of the AI, potentially allowing traces of your information to influence the model’s future outputs. To maintain data safety, you must treat every prompt as if it were a public post unless you have verified that you are using an enterprise-grade, zero-retention, or no-training version of the service.

To find out what happens to your data, either check the very long and often skipped “Terms and Conditions” of the site where the AI model is stored or check the “Settings” section if it is the site of a specific model. If you are based within the European Union, we suggest using AI models that are either based in or have servers in Europe, as that means they have to comply with EU law when it comes to user data and you will be more protected. It is also advisable not to use an AI you do not trust. A quick internet search will yield hundreds of different sites promising AI features beyond your wildest dreams, but if you are unsure of who the host is and what will happen to the data you are using, it is best to avoid such services.

If you still choose to use private data for any kind of prompt - especially if the desired result is visual - use only data that you have the involved persons’ consent to. Never generate images of people who have not given permission to use their likeness for a specific AI image or video. In addition - and this goes without saying - never use any AI tool to create violent, sexually



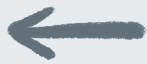
explicit, rude or any other type of unethical content, no matter if the tool allows or filters out such content. There may even exist legal repercussions if such content is created.

USE AND PROVIDE SOURCES

As we already mentioned, it is important that you give your stamp of approval only to the kind of information given by AI that you can check. This involves not only checking the facts of the research on a particular topic, but also if AI has not distorted any information in a summary of a long text, if it has not added any unrelated information and if it has understood the assignment. Sometimes a bad answer from an AI comes from the incorrect or imprecise question given by the user, so always be as specific in your prompts as possible.

Do not be afraid to ask follow-up questions, even after you have seemingly received the needed answer from a chatbot. **Where did the information come from? What sources validate a claim? How old is the story that the AI is referring to?** Clarification is important, even if it makes you feel a bit like an interrogator.

And last, but not least, provide a note if the information, image, video or any other output that will be available publicly, was created with the help of AI. There is no shame in generating, for example one of those cute little videos where animals do human things – we are fans, too! Just remember to mention that this is AI-generated content if you publish it, so someone does not fall victim to misinformation as a result of it. And, of course, the same rule applies to research, art, photorealistic images, or any other content that could potentially be misleading.



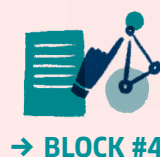
BLOCK #10: TAKE THE FIRST STEP!



**In this block, we invite you to take the first step:
Turn ideas into small, practical actions in your library
and tell us about them.**

Previously, we highlighted how dynamic development of AI is changing the way we create, perceive, and interpret information and visual content. We emphasised the key role of libraries, schools, and cultural institutions in understanding the changes. The LIBRA.I. project shows that AI literacy is not the domain of technological experts alone. **We, as librarians and educators, can be an everyday partner in the long, often confusing process of understanding the digital world around us.**

Incorporating topics related to media, reading, writing, and storytelling in the context of AI into the daily activities of your library can be that welcome first step. As previously stated, this does not require advanced technical knowledge but rather a willingness to learn alongside participants and the ability to present new technologies within familiar educational practices. More on this you will find in **BLOCK #4** and **BLOCK #5**.



Every meeting, workshop, or conversation in a library can become a starting point for a better understanding of a world where AI is already an everyday occurrence. Now is the time to pass this knowledge on with the real needs of the audience in mind.

As the LIBRA.I. team, we hope that with this methodology, you will be encouraged to:

1. Implement AI-related topics into your daily activities focused on media and creative education.
2. Strengthen critical thinking and resistance to disinformation among your readers.
3. Promote responsible and mindful use of digital tools.



As librarians, teachers, and cultural educators, you have a unique opportunity to become guides in a world that is changing before our eyes. Through the LIBRA.I. project, we prove that AI literacy is not just for experts – it is for everyone! Every workshop, discussion, and meeting is a step toward a society that consciously and ethically engages with technology. You do not need to be an expert, just stay open to new knowledge, and share it with others.



WHY TAKE ACTION?

- AI is everywhere – from book recommendations to content generation. The sooner we understand its mechanisms, the better prepared we'll be for the challenges, risks, and opportunities it brings.
- Critical thinking is essential – in an era of deepfakes and algorithms shaping our opinions, the ability to verify information has become crucial.
- Libraries and other cultural centres are safe spaces – here, you can ask questions, experiment, and learn without pressure. They are the perfect place to demystify AI and show how it can serve creativity, education, and dialogue.

WHAT CAN YOU DO?

- **Add new perspectives and topics to existing formats.** There is no need to organise anything new. You have your library and readers – in fact, that is all you need. If you run workshops for seniors or young people, suggest they talk about artificial intelligence. Ask what they need and what they would like to know about it.
- **Learn together with your readers.** The AI topic is changing drastically fast, so it is not possible to know everything about it. This is why sharing experiences and learning together can be a source of relief for many. This way, you will let your readers know not to worry too much. Nobody knows all the answers. But in a group, we can try to find them.
- **Together, it is easier.** Exchange the experiences with other librarians. Maybe reach out to a local university or school? This approach may lead to new partnerships that will yield results for months to come.
- **Look around.** If you do not feel confident in AI literacy, check if there exists a local initiative connected to this topic.
- **Use this methodology.** Among the materials included are ready-made lesson plans, bootcamp experiences, practical tips for adapting existing educational formats, and tools for building community engagement – choose those that best fit your needs and the expectations of your local audience.

Here is one more checklist of tips that you might find useful as you are getting in position to take that important first step. **Goal:** to start working with new technology and AI topics in a safe, realistic, and tailored way to local needs.

1. NAME YOUR NEEDS

- Write down 3 questions about technology or AI that readers are already asking today.
- Consider which groups (children, youth, adults, seniors) most often report these needs.



2. FIRST CONTACT WITH THE TOOL

- Choose one AI-based tool (e.g., chatbot, image generator, summarisation tool).
- Check them for as long as you need.
- Write down how it can be useful and what doubts arise in you while working with it.

3. CHOOSE AN ACTIVITY THAT YOU CAN IMPLEMENT AT YOUR INSTITUTION:

- Thematic conversation.
- Mini workshop.
- An element of the classes you already teach.
Specify: time, audience, and purpose.

4. PREPARE A SPACE FOR CONVERSATION

- Collect some materials (articles, videos, tool examples).
- Prepare one question to open the discussion and break the ice. It does not have to be a full presentation.

5. DO IT!

- Observe participants' questions and reactions.
- Write down what worked and what was difficult.
- Note down ideas for the next topics.
- Decide what the next small step will be.

6. CHECK WHO CAN HELP YOU WITH YOUR ACTIONS?

- Maybe you only need to talk to your team? There's a possibility they will be ready to get involved.
- Try to reach out to schools, universities and foundations. It is a great opportunity to start a new partnership.

WHAT DID YOU BUILD?

Once you have chosen the direction that works best for you and your institution, try to implement changes step by step. Start with small but consistent actions: a workshop for youth, a discussion with seniors about the ethical dimensions of AI, or a meeting with local creators using AI tools. Each of these initiatives is an opportunity to build awareness, trust, and a community



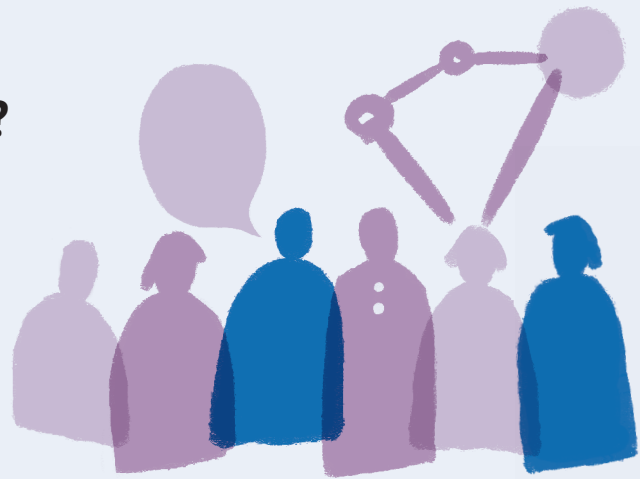
centred around new technologies. Keep in mind that your role as an educator or librarian is not about having all the answers but about asking the right questions and creating a safe space for experimentation. Use our materials, share your experiences with others, and let this handbook become your partner in shaping a future where technology serves people, not the other way around. We invite you to also advance the steps laid out in our methodology – while we were able to take some steps of the journey, we are sure that you will explore new paths that we have not trodden on before!

Each chapter of this methodology is a block - a material that can be utilised in diverse ways to construct something new. **We truly hope that through them, you will be able to create not only bridges between institutions but also paths to guide readers through the maze of questions they potentially have, and safe places where you can all learn about new technologies in a safe and friendly atmosphere.**

So, what will you build? We would be more than happy to learn about your results, the approach you have taken, and the conclusions. Be sure to reach out to the LIBRA.I. team via any of our online platforms!



HOW TO BUILD AND SUSTAIN A COMMUNITY?



Here, we explain how building relationships with communities helps libraries stay meaningful and connected to people's daily lives.



→ **BLOCK #3**

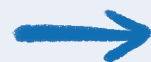
In **BLOCK #3**, we spoke about understanding the specific needs of an audience – those who will participate in your activities and engage with the knowledge you, as a library professional or an educator, can offer. In this block, we talk about how working with communities rather than an audience helps ground library work even deeper into the daily lives of the people you work for and thus ensures that library services remain relevant.

Working with an audience is not the same as working with a community. If you work with communities, the library ceases to be the “default centre” that offers knowledge and expertise. Instead, the library becomes an ecosystem that identifies and supports existing local networks or communities, whether they are established partners, grassroots initiatives, or emerging voices. The library does not actually “build” a community; communities exist regardless. What community building means is that the library builds a shared collaborative knowledge space where community members share their knowledge and reflect on that together. In a community context, for example, the librarian does not need to be an AI expert. They become a facilitator and supporter of existing peer-to-peer dialogue already existing in their service area.

UNDERSTANDING SOME SIMPLE TRUTHS

Because every context is unique, there are no one-size-fits-all blueprints for library community work. Each library operates within a specific environment of learners and cultures, requiring tailored approaches that respect local dynamics. This work demands that we step beyond our walls and predefined audiences.

Trying to serve everyone equally dilutes impact. To ensure long-term community building, we must prioritise strategic focus over fragmented efforts. That means that you hand over the ownership of your library to the strategic communities you prioritise. This requires a vital shift: when community building is done right, that ownership becomes a long-term engagement between the library and the community and vice versa. It is fundamental to stay meaningful and relevant as a library, today and in the future. But let us start from the beginning.



START FROM EXISTING COMMUNITIES

Effective community building begins with observation and mapping. Rather than inventing groups, we identify existing networks (professional, informal, local) that align with our mission. Starting a community without a shared and urgent need rarely succeeds.

We ask:

- Who is already active?
- Where do people naturally connect?
- Who remains underserved?

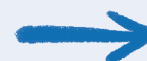
Our role is not to own these communities, but to support and connect them, creating the conditions for collective growth. If we apply this to LIBRA.I. for instance, we identified that AI rapidly evolves from hype to commodity, thus raising questions and creating a need for theoretical but also practical understanding. Knowing that focused effort increases impact, each LIBRA.I. library selected an existing community in its service area: senior residents in Riga, storytelling adults in Łódź, and young podcast makers in Brussels.

BECOME OR FIND THE COMMUNITY BUILDER

The community builder plays a crucial role in this process. Ideally, this person is recruited from within the community and has strong credibility as a community member (as well as on the chosen topic) and trust. They know what knowledge and skills are present in the network of their community and have the ability to initiate and facilitate meaningful conversations. In the case of LIBRA.I., we looked for a respected member of the community with a certain knowledge of AI in the prioritised field (e.g., storytelling, podcasting).

Community building is not only about logistics or communication. It is about sense-making: listening carefully, identifying patterns, and turning shared experiences into collective learning and action. The community builder always operates at the intersection of practice and strategy. And this is beneficial in both ways, as community members engage more when they recognise their own realities in the community's direction. Community builders must be able to translate insights from dialogue into both short-term initiatives and long-term strategic direction.

The community builder becomes the facilitator of the dialogue between participants with different levels of digital literacy while encouraging peer learning and collective reflection. In this role, you recognize that valuable knowledge already exists within the community: participants bring their own experiences - in our case, of using AI tools at work, at home, or in their creative practices. By creating space for participants to share these experiences, the community builder helps surface practical insights, questions, and informal expertise that might otherwise remain invisible. Someone who experiments with generative AI for writing may offer tips that help others understand its possibilities, while another participant may raise critical questions about



privacy, bias, or reliability. In this way, the community becomes a collaborative knowledge space rather than a one-directional transfer of information.

START SMALL AND GROW WITH INTENTION

Strong communities are built gradually. As we suggested in **BLOCK #3**, you might begin with one clearly defined target group or persona. Focus on creating a meaningful experience for this early community, test assumptions, and refine your approach based on feedback. Once this group is active and engaged, you can consider expanding or diversifying it.

Early commitment works both ways: the more you invest in your first communities, the stronger their commitment is to you. Identify those who share knowledge spontaneously, support other members, and connect people and ideas. These early members can become ambassadors who embody the values and culture of the community. Their involvement attracts others and reinforces a sense of belonging. Offer them exclusive content, dedicated spaces, or opportunities to shape the community. Above all, listen carefully to their feedback and let it influence your decisions. In Brussels, the “AI toolkit for podcasters”, a LIBRA.I. experiment, led to a talk series of curated conversations on “AI vs. Creativity” hosted by two community members who started a dialogue with two other community members on the impact (or not) of AI on their creative expression.

Keep in mind: community engagement depends on regularity. Consistency builds trust. Variety sustains interest. Develop a clear calendar that combines hands-on workshops, talks by artists or designers using AI, creative experiments, discussions on AI and misinformation, or demonstrations of practical tools. In the National Library of Latvia, for example, there already was a format dedicated to senior citizens: “Senior Wednesdays”. This format can easily incorporate topics around AI (more on this in **BLOCK #5**).

Exploring AI through continuous different formats, perspectives, and topics in various regular settings establishes the library as a place to learn about AI safely and understandably. By inviting different speakers and experimenting with formats such as podcasts, videos, exhibitions, or online articles, communities remain curious and motivated to continue learning about AI and its impact. Using clear ethical guidelines, transparent explanations of tools, and a familiar format for activities also reassures people that the library is approaching AI responsibly and thoughtfully.

MEASURE, LEARN, ADJUST

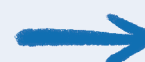
Community building cannot rely on intuition alone. Regularly analyse activity levels, participation rates, and engagement with different types of content. Use this information to adjust your approach. Communities evolve, and to remain relevant, plan regular listening moments. These moments help detect emerging needs and prioritise improvements. Change may involve exper-



→ **BLOCK #3**



→ **BLOCK #5**



imenting with new formats, tools, governance models, or partnerships. Make choices together with your members. When people are involved in shaping the future of the community, their sense of ownership grows. Always remember that a community is not a static thing. Over time, people and community leaders change. You want to learn more about change management? Read **BLOCK #8!**



PRINTABLE MATERIALS

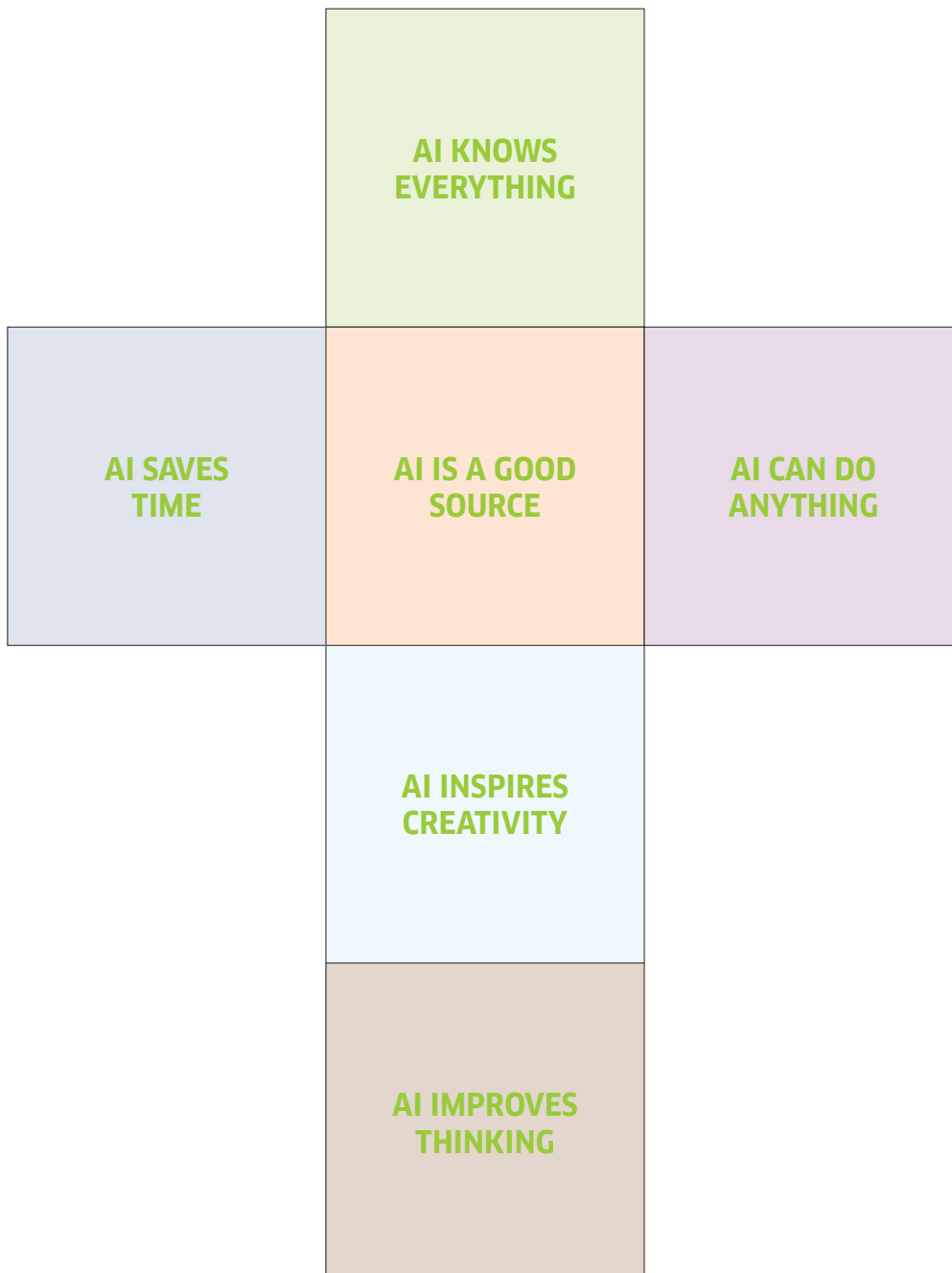


Throughout the LIBRA.I. methodology, you may have encountered pointers to the “Printables” section. Here you will find additional practical materials to aid your LIBRA.I. journey. As with most of the information you find in this methodology, all of these materials have been practically tested in our own experience. These materials, ranging from librarian knowledge surveys to dice, can be used as a conversation starter and are added for you to use them as you see fit. Although the files are created in PDF format, you are encouraged to copy their contents and adjust them. Materials like surveys or the association dice have been tested in our project and under our conditions of learning, but you may find that a more specific approach is necessary. Just like with methods and ways to engage with audiences, we would be glad to hear from you if you find our materials useful or if you come up with your own take on what could work in your individual work.

LIST OF MATERIALS

- Statement cube: Used for practical workshops to foster conversation. Participants roll the cube and must give their opinions on the question that is asked (similar to prompt cards).
- Persona profile: A practical method for analysing your audience.
- Starfish method: A practical method to look at needs of a specific audience from five different points (Keep doing, Start doing, Stop doing, More of and Less of).
- Activity outline: A table stating all the most important features a good activity should include.
- Pre- and post-activity surveys: Premade printable surveys that you can give your participants to test their understanding of AI and its use in day-to-day life, as well as measure impact of your events.
- 3 lesson plans: Detailed descriptions of LIBRA.I. partner activities under the section “Enhance existing activities” in **BLOCK #5** for you to get inspired to enhance formats in your library.
- Glossary: An alphabetical list of terms with their meanings.
- Prompt cards: A selection of questions and answers that you can write on cards to foster discussion about AI between participants (similar to statement cube).

STATEMENT CUBE



PERSONA PROFILE

A method that helps describe a potential user and is based on their behaviour pattern.

1. Defining the target group

- First, determine the audience segment by assigning it an emotional characterisation.
- Socio-emotional group: [Social role] + [Adjective]
- Explanation: Not simply “Senior”, but “Erudite senior” or “Suspicious senior”. This helps clarify how this group differs from others.

2. Persona Identity (Profile)

- From the group, extract one specific, “real” person.
- Name: [First name only]
- Note: Do not use a surname.
- Age: [Exact number]
- Note: Never use a range (e.g., “around 60”). It must be precise (e.g., “62 years”) so the persona feels real.
- Profession / Occupation / Interests: [Specified role]
- Explanation: Not only the sector or hobby, but also the details. For example: “Retired rural schoolteacher”, not simply “retired teacher”.

3. Attitude and Understanding

- Two “quotes” that characterise the persona’s experience and expectations.
- About the specific product (AI session):
- Question: If they had to describe Artificial Intelligence in their life in one sentence – what would they say? (Overall feeling/experience).
- About AI’s place in society overall:
- Question: How would they describe AI in general? (Their “big picture” understanding).
- Based on these assumptions, an associative conversation (“truth or lie”) cube can be created for use in the session.

4. AI Experience Scenario (Sequence of events)

This is the most important part. Analyse a specific moment when the persona uses or encounters AI. The persona may have several scenarios.

A. Background story (Context)

- 30 seconds of life before encountering AI.
- Location: Where are they physically? (At home watching evening news on TV, at a neighbour's, on a bus, at a bank?)
- Device: Phone or computer?
- Trigger: What exactly happened that caused them to encounter or think about AI?

B. True Motivation and Goal

- What are they trying to achieve by using or discussing AI?
- Incorrect goal: "Find information or try AI."
- Correct goal (example): "Find advice on how to properly water the unusual plant their grandchildren gave them."
- Explanation: The goal must be a practical task that AI helps solve.

C. Frustrations (Pain points)

- What goes wrong in this specific scenario?
- Barriers: What annoys or stops them? (Receives a silly answer? Doesn't understand how to start using it. Doesn't gain confidence that AI knows everything.)

EXAMPLE:

Group: Retired rural schoolteacher

Persona: Emma, 67

Occupation: Currently not working, lives in a small rural village in Gulbene municipality

Attitude: "Everyone is talking about it; I should also see what it is and whether it really knows everything."

Scenario:

Background: Thursday, a snowstorm outside; at home reading news on a computer.

Goal: Find advice on how to properly water the unusual plant their grandchildren gave them.

Frustration: After typing "Artificial intelligence" into the search engine, she cannot understand what to do next on the suggested pages. She will have to go to the library for help.

STARFISH METHOD

The Starfish Method is a participatory tool for analysing target audiences in the context of AI and digital literacy programmes. It enables teams to design relevant, inclusive, and needs-based learning experiences by systematically examining audience characteristics, motivations, and constraints.

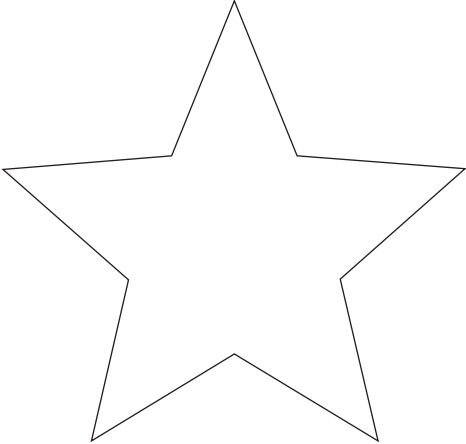
The method is based on a five-part analytical model:

- 1. Features** – demographic and contextual characteristics (age, digital skills, experience, social context).
 - 2. Needs** – motivations and goals (creativity, practical use, safety, social engagement).
 - 3. Barriers/Fears** – limiting factors (lack of confidence, digital anxiety, limited skills, time).
 - 4. Methods** – effective learning approaches (hands-on practice, storytelling, discussion, experimentation).
 - 5. Results** – desired outcomes (confidence, skills, problem-solving, everyday application).
- 6. Process**
- 1. Group Formation** – participants are divided into groups, each assigned a target audience.
 - 2. Persona Framing** – groups define a concrete individual representing the audience.
 - 3. Starfish Mapping** – groups complete the five dimensions using a visual template
 - 4. Contextualisation** – analysis is linked to specific learning content (e.g., AI ethics, functionality, responsible use).
 - 5. Reflection** – groups assess alignment between programme design and audience needs.
 - 6. Sharing Insights** – results are presented and compared across groups.

STARFISH METHOD TEMPLATE

Define a concrete individual representing the audience

Complete the five dimensions, linked to specific learning content:

	<div data-bbox="480 848 785 1014" style="border: 1px solid black; padding: 5px; display: inline-block;"><p>Needs (motivations, goals)</p></div> <div data-bbox="807 898 1112 1014" style="border-bottom: 1px solid black; margin-top: 5px; width: 150px;"></div> <div data-bbox="807 949 1112 965" style="border-bottom: 1px solid black; margin-top: 5px; width: 150px;"></div> <div data-bbox="807 1003 1112 1019" style="border-bottom: 1px solid black; margin-top: 5px; width: 150px;"></div>	
<div data-bbox="121 1126 426 1292" style="border: 1px solid black; padding: 5px; display: inline-block;"><p>Barriers/Fears (challenges, limits)</p></div> <div data-bbox="121 1346 426 1361" style="border-bottom: 1px solid black; margin-top: 5px; width: 150px;"></div> <div data-bbox="121 1400 426 1415" style="border-bottom: 1px solid black; margin-top: 5px; width: 150px;"></div> <div data-bbox="121 1453 426 1469" style="border-bottom: 1px solid black; margin-top: 5px; width: 150px;"></div>		<div data-bbox="1166 1133 1471 1299" style="border: 1px solid black; padding: 5px; display: inline-block;"><p>Features (age, skills, context)</p></div> <div data-bbox="1166 1352 1471 1368" style="border-bottom: 1px solid black; margin-top: 5px; width: 150px;"></div> <div data-bbox="1166 1406 1471 1422" style="border-bottom: 1px solid black; margin-top: 5px; width: 150px;"></div> <div data-bbox="1166 1460 1471 1476" style="border-bottom: 1px solid black; margin-top: 5px; width: 150px;"></div>
<div data-bbox="303 1653 608 1818" style="border: 1px solid black; padding: 5px; display: inline-block;"><p>Results (desired outcomes)</p></div> <div data-bbox="303 1872 608 1888" style="border-bottom: 1px solid black; margin-top: 5px; width: 150px;"></div> <div data-bbox="303 1926 608 1942" style="border-bottom: 1px solid black; margin-top: 5px; width: 150px;"></div> <div data-bbox="303 1980 608 1995" style="border-bottom: 1px solid black; margin-top: 5px; width: 150px;"></div>	<div data-bbox="986 1653 1291 1818" style="border: 1px solid black; padding: 5px; display: inline-block;"><p>Methods (learning approaches)</p></div> <div data-bbox="986 1872 1291 1888" style="border-bottom: 1px solid black; margin-top: 5px; width: 150px;"></div> <div data-bbox="986 1926 1291 1942" style="border-bottom: 1px solid black; margin-top: 5px; width: 150px;"></div> <div data-bbox="986 1980 1291 1995" style="border-bottom: 1px solid black; margin-top: 5px; width: 150px;"></div>	

ACTIVITY OUTLINE

Name of your activity	It should be catchy, easy to understand, but at the same time involve the basic idea of what can the participants expect.
Level of understanding	What previous knowledge are the participants expected to have on the main subject of the planned activity? This can range from basic understanding , to practical use , to higher levels, such as mastery or the ability to explain to others .
Goals/tasks of the lecturer/trainer	Write down the practical tasks that the lead of the activity will have to go through. Best would be to do it as a list of numbered tasks, where one task comes after another.
Goals for the participants	This should be a short description of the perfect outcome of your activity when it comes to the skills and knowledge the participants are going to gain. The goal should sound like a statement, for example, “participants have gained basic knowledge about AI” or “participants are able to use ChatGPT without assistance”.
Actions to reach reach the goals and methods used.	As you have set both the goals for the leader of the activity and its participants, this slot should count down the methods that you will use to reach your goals. Keep in mind the time and other resources you are given, so that the practical actions that make up your activity are realistic and doable. You can make a draft of the first list and then narrow it down and adjust, if such approach can help. You can separate actions taken by the leader of the activity and the participants, or you can compile a list of actions and methods that everyone will be involved in.
Resources needed	Write down all the practical things that will be needed for your activity to happen as you have planned, including the event space, materials for practical activities, technical equipment you will require as well as write down specific digital programs or apps you will use, if the activity will involve them.

SURVEY BEFORE ACTIVITY

1. How confident do you feel using AI in your daily work?

Not at all confident 1 2 3 4 5 Very confident

2. In the past month, how often have you dealt with AI-related issues/used AI in your work?

- Never
- 1-2 times
- 3-5 times
- 6-10 times
- More than 10 times
- I did not deal with AI issues in the past month

3. How comfortable do you feel explaining basic AI concepts (e.g., algorithms, machine learning) to library users?

Very uncomfortable 1 2 3 4 5 Very comfortable

4. How would you rate your current knowledge of AI topics relevant to media and information literacy (MIL)?

- Very poor
- Poor
- Average
- Good
- Very good

5. Do you feel prepared to integrate AI-related tools or discussions into your library program and activities?

Not at all prepared 1 2 3 4 5 Fully prepared

6. Please briefly describe one situation in your library work where you felt particularly **comfortable** dealing with AI-related topics.

Open question:

7. Please briefly describe one situation in your library work where you felt particularly **uncomfortable** dealing with AI-related topics.

Open question:

8. Is there a specific audience you wish to reach with AI-related topics in your work?

Open question:

SURVEY AFTER ACTIVITY

1. After participating in the activity, how much has your confidence in addressing AI-related topics/using AI improved?

- No improvement
- Slight improvement
- Moderate improvement
- Significant improvement

2. After participating in the activity, how much has your confidence in using AI improved?

- No improvement
- Slight improvement
- Moderate improvement
- Significant improvement

3. How comfortable do you now feel when handling AI-related questions or situations in your library work?

Very uncomfortable 1 2 3 4 5 Very comfortable

4. To what extent did the activity content match the AI challenges you face daily?

- Not at all
- Slightly
- Moderately
- Very much
- Completely

5. How likely are you to apply what you learned in your daily work?

- Very unlikely
- Unlikely
- Neutral
- Likely
- Very likely

6. Is there any specific topic or skill from the activity that you feel helped you the most?

Optional: _____

7. Has the activity given you ideas on how to reach a specific audience (audience specified in pre-activity survey, question #8).

Open question: _____

AUTHOR'S VOICE VS. ARTIFICIAL INTELLIGENCE: LESSON PLAN FOR HOUR-LONG WORKSHOP

Format: Inspirational workshop

Target group: Young creatives

Duration: 60-90 minutes

Level: Introductory, no technical or AI-related prior knowledge required

Teaching style: Presentation-led, reflective

EDUCATIONAL RATIONALE

The workshop will focus on examining the authorial style of selected writers. We will explore rhythm, voice, style - elements creating unique voice of an author. Artificial intelligence will help us see if it can be easily faked.

This event is geared towards those who are interested in new technologies and those who are concerned about them.

The workshop was a component of the "Thought Club" (Klub Myślowy MeMo) series of classes which focuses on educating on issues related to science, society and philosophy in an accessible yet comprehensive way. Each class has the same structure:

1. Introduction of guest who is usually given a few questions on start, which are supposed to present the spectrum of interests of the invited scientist
2. Lecture provided by the guest
3. Workshop part in which participants perform one or two short exercises related to the topic
4. Discussion between guest, moderator and participants

DETAILED LESSON PLAN

1. AI TEXT RECOGNITION

At the beginning of the workshop, participants receive two sets of text. Each consists of three fragments. All are signed the same - with the author's title and name. After a moment to familiarize themselves with them, participants must decide which one is:

1. original author's text
2. text based on the author, mimicking stylistically it's original way of writing, created by human
3. text generated by AI

Remember! You can only use two version of the text – original and the one generated by AI. We recommend choosing one text that is written in the native language of the participants and one that is translated, for example, from English. In our workshop we were working with Bruno Schulz’s Kometa (Comet) and Angela Carter’s Człowiek z kontrabasem (The Man who Loved a Double Bass).

To gather participant’s opinions on authorship we used Mentimeter.com, but of course it’s entirely optional.

After that it is important to analyse all three text to get to know, why participants voted the way they did. We should focus on elements like – rhythm, metaphors, specific words indicating a period in time. This part of the workshop is dedicated to interpretive work. Engaging participants is important, but if the group is shy or not doing so well, be sure to help them and begin the interpretive process to give them some ideas.

In the end you must of course reveal the authorship of all three.

The next steps depend largely on how the group went. If participants managed to identify the author’s style, a segment analyzing the characteristics of their work may be short. If not, it’s worth expanding.

If you’re using an idea with text similar to the author’s style, you can explain your motivations during writing to highlight the signature elements of the author’s voice.

2. HOW TO RECOGNISE AI TEXT

The final part of the workshop should focus on analyzing the AI-generated style which smoothly changes into a reflection on the linguistic characteristics of artificial intelligence. This way you explain participants how they can identify text generated by AI tools. For example AI is known for:

1. following the pattern “it’s not X, it’s Y”,
2. using a lot of em dashes,
3. repeating particular words
4. obsessing over rule of threes.

This is also good moment to explain, why AI is writing this way:

- *This is also good moment to explain, why AI is writing this way: (...) this totally normal construction appears in such generally well-received bodies of literature as the Bible and Shakespeare.*
- *(...)its prose is sleek and precise but somehow hollow: too clean, too efficient, too neutral, too perfect, without any of the subtle imperfections that make human writing interesting.*
- *A.I. does still try to work sensory language into its writing, presumably because it correlates with good prose.*

All the articles and links that may help you in bringing theory part of workshop are added at the end of this segment.

In the end we decided to help participants recognize the distinctive style of artificial intelligence. We presented them two short text generated by ChatGPT and Mistral AI basing on the same prompt – generate a short text, more or less a thousand words long, about a party in England in the 1920s. Not only they perfectly depicts all four of the previously mentioned practices, but also resembles each other very much. It's a very easy task that you can easily do with participants during the workshop. Make them think about some prompt which you can use on two LMMs and then compare them.

Resources

- <https://www.nytimes.com/2025/12/03/magazine/chatbot-writing-style.html#>
- <https://www.interconnects.ai/p/why-ai-writing-is-mid>
- <https://www.theguardian.com/books/2017/mar/04/what-writers-really-do-when-they-write>
- <https://www.youtube.com/watch?v=ECWpKzN5IO>
- <https://ctl.duke.edu/ai-ethics-learning-toolkit/does-ai-harm-critical-thinking/>

ARTIFICIAL INTELLIGENCE AND NOSTALGIA IN CULTURAL HERITAGE – HELPER OR JOKE?: LESSON PLAN FOR A 2-HOUR WORKSHOP

Format: Inspirational workshop

Target group: Seniors with basic computer literacy

Duration: 120 minutes

Level: Introductory, no technical or AI-related prior knowledge required

Teaching style: Presentation-led, reflective

EDUCATIONAL RATIONALE

To promote seniors' understanding of how artificial intelligence (AI) works and its potential, using examples from the Latvian Cultural Canon and the Digital Library. To foster curiosity and a sense of confidence toward AI as a tool that can support both creative and everyday activities.

LEARNING OBJECTIVES

1. Introduce the basic concepts of AI and its applications in daily life.
2. Demonstrate AI capabilities in information search, image recognition, text, and voice generation.
3. Encourage active participation, reflection, and critical thinking about the potential and limits of AI.
4. Strengthen the connection between the digital environment and cultural heritage values.

DETAILED LESSON PLAN

1. INTRODUCTION

Participants write one positive and one doubtful thought about AI on sticky notes. The notes are placed on a board and discussed collectively. Discussion: What seems most frightening or most useful about AI? Mini-survey: Have participants ever used an AI tool?

Opening phrasing

“This session is meant to give you orientation and confidence, not to turn you into an AI expert. You don't need to understand or remember every tool we mention today. Feel free just to listen, participation is always optional.”

2. MYTHS AND FACTS ABOUT AI

Participants receive “AI statement cubes” containing true and false claims. Each statement is discussed – together they decide if it’s true or false. The instructor briefly explains why and shows slides on AI uses in various fields.

3. AI AND CULTURAL HERITAGE

Working with the Latvian Cultural Canon. Two images are shown on screen – an advertisement for the moped Rīga and actor Eduards Pāvuls from the film Ceplis. Participants guess whether AI will recognize them. The instructor uses ChatGPT or Bing Image Recognizer to test the results. Discussion: Why does AI recognize (or not recognize) them? Does it learn from our questions? Why does it refuse to identify people?

4. ASKING QUESTIONS TO CHATGPT

Participants, individually or in pairs, try asking questions to AI. Examples: “What is depicted on the 100-lats banknote designed by Rihards Zariņš?” and “Why do people in Latgale gather at outdoor crosses in May?”. They can follow printed step-by-step worksheets; the instructor and assistant help as needed. Afterward: group discussion on whether the answers were good and how to improve prompts. On screen: image of the 100-lats banknote (1923). The instructor adds an interesting fact – these notes were printed on paper made at Līgatne Paper Mill, and later issues (after counterfeits appeared) were printed in the UK until 1938.

5. CREATIVE TASK - WRITING AND SYNTHESIZING A POEM

The instructor introduces the activity “AI writes and reads poetry.” Participants follow the worksheet steps:

1. Open ChatGPT.
2. Enter the prompt: Write two quatrains in the style of Aleksandrs Čaks – about Rīga, people, and city sounds. Use the words: gutter, suburb, boulevard, coachman, heart.
3. Copy the generated poem.
4. Open <https://tilde.ai/lv/voice-synthesis/>.
5. Choose a voice and paste the poem.
6. Listen to their AI-generated poem. Discussion: What emotions and tone does the poem have? Why does one of the voices sound familiar? Optionally, show an animated portrait reciting the poem.

6. IMAGE GENERATION

On screen: a photo of the Gauja Valley. The instructor types into ChatGPT: Generate a photo of the Gauja Valley. After the image appears, participants discuss: What suggests the image was AI-generated? Who owns the copyright? Can others use this image?

7. ADDITIONAL TASKS

For image recognition:

1. <https://which-content-is-real.netlify.app/>
2. <https://goodthingsaustralia.org/learn-resource/ai-image-quiz/>
3. <https://decopy.ai/ai-image-detector/>

For text analysis:

1. <https://www.undetactable.ai/>
2. <https://www.plag.lv/>

Conclusion and Reflection

Group reflection: What tasks did we ask AI to do (search, write, speak, create images)? What was the hardest part? What was most surprising? The instructor summarizes the key insights and encourages participants to continue exploring AI tools. One place where AI could genuinely support my podcasting is... (e.g., editing, transcription, promotion, structuring)

Required Resources

- Computers or tablets with internet access (1 per 2 participants).
- Sticky notes and markers.
- Projector or monitor.
- Prepared slides (“What is AI?”, “Where is AI used?”).
- Printed worksheets for “What AI Knows about the Latvian Lats” and “AI Writes and Reads a Poem”.
- Access to <https://chat.openai.com> and <https://tilde.ai/lv/voice-synthesis/>.

Methodological Notes for the Instructor

- Begin by explaining that AI is a tool, not a thinking being. Emphasize where and how it learns and generates answers – remind participants throughout.
- Use humor and compare AI's responses with human experience.
Encourage participants to ask questions and seek help freely.
- Stress data and privacy safety when using AI tools (voice, photos, personal data).
- Give simple, clear tasks.
- For groups larger than 5 people, an assistant is required.
- Speak clearly and slowly; check frequently that everyone understands the instructions.

AI TOOLKIT FOR PODCASTERS: LESSON PLAN FOR A 3-HOUR WORKSHOP

Format: Inspirational workshop

Target group: Young creatives, adult learners (leisure education, mixed backgrounds)

Duration: 180 minutes

Level: Introductory, no technical or AI-related prior knowledge required

Teaching style: Presentation-led, reflective

This teacher's guide is designed to support trainers in delivering a confident and engaging session on AI in podcasting. It prioritises understanding, inspiration, critical awareness, and concrete tools rather than technical instruction.

EDUCATIONAL RATIONALE

Podcasting has evolved from a niche, experimental medium into a highly competitive field, even for non-professional podcast makers. Independent and non-professional creators today operate in an environment shaped by changing audience expectations and shifting media consumption habits, creating challenges around being seen, taken seriously, and maintaining long-term engagement. As a result, podcast production now demands more time, technical skill, and strategic thinking.

At the same time, artificial intelligence tools are rapidly entering creative and media workflows. These tools promise efficiency, accessibility, and new creative possibilities. But they also raise significant questions around authorship, authenticity, bias, environmental impact, and data privacy. For many creatives, the tension between staying true to one's own voice and using AI tools to produce more polished content is real. It raises important questions about how to balance personal expression with technological optimisation. Addressing this tension encourages a more deliberate and responsible approach to AI use, grounded in values such as authenticity, editorial judgment, and audience trust.

LEARNING OBJECTIVES

By the end of the workshop, participants are able to:

1. Explain why artificial intelligence is becoming relevant in contemporary podcast production
2. Identify the key stages of the podcasting process where AI tools can be used
3. recognise the limitations, risks, and ethical implications of using AI in creative audio work
4. make informed and autonomous choices about if, when, and how they want to use AI in their podcasting process

5. Distinguish between tasks where AI can offer meaningful support and tasks that require human judgment and creativity
6. Identify concrete AI tools for different production stages

PRIOR KNOWLEDGE

- Familiarity with podcasts as a medium, both as listeners and as a cultural format
- General awareness of how podcasts are created (e.g., recording, editing, publishing)
- Basic understanding of artificial intelligence through everyday exposure in media, work, or commonly used digital tools
- General digital literacy, including the ability to navigate platforms and use online applications

SKILLS OR EXPERIENCE ASSUMED

- Varying degree of DIY experience with podcasting (e.g., recording a test episode, using simple editing software, or publishing informally)
- Varying degree of introductory or advanced technical knowledge
- No professional audio, production, or AI expertise is assumed
- Familiarity with AI tools may range from none to light, experimental use

Resources

List of suggested AI tools:

Tools re. workflow:

- Keywords Everywhere: keyword and audience research
- Delve.ai: audience and content analysis
- Google Trends: topic and trend analysis
- ChatGPT: ideation, scripting, structuring
- Showplanner: scheduling, automation

Tools re. production/post-production:

- NotebookLM: content analysis and synthesis (production support)
- Descript: recording, transcription, editing
- Zencastr: remote recording
- Riverside: recording and post-production support

Tools re. translation & dubbing:

- Descript: voice and language features
- Adobe Podcast: AI-supported audio processing

Tools re. soundtracks & audio creativity:

- Audio library: curation, accessibility
- Soundverse: music, sound generation
- Boomy: music generation
- Soundful: music generation
- Mubert: music generation
- Suno: music generation
- Beatoven.ai: soundtrack creation

Tools re. promotion & content repurposing:

- Revoldiv: transcription, content reuse
- FineVoice: speech-to-text, audio processing
- Headliner: audiograms, promotional visuals
- Canva: design, automation

Tools re. monetisation & distribution:

- Acast: dynamic ad insertion, sponsorship optimisation

DETAILED LESSON PLAN

1. WELCOME AND FRAMING

Purpose

To establish credibility and clarify expectations. This opening moment sets the tone for the entire workshop and is crucial for adult learners, who may arrive with mixed levels of confidence, curiosity, or scepticism towards AI.

Expanded content

Welcome participants and acknowledge the diversity of backgrounds in the room (listeners, aspiring creators, curious beginners). Frame the workshop as a shared exploration rather than a top-down lecture. State what the workshop is and is not: it is an introduction and source of inspiration, and not a technical training or hands-on course. The structure of the session: context → AI possibilities → tools → risks.

Opening phrasing

“This session is meant to give you orientation and confidence, not to turn you into an AI expert. You don’t need to understand or remember every tool we mention today. Feel free just to listen, participation is always optional.”

Example questions

- Who here mainly listens to podcasts rather than makes them?
- Has anyone ever felt curious, or even slightly overwhelmed, by AI discussions?
- What made you sign up for this workshop?

2. THE PODCASTING FIELD TODAY

Purpose

To situate podcasting as a mature, competitive, and evolving media field, and to help participants understand that podcasting today operates within a broader ecosystem.

Expanded content

Podcasting has grown at an exceptional pace over the last decade. Millions of podcasts are now available worldwide. The barriers to entry are low, which encourages experimentation and diversity. This growth is not inherently negative. It shows how accessible and attractive podcasting has become, but it also fundamentally changes the playing field.

It has evolved from an experimental, alternative medium into a mainstream communication channel. Now journalists, media organisations, institutions, and brands produce podcasts as a part of broader content and marketing strategies. This professionalisation brings resources and visibility, but also competition and standardisation.

Discoverability is an issue. As making a podcast is easier than ever, being found is harder than before. Visibility depends on platform algorithms, promotion and distribution, timing, and consistency, and not only on quality or originality. Many well-made podcasts struggle simply because they are lost in abundance.

Opening phrasing

“Looking for podcasts, we scroll, we choose, we skip. Before thinking about how to make podcasts, let’s look at the world they exist in today, because that context strongly shapes what gets heard and what doesn’t.”

Example questions

- How do you usually discover new podcasts? Through platforms, friends, social media?
- Do you ever feel overwhelmed by the amount of content available today?
- What makes you give a podcast a chance as a listener?

3. COMPETITION & FORMAT TRANSFORMATION

Purpose

To explain structural changes that influence how podcasts are produced today, with a focus on format shifts and platform-driven dynamics.

Expanded content

One of the most visible changes in recent years is the growing importance of video podcasts. Podcasting is no longer an audio-first medium or something you listen to while walking, commuting, or cooking.

Increasingly, podcasts are watched on platforms like YouTube, Spotify, and social media and are designed to be visually engaging. That implies proficiency in other technical skills, such as camera recording, lighting, and even set design. This shift matters because video increases shareability on social platforms. It doesn't mean that video will replace audio, but it increasingly coexists with it (although it will sometimes compete with it). Flexibility will become increasingly part of the creative practice. Adapting formats is not a betrayal of creativity.

Opening phrasing

"So far, we've looked at how podcasting has grown and become more competitive. The next step is to look at how that competition is shaping what podcasts look like. Not just what we make, but the formats we're encouraged (or sometimes pressured?) to use."

Example questions

- Do you ever watch podcasts instead of just listening?
- If you were starting a podcast today, would you feel pressure to add video?

4. AI IN PODCASTING TODAY

Purpose

To normalise the use of AI in podcasting and reduce anxiety or resistance among participants. This section positions AI not as an experimental technology, but as something that is already embedded in everyday podcast production.

Expanded content

AI is already widely used across the podcasting field. Many creators use AI without actively labelling it as such. A significant proportion of podcasters rely on AI-powered tools or use AI that is built into software people already use. AI use is no longer limited to early adopters or tech-focused creators. It has become part of standard workflows. Common, low-threshold applications are automatic transcription, audio cleanup and noise reduction, editing support such as cutting, organising, and improving clarity, and generating show notes, descriptions, or promotional text. These uses focus on support and efficiency, not on replacing creative decision-making. AI adoption has increased because podcast production simply is time-intensive, and many podcasters work alone or with limited resources. AI tools help reduce repetitive or labour-intensive tasks.

Opening phrasing

“Podcasting is time-intensive, especially when you’re working alone or with limited resources. That’s one of the main reasons AI has quietly become part of everyday podcast production. Not to replace creativity, but to reduce repetitive work.”

Example questions

- Have you ever used automatic subtitles or transcription tools?
- Which parts of creative work do you personally find most time-consuming?
- Does it change how you feel about AI if it’s already part of the tools you know and use?

5. WHAT AI CAN DO

Purpose

To give participants a clear and realistic model of how AI can be used throughout the podcasting process. This section helps participants move away from vague ideas about AI and towards an understanding of where AI fits and where it does not.

Expanded content

There are different AI tools to support different stages of the podcast workflow, rather than one single tool or function for the entire process. AI does not replace the workflow; it aids in existing steps.

1. AI can be used as a thinking partner, not as an originator of ideas. It can help when brainstorming podcast topics or episode ideas, structuring an episode or season, or choosing angles, questions, or formats.
2. In production AI, can improve audio quality, support remote or multilingual recording, and help with technical consistency.

3. In post-production and editing, AI can assist with time-consuming technical tasks such as transcription, rough editing, and structuring or removing noise or silences.
4. AI-based translation and dubbing tools make it possible to translate transcripts into multiple languages, generate subtitles or written translations, or even create dubbed audio versions using synthetic or adapted voices. This has clear implications for accessibility as you can reach out to multilingual audiences, including listeners with hearing impairments (via transcription/subtitles). The reach of a podcast can travel across linguistic and national borders. There are Important nuances: translation is never neutral. And tone, humour, cultural references, and rhythm may shift.
5. AI is increasingly used in music generation and sound design to create ambient back-grounds or transitions. For podcasters, this raises creative possibilities such as creating custom soundscapes without large budgets, experimenting with moods, pacing, and atmosphere, and developing a recognisable sonic identity. But it also raises questions: originality vs. generative sameness; ethical use of AI-generated music; dependence on pre-made styles.
6. AI can help extend the life of a podcast by generating show notes and summaries, turning episodes into blog posts or social media content, and supporting headlines and descriptions.

Opening phrasing

“Before we talk about tools, it’s important to set one thing straight: AI doesn’t replace the podcasting workflow. It doesn’t invent a podcast for you. What it can do is support existing steps – from thinking and planning to production, editing, and distribution.”

Example questions

- Have you ever been stuck choosing a topic or angle for an episode?
- Which part of podcast production feels the most time-consuming to you?
- Do you usually write show notes or descriptions from scratch?
- Which stage of the podcast process feels like the best place for AI support, and which one feels off-limits to you?

6. WHY NOT TO USE AI

Purpose

To introduce critical thinking and ethical awareness, and to help participants make informed, selective decisions about AI use in podcasting.

Expanded content

1. AI is capable of generating large amounts of content. It sounds confident and fluent and appears coherent and well-structured, but can be factually incorrect, incomplete, or even invented. This is referred to as hallucination. It's harder for audiences to notice errors in spoken content, and listeners often trust audio voices more than text. Using inaccurate AI-generated facts can damage credibility.
2. AI tools are trained on large amounts of existing content, often without clear consent, transparent attribution, or fair compensation. Existing concerns for podcasters include unclear ownership of AI-generated text or audio, reuse of existing creative styles or language, and ethical questions around sourcing and originality. Although laws and policies are still evolving, responsibility often lies with the end-user, not the tool.
3. AI systems reflect the data they are trained on, which means that it incorporates existing social, cultural, and linguistic biases. In podcasting, this can show as stereotypical language, dominant cultural perspectives, and an underrepresentation of minority voices or accents. A podcastmaker using AI should be aware that AI does not neutralise bias. It carries an inherent danger of amplifying existing societal biases.
4. Podcasting is often valued for intimacy, personal voice, and a sense of authenticity and trust. Over-automation by using AI can risk flattening out an individual tone and smoothing out imperfections that create connection, thus distancing the creator from their own voice.
5. AI systems require large data centres, which use a significant amount of energy. It is an ongoing computational process of storage and maintenance. While individual actions seem small, widespread use adds up. Even though environmental impact is often invisible, it's an essential part of responsible decision-making.

Opening phrasing

"AI can be useful, but usefulness doesn't automatically mean appropriateness. This section introduces some of the ethical and creative questions that come with AI in podcasting, so you can decide when it helps and when it gets in the way. Critical use of AI is not about avoiding tools. It's about choosing them carefully."

Example questions

- Would you trust yourself to always catch factual errors?
- How important is ownership and authorship in your podcast work?
- Does it matter to you where text or ideas come from?
- What makes a podcast feel personal or authentic to you as a listener?
- Are there parts of your voice or style you wouldn't want a tool to 'smooth out'?
- What does sustainability mean to you personally?
- Where do you think responsibility for environmental impact lies? With platforms, tool makers, users, or all of them?

7. FINAL REFLECTIVE EXERCISE

Purpose

To help participants reflect on their own values and constraints, identify where AI can support their podcasting practice, and articulate clear boundaries for AI use. To make sure participants leave with a sense of agency, not pressure.

Individual Reflection

Ask participants to complete these three sentences:

- One place where AI could genuinely support my podcasting is...
(e.g., editing, transcription, promotion, structuring)
- One place where I would prefer not to use AI is...
(e.g., voice, storytelling, interviews, tone)
- One question or concern I want to keep in mind when using AI is...
(e.g., accuracy, authenticity, bias, environmental impact)

Group exchange

Prompts for discussion:

- Did this workshop change how you feel about AI in podcasting?
- Did anything challenge an assumption you had about AI and podcasting?
- What's one (small) decision you might make differently after this session?

GLOSSARY

AI Hallucinations	These are undesirable actions of a large language model where it generates information that is false, nonsensical, or unrelated to the query. For example, when asked for a bibliography, AI can recommend articles or books that don't exist.
Algorithm	A precise, finite sequence of clearly defined activities necessary to perform a specific task or solve a given problem.
Bias	The undesirable action of a generative AI system involving the generation of biased or discriminatory content (e.g., politically, racially, or ideologically charged). Bias is most often caused by poorly prepared training data that does not contain the full diversity of examples of all groups or phenomena.
Deepfake	A fake but realistic-looking image, video, or audio recording generated using artificial intelligence.
Generative AI	A type of artificial intelligence that focuses on generating output in a form understandable to humans. Based on patterns captured in training data, systems of this type can create new entities.
Large Language Model (LLM)	A deep neural network trained to generate natural continuations of utterances, trained on huge text datasets. By using supervised machine learning and reinforcement learning methods, LLMs have been adapted to tasks such as answering questions, conducting dialogue, creating prose, and generating programming code.
Machine Learning	A programming method that allows computer systems to learn from provided data. We say that an information system learns if its performance on a task improves as it processes more training data.
Prompt	A user instruction directed to a large language model to obtain the desired information.
Training Data	A dataset used to train artificial intelligence and machine learning models. Models analyze this data to recognize patterns, make decisions, or predict outcomes in new situations.

PROMPT CARDS

Front of the card:

1. Ask a factual question - A factual question is one that serves to test specific knowledge about facts, dates, events, people or places. Its purpose is to obtain precise, objective information, not an opinion or interpretation. For example, How many chromosomes does a human have?
2. Next, ask AI for specific, verifiable sources of this information. Check if sources exist.

Back of the card:

Educates on verification and emphasises the dangers of AI hallucinations.

Front of the card:

1. Ask a question: How does democracy work?
2. Then add: You are a social studies teacher. Explain the subject.
3. Compare answers

Back of the card:

Teaches context-setting and response style control

Front of the card:

Ask AI to explain the topic in:

- 50 words
- 5 points
- 1 sentence

What is changing?

Back of the card:

Teaches precision and pays attention to the tone depending on the structure of the response

Front of the card:

1. Ask AI to describe a controversial topic.
2. Then ask: Could your answer be biased? Explain.

Back of the card:

Teaches bias awareness and critical analysis

Front of the card:

1. Imagine you want to ask AI about a personal problem.
2. Edit the prompt so that sensitive data is not provided.

Back of the card:

Teaches privacy protection

Front of the card:

1. Ask AI to help you write the text. Have your material ready to see if AI will completely transform it or use it and add a follow-up.
2. Then mark which parts are yours. Check what has changed.
3. Who is the author?

Back of the card:

Draws attention to the problem of copyright law

Front of the card:

1. Ask AI to explain a topic you know well.
2. Examine the answer for any errors or simplifications.

Back of the card:

teaches information verification

LESSON 01

Introduction to AI for Librarians

Building a confident, critical foundation for AI in library practice

 60–90 min | All library professionals

You've met AI

AI is not arriving it's already here. Here's where you've likely encountered it:

Chatbots & Virtual Assistants

On library websites or discovery portals

Smart Search & Discovery

Relevance ranking in catalogues and databases

"You Might Also Like"

Recommendation engines in reading lists

Translation Tools

Used by patrons to navigate multilingual content

Auto-Summarization

In research databases and document tools

Generative AI Tools

ChatGPT, Copilot, Gemini used by your users every day

What is AI

The Working Definition

AI systems process large amounts of information, recognize patterns, generate outputs, provide summaries, classifications, and recommendations.

Unlike traditional search tools that retrieve what exists, AI can interpret, synthesize, and produce.

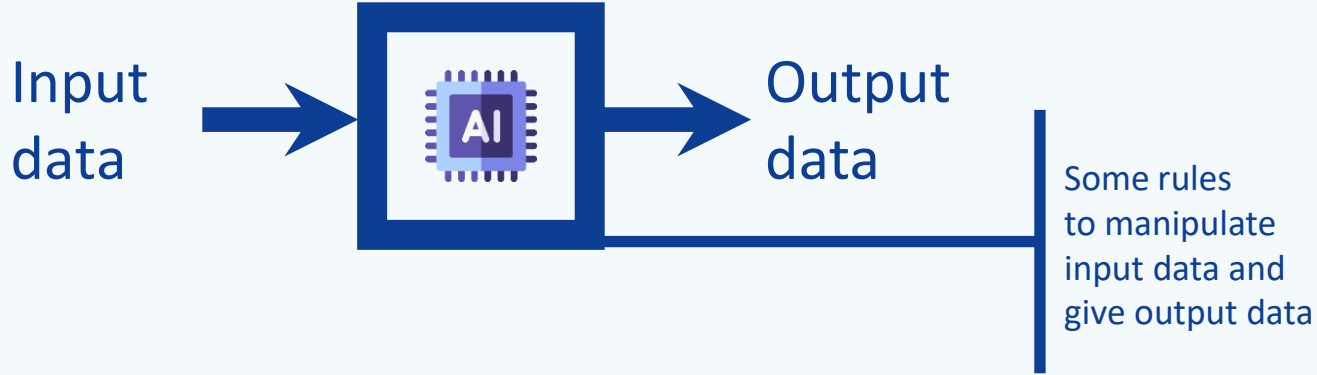
AI does not understand. It predicts based on patterns in the data it was trained on.

What AI Is NOT

- ⊗ Conscious or sentient
- ⊗ Neutral or objective
- ⊗ Always accurate
- ⊗ A replacement for human judgment
- ⊗ Magic it has real, knowable limits

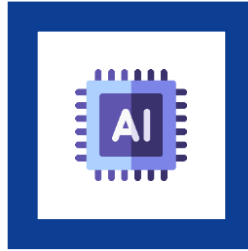
AI – The system

02



AI – The system

Input
data



Output
data

“Write a poem about
French fries in the style of
Shakespeare”

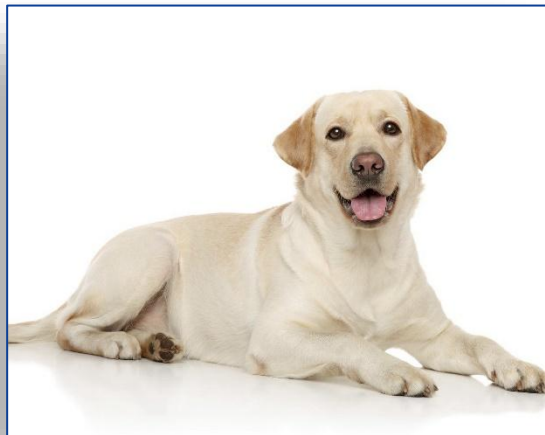
“Upon yon table, golden treasures lie,
a feast for mortals, 'neath the azure sky.
Behold, the humble spud transformed with care,
into slender strips, a culinary affair.”

AI – The system

Input
data



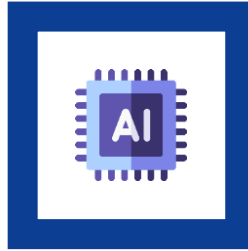
Output
data



Dog

AI – The system

Input
data



Output
data

...0101100111000101001010
00101110100010110101001
010100010111001...



...100100010001110101001
01011010101...



AI – The system

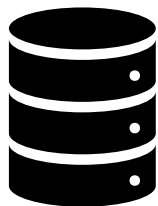
Emulation of intelligence
is not intelligence

AI is not intelligent

So how does it work ?

Example: classification of fruits

With classical AI (knowledge-based learning):



=



Apple



Banana

Pictures +
categories

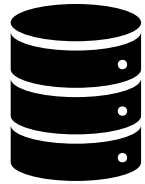
....



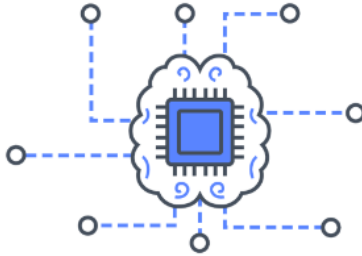
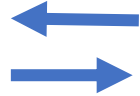
So how does it work?

Example: classification

With Machine learning:



Data



Model

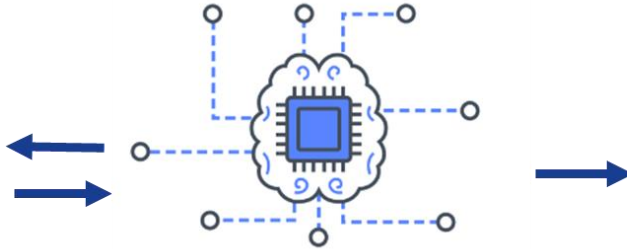


So how does it work ?

Example: classification

No.	Number of times pregnant	Plasma glucose concentration	Diastolic blood pressure	Triceps skin fold thickness	2-Hour serum insulin	Body mass index	Diabetes pedigree function	Age	Diabetes
1	6	148	72	35	0	33.6	0.627	50	tested_positive
2	1	85	66	29	0	26.6	0.351	31	tested_negative
3	8	183	64	0	0	23.3	0.672	32	tested_positive
4	1	89	66	23	94	28.1	0.167	21	tested_negative
5	0	137	40	35	168	43.1	2.288	33	tested_positive
6	5	116	74	0	0	25.6	0.201	30	tested_negative
7	3	78	50	32	88	31.0	0.248	26	tested_positive
8	10	115	0	0	0	35.3	0.134	29	tested_negative
9	2	197	70	45	543	30.5	0.158	53	tested_positive
10	8	125	96	0	0	0.0	0.232	54	tested_positive
11	4	110	92	0	0	37.6	0.191	30	tested_negative
12	10	168	74	0	0	38.0	0.537	34	tested_positive
13	10	139	80	0	0	27.1	1.441	57	tested_negative
14	1	189	60	23	846	30.1	0.398	59	tested_positive

Data



Model



Diabetes prediction



AI History

Breakout Group Activity



AI History

Dates : 1950,1956,1958,1959,1965,1973,2009,2011,2022

Events :

Dartmouth conference(Birth of AI)

Invention of the perceptron

Turing test

Rise of Gen AI

MIT AI Lab is founded

First deep learning algorithm

Lighthill report

First Autonomous Google Vehicle

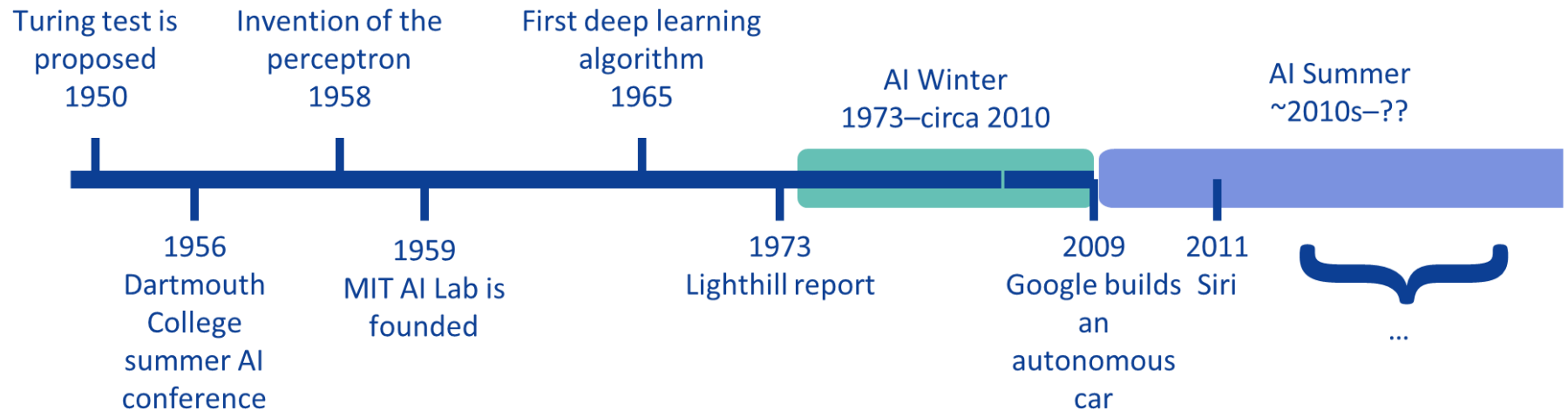
Launching of SIRI by Apple



AI History

- **Dartmouth conference(Birth of AI):** seminal workshop where leading scientists gathered to propose that human intelligence could be simulated by machines.
- **Perceptron:** a simple algorithm that helps computers make basic decisions by weighing input data, like how a person might decide based on pros and cons.
- **Turing test :** The Turing Test is a measure of a machine's ability to exhibit intelligent behavior indistinguishable from that of a human, as judged through natural language conversation.
- **Deep learning algorithm:** a type of artificial intelligence that teaches computers to learn and make decisions by recognizing patterns in data.
- **Lighthill report:** a critical review in the that exposed the limitations of early AI research.

AI – The system



Types of AI You'll Encounter now

Language Models (LLMs)

Generate, summarize, translate, and answer questions using text. Examples: ChatGPT, Claude, Gemini.

Search & Retrieval AI

Rank results, match queries to content, suggest related resources in catalogues and databases.

Classification & Tagging

Automatically assign subjects, categories, or metadata to documents and collections.

Recommendation Systems

Predict what users want next based on past behavior used in reading platforms and discovery tools.

The Librarian's Critical Lens

The skills you already use for evaluating sources apply directly to AI.

Source Evaluation

Who created this? What are their interests?

Is this current and up to date?

Does this represent diverse perspectives?

Can I verify these claims elsewhere?

Is this tool appropriate for this user's needs?

AI Evaluation

Who built this system? What data was it trained on?

When was this model trained? What's its knowledge cutoff?

Whose voices and data are represented and whose are missing?

Can this output be traced to evidence? Or is it plausible-sounding fiction?

Is this AI tool appropriate for this context and community?

AI – The system

In pairs or small groups:

1 Think of three digital tools or systems you use in your library (catalogue, website, communication tools, databases).

2 For each one — discuss: could AI be involved? What might it be doing? How would you know?

3 Share one example with the group. What questions does it raise?

Reflection: Did anything surprise you? Did you find AI where you didn't expect it or fail to find it where you did?

AI Key Vocabulary

Algorithm

A set of instructions that tells a system how to process data and reach an output.

Model

The AI system that has been built and trained; what you interact with when you use an AI tool.

Bias

Systematic skewing in AI outputs, often reflecting imbalances or assumptions in the training data.

Training data

The information used to teach an AI model its quality shapes everything the model does.

Hallucination

When an AI produces confident-sounding output that is factually wrong or entirely invented.

LLM

Large Language Model: an AI system trained on vast amounts of text to generate and process language.



Discussion

Q1 What AI tools if any does your institution currently use or plan to adopt? Who decided?

Q2 Have you been asked to use AI tools without being consulted? How did that feel?

Q3 What would your users need to know to engage with AI safely in your library?

Q4 What library values feel most at stake as AI enters your workflows?

LESSON 02

AI Tools in Library Practice – Gen AI

🕒 60–90 min | All library professionals

The AI Tool Landscape for Libraries

Generative AI

Drafting, summarizing, answering questions, writing policy documents.

Examples: ChatGPT, Claude, Copilot, Gemini

Cataloguing & Metadata AI

Subject heading suggestions, auto-classification, duplicate detection.

Examples: OCLC Metadata, Clarivate tools

Analytics & Recommendation

Collection insights, usage trends, personalized reading recommendations.

Examples: BiblioCommons, Sierra Analytics

Search & Discovery AI

Relevance ranking, query expansion, cross-database retrieval

Translation & Accessibility AI

Multilingual patron support, document translation, caption generation

Content Moderation AI

Automated content review, flagging tools, spam detection



Generative AI (LLMs)

Understanding what Large Language Models actually do

How It Works

- Trained on billions of web pages, books, and documents
- Learns statistical patterns between words and concepts
- Predicts the most likely next token (word/part of word)
- Does NOT retrieve from a live database generates from learned patterns
- Knowledge has a cutoff date it cannot know recent events

Generative AI (LLMs)

Understanding what Large Language Models actually do

For Library Tasks

- ✓ Draft policy documents and FAQs
- ✓ Summarize long documents
- ✓ Suggest search terms and keywords
- ✓ Translate simple patron communications

✗ LIMITATIONS

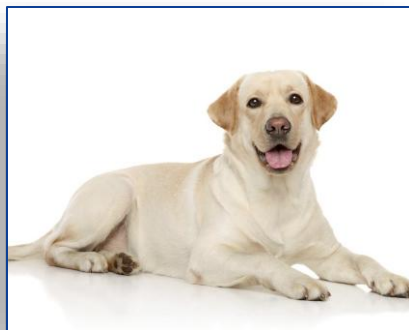
- Cannot verify facts in real time
- May hallucinate authoritative-sounding errors
- Does not access your local catalogue

Generative AI (LLMs)

Traditional AI

The system is made for one specific purpose; responses are expected

Input:



Output: Yes (98%)

GenAI

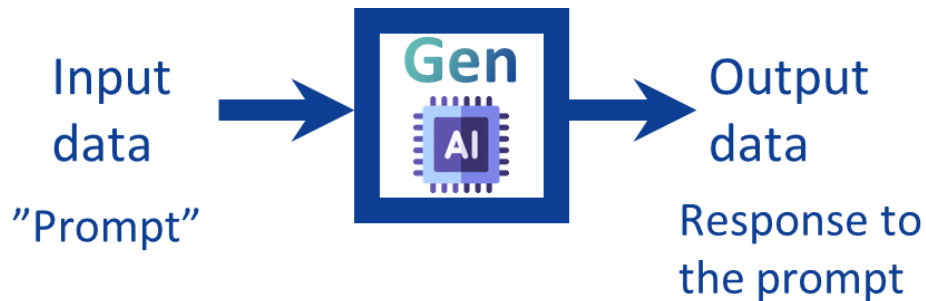
The system is made with a general purpose in mind; output is “original”

Input: *“A penguin astronaut taking a selfie on the surface of the moon”*



Output:

Generative AI (LLMs)



<Type of input> to <Type of output>

Text to Text

Text to Image

Text to Audio

...

Text to Video

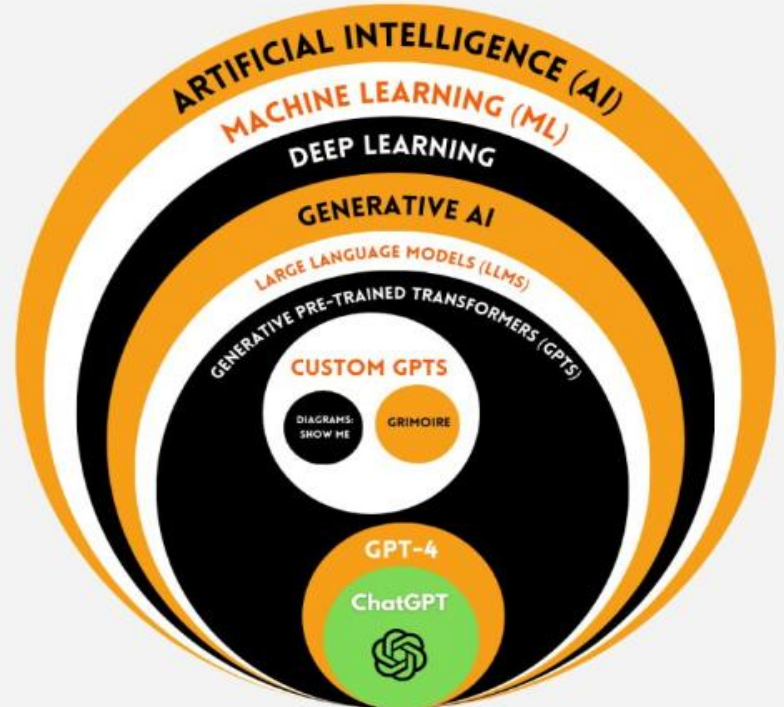
Image to Video

Audio to Text

Generative AI (LLMs)

- A type of Gen AI model specialized in text-based tasks.
- Trained on massive datasets to generate human-like language
- Examples: GPT-4, Gemini, Claude, LLaMA.

AI TERMS HIERARCHY



Generative AI (LLMs)

The Challenge: Machines Don't Understand Words:

- Computers process numbers 01011100100110
- Need a way to represent words mathematically

Solution: Word Embeddings (Text → Vectors):

- Words are mapped to high-dimensional vectors
- Similar words ("king" and "queen") have similar vector positions

Generative AI (LLMs)

- ChatGPT's core function: Predict the next word in a sequence.
- Given input text ("The sky is ___"), the model calculates:
 - Probability of "blue" vs "cloudy" vs "falling", etc.
- LLMs don't "understand", they statistically predict plausible sequences
- Training on vast data let them simulate human-like responses

Hallucination

False or illogical information that isn't based on real data but is presented as fact

For example...

Citing inexistent research papers



/ ChatGPT and Co: Are AI-driven search engines a threat to democratic elections?

A new study by AlgorithmWatch and AI Forensics shows that using Large Language Models like Bing Chat as a source of information for deciding how to vote is a very bad idea. As their answers to important questions are partly completely wrong and partly misleading, the likes of ChatGPT can be dangerous to the formation of public opinion in a democracy.

Hallucination

Do ice cream sales lead to higher crime rates?

AI explanation:

As ice cream consumption decreased, brain freeze incidents also decreased, resulting in fewer people experiencing sudden bursts of intense pain in their heads that could trigger violent outbursts.



Activity : Hallucination

Instructions:

- Make 3 groups
- Each will have an article
- Task : discuss in your group if this paper is providing correct information (all is correct or only part is correct)
- Present your group outcomes



Working with GenAI?

Double-checking the accuracy of AI-generated content is essential
Pay special attention to **misinformation** and **bias**!

Data security should be a priority when using AI tools.

Encouraging experimentation with AI technology is essential to
stay at the forefront.

Combining AI with human expertise allows professionals to
connect, resonate and drive success at scale.



Prompt engineering

Prompt engineering

How you ask is as important as what you ask



Prompt engineering

Elements of a Prompt

A prompt contains any of the following elements:

- **Instruction:** a specific task or instruction you want the model to perform
- **Context:** external information/additional context that can steer the model to better responses
- **Input Data:** the input or question that we are interested to find a response for
- **Output Indicator:** the type or format of the output

Prompt engineering

The quality of your output depends heavily on the quality of your prompt

Anatomy of an Effective Prompt

ROLE

You are a librarian helping a high school student...

CONTEXT

The student is writing a research paper on climate change...

TASK

Suggest 5 credible database search strategies with Boolean operators...

FORMAT

Present your answer as a numbered list with explanations.

CONSTRAINTS

Use only peer-reviewed sources. Avoid Wikipedia.

Prompt engineering

In pairs or small groups open an AI tool (ChatGPT, Claude, Copilot) on your device

1

Reference Support

Ask the AI: 'Help me explain to a patron what a DOI is and how to use it to find an article. Keep it simple and friendly.'

2

Collection Wording

Ask the AI: 'Write a 3-sentence description for a library newsletter about our new graphic novel collection targeting teens.'

3

Search Strategy

Ask the AI: 'Suggest 5 Boolean search strings for a database search on the mental health impacts of social media on teenagers.'

4

Policy Draft

Ask the AI: 'Draft a 100-word patron-facing statement about our library's approach to generative AI tools in the building.'

Prompt engineering

Weak Prompt	Strong Prompt	Problem
<i>Tell me about books.</i>	<i>Recommend 3 picture books for ages 4–6 that explore themes of friendship and sharing. Include author names.</i>	Too vague
<i>Write something for patrons.</i>	<i>Write a 2-sentence reminder for patrons that the library closes at 6pm on Fridays.</i>	No format/length
<i>Is this article credible?</i>	<i>What questions should I ask to evaluate the credibility of an academic article? Give me a checklist.</i>	AI can't verify URLs
<i>Translate this letter.</i>	<i>Translate this library overdue notice into French. Keep it polite and simple for a general adult audience.</i>	No audience/tone

AI in Libraries: Real Case Studies

National Library of Finland

Services for Organizations - Annif

- Utilizes machine learning and language technology solutions, is language independent and can be used with any indexing vocabulary.
- Uses an automated subject indexing tool designed to assist with content classification and metadata generation. It helps libraries, archives, museums, to automatically tag documents with relevant subjects based on predefined vocabularies.
- Time-Consuming Manual Indexing
- Inconsistent Tagging
- Supports Multiple Languages & Vocabularies

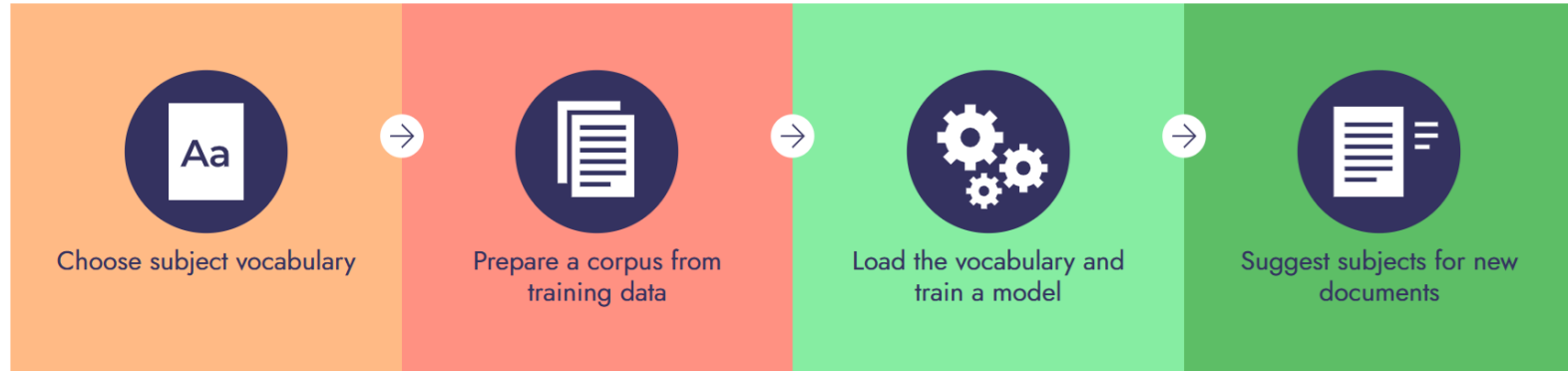


AI in Libraries: Real Case Studies

National Library of Finland

Services for Organizations - Annif

HOW TO USE ANNIF



AI in Libraries: Real Case Studies

annif tutorial



Introduction to the online hands-on

ANNIF: INTRODUCTION TO THE
ONLINE HANDS-ON TUTORIAL





AI in Libraries: Real Case Studies

National Library of Singapore

Use Case:

The library uses AI-powered chatbots to assist users with queries, recommend books, and provide personalized reading suggestions.

Impact:

Enhanced user engagement and reduced the workload on staff, allowing them to focus on more complex tasks.



AI in Libraries: Real Case Studies

National Library of France

Use Case:

Uses AI for handwriting recognition in historical manuscripts. They also employ AI to enhance their digital library platform, Gallica.

Impact:

Increased accessibility to historical documents and improved user experience for researchers and the public.



AI in Libraries: Real Case Studies

National Library of Japan

Use Case:

The library uses AI for text analysis and summarization of legal and parliamentary documents. They also employ AI for digitization and preservation of rare materials.

Impact:

Improved efficiency in accessing and analyzing large volumes of legal texts.



Discussion

Q1 Which AI tool category feels most relevant to your current role? Where would you most want to start experimenting?

Q2 Have you encountered any AI tool in your library that you were not fully consulted on? How did it affect your work?

Q3 What would a 'responsible AI adoption' process look like in your institution? What steps would it need to include?

Q4 How do you explain to patrons when AI is (or isn't) a reliable source for their research needs?

LESSON 03

AI Ethics, Bias, Privacy, Environment & Sovereignty

The deeper responsibilities of AI and what libraries must understand, question, and advocate for

🕒 60–90 min | All library professionals

Why These Questions Cannot Wait

AI adoption is accelerating faster than ethical reflection — libraries must be ahead of this curve



Ethical failures happen now

Facial recognition systems have wrongly identified innocent people. Hiring algorithms have systematically discriminated against women. These are not hypothetical futures.



Bias is structural, not accidental

AI bias flows from training data that reflects historical injustice. It does not fix itself without deliberate intervention.



Patron data is at risk

Every AI system that touches patron queries, browsing, or reading history raises serious confidentiality questions that libraries are legally and ethically obligated to address.



The environmental cost is real

Training a single large AI model can emit as much CO₂ as five cars over their lifetimes. Libraries committed to sustainability must account for this.



Who controls AI controls knowledge

A small number of corporations control the AI systems now shaping how information is found, filtered, and presented globally. This is a sovereignty question.



AI Ethics

What is right? What is harmful? Who decides?

Ethics are not a constraint on good AI; they are a prerequisite for it.

Major AI Ethics Frameworks

Global institutions have produced frameworks — librarians should know and apply them

UNESCO (2021)

Human dignity & inclusion

The first global normative instrument on AI ethics. Emphasises human rights, gender equality, environmental sustainability, and peaceful societies. Explicitly covers AI in education and information.

EU AI Act (2024)

Risk-based regulation

Classifies AI systems by risk level (unacceptable → high → limited → minimal). Libraries using AI for patron profiling or employment decisions may fall under high-risk categories.

IFLA (2020)

Access, privacy, trust

International Federation of Library Associations statement emphasising open access, privacy, freedom from surveillance, and the right to access information without algorithmic mediation.

OECD (2019)

Inclusive growth & accountability

Five principles: inclusive growth; human-centred values; transparency; robustness; accountability. Adopted by G20 nations and referenced in most national AI strategies.

How AI Causes Harm: A Taxonomy

Understanding the different routes through which AI systems cause real-world harm

Harm Type	Real-World Example	Library Relevance
Allocative Harm	AI denies someone a loan, job, or housing benefit based on biased prediction.	AI that denies patron services or flags accounts based on demographic patterns.
Representational Harm	AI associates certain groups with negative traits ('criminal' images biased by race).	Catalogue discovery AI that underrepresents literature from the Global South.
Quality-of-Service Harm	Voice recognition works worse for women and non-native speakers.	AI reference tools that perform better for English speakers than others.
Interpersonal Harm	Deepfakes used to harass, defame, or manipulate real people.	Patrons targeted by AI-generated disinformation based on library-linked data.
Epistemic Harm	AI confidently provides false information, eroding trust in facts.	Patrons citing generated hallucinations in academic or civic research.



Algorithmic Bias

Bias is not a bug. It is often a feature of the data.

If the world is unjust, and AI learns from the world, AI learns injustice.

Where Bias Enters AI Systems

Bias accumulates at every stage of the AI development pipeline — not just in the data

Data Collection

Under-representation of minority groups; historical discrimination encoded in records; scraped internet data skewing toward wealthy, English-speaking populations.

Data Labelling

Human annotators bring cultural assumptions. Labels reflect the worldview of those paid to annotate usually not the communities being studied.

Model Design

Optimisation metrics (e.g. accuracy on majority groups) may mask poor performance on minorities. Architecture choices embed assumptions.

Deployment Context

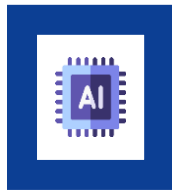
A tool trained in one context deployed in another inherits mismatches. A medical AI trained on US patient data fails in Sub-Saharan Africa.

Feedback Loops

If biased outputs influence future data (e.g. biased hiring AI → biased workforce data → feeds next AI), bias compounds over time.

Algorithmic Bias

« A group of golfers »



Algorithmic Bias



Algorithmic Bias

≡ *Translate*

English



Turkish



He is a doctor



0 bir doktor



Algorithmic Bias

Garbage in, garbage out (GIGO)

Faulty input data leads to faulty outputs





Algorithmic Bias

Dutch scandal serves as a warning for Europe over risks of using algorithms

The Dutch tax authority ruined thousands of lives after using an algorithm to spot suspected benefits fraud – and critics say there is little stopping it from happening again.

SCORING OF WELFARE BENEFICIARIES: THE INDECENCY OF CAF'S ALGORITHM NOW UNDENIABLE

27 November 2023

Algorithmic Bias

- Amazon's AI recruitment was found to be biased against women: trained on historical tech industry data, which was predominantly male.
- Examples from law enforcement reveal error rates up to 34% higher for darker-skinned faces.
- Medical algorithms have shown bias in predicting treatment needs for Black patients.
- Housing and employment ads can be algorithmically steered based on demographic characteristics.

Algorithmic Bias





Data Privacy & Surveillance

'If you are not paying for the product, you are the product.'

Library patron data is not a resource. It is a right to be protected.

How AI Systems Collect & Use Patron Data

The data flows are often invisible, but their consequences are not

The Data Flow Chain

- 1 Patron submits a query via AI-powered chat or search
- 2 Query is processed by a third-party AI API (often in another country)
- 3 The vendor logs the query for model improvement
- 4 Usage patterns are aggregated and potentially sold
- 5 Profiles emerge linking borrowing, searching, and asking behaviour
- 6 These profiles may be accessible to authorities under certain legal frameworks

Existing Protections

- ▶ GDPR (EU) right to access, erasure, data minimisation
- ▶ Many national library confidentiality laws extend to digital interactions
- ▶ IFLA Privacy Framework for library systems

Key Risks

- ▶ Third-country data transfers may lack equivalent privacy protection
- ▶ AI tool may grant vendors broad rights to query data
- ▶ Patron queries may reveal sensitive information (health, legal, political)

How AI Systems Collect & Use Patron Data

Patron confidentiality is a legal and ethical foundation AI does not waive it

CORE PRINCIPLE: The library's commitment to patron privacy does not end at the human–AI boundary. Every AI system handling patron data must meet the same standard as any other library system.

1

Data privacy impact assessment : Before deploying any AI tool that touches patron data, complete a documented DPIA. Assess what data is collected, where it flows, and what risks exist.

2

Apply Data Minimization : AI tools should be configured to collect the minimum data necessary. Personally identifiable information should be excluded from AI prompts wherever possible

3

Review Vendor Privacy Policies : Read the full privacy policy and terms of service of every AI vendor. Key questions: Does the vendor store queries? For how long? Can data be used to train future

4

Inform Patrons :When AI tools are used in patron-facing services, clear notice must be provided. Patrons should be able to opt out of AI-mediated services and access equivalent human alternatives.

5

Train All Staff on AI Privacy: Every staff member using AI tools must understand what they may and may not enter. Create an approved data types list and a prohibited data types list.



Activity

Cookie tracking & privacy controls

See Facilitator guide



Environmental Impact

AI has a carbon footprint and libraries committed to sustainability must account for it.

The energy cost of 'intelligence' is not invisible. It is just hidden in data centers.

Environmental Impact

Scale matters the resource demands of modern AI systems are extraordinary

626,000

kg CO₂ equiv.

Estimated emissions to train a single large language model from scratch (MIT study)

10×

more energy

A ChatGPT query uses approximately 10× more energy than a standard Google search

6.4 m

cubic meters water

Estimated water usage by Microsoft's AI data centres in 2022 for cooling systems

2–4%

of global CO₂

ICT sector's current share of global carbon emissions growing rapidly with AI demand



AI Sovereignty & Power

Who builds AI? Who owns it? Whose values does it reflect?

Control over AI infrastructure is control over the future of knowledge itself.

The AI Concentration Problem

Five companies OpenAI (Microsoft), Google DeepMind, Anthropic (Amazon), Meta AI, and xAI currently dominate the most capable AI foundation models. Their decisions about training data, access, pricing, content moderation, and shutdown shape what billions of people can and cannot know.

Compute Concentration	Training large AI models requires vast computing resources owned by a handful of cloud providers (AWS, Azure, GCP)
Data Concentration	The internet data used to train most LLMs was primarily generated in wealthy, English-speaking countries.
Labour Concentration	Content moderation and data labelling for AI is largely performed by low-paid workers in the Global South, often with minimal labour protections.
Value Concentration	Decisions about what AI systems will and will not say, show, or recommend are made by corporate teams in a small number of countries
Regulatory Asymmetry	AI regulation is developing fastest in the EU. Many other regions have limited oversight of AI systems affecting their populations.

AI Sovereignty: What It Means for Libraries

Collection Sovereignty: When AI systems curate, filter, or rank collections on behalf of libraries, decisions about what is visible and what is buried pass from librarians to algorithms designed for commercial, not civic, objectives.

→ *Maintain human oversight of AI-influenced collection visibility. Audit rankings.*

Search Sovereignty: AI-powered discovery changes what patrons find without changing what exists. A patron who sees only what an AI surfaces has a diminished information environment — shaped by the AI's training, not their actual needs.

→ *Offer non-AI discovery pathways. Teach patrons to use controlled vocabularies.*

Knowledge Sovereignty: AI systems built primarily on Global North data may present one cultural tradition's knowledge as universal. Libraries serving diverse communities must critically evaluate what AI knows and what it erases.

→ *Center underrepresented knowledge traditions. Resist AI that flattens diversity.*

Legal Sovereignty: Data processed by AI vendors may be subject to foreign surveillance laws. Libraries must ensure cross-border AI use complies with national privacy regulations.

→ *Seek legal opinion on data residency obligations before AI procurement.*

Group Activity: The Ethical Audit

Groups of 4–6 | 25 minutes | Choose one AI tool your library uses or is considering

Ethics

Does this tool have a published ethical framework?
Who authored it?
What are the documented failure modes and harms?

Bias

Has the tool been independently tested for demographic bias?
What languages and communities are underrepresented in its training data?

Privacy

What data is collected, stored, and for how long?
Is the tool GDPR compliant? Is there documentation?

Environment

Does the vendor publish energy consumption or emissions data?
Are data centers powered by renewable energy?

Sovereignty

In which countries is the data processed?
Does the vendor's content policy reflect our community's values and rights?

LESSON 04

AI & the Law

Legal Frameworks, Copyright, and Liability in Library Contexts

 90 min | All library professionals

The Legal Landscape

AI adoption in libraries raises urgent legal questions across four interconnected areas:

© Copyright

Who owns AI outputs? What are the risks of training data and AI-assisted content creation?

🛡️ Data Protection

How does GDPR apply when AI processes patron data, queries, or user profiles?

⚖️ EU AI Act

The world's first AI law: risk classification, deployer obligations, and enforcement.

📄 Liability

What happens when AI produces errors? Who is responsible, the library or the vendor?

Copyright & AI

TRAINING DATA

AI models are trained on vast datasets that often include copyrighted material. Three key legal questions for libraries:

- 1 Do AI developers need permission to use copyrighted content for training?
- 2 Does training on copyrighted material constitute infringement under copyright law?
- 3 How do the EU, US, and UK differ on text and data mining (TDM) exceptions?

EU Copyright Directive (2019/790)

Introduced a text & data mining exception for research organisations and cultural heritage institutions. Libraries may qualify but whether it extends to commercial AI training remains contested.

Copyright & AI

WHO OWNS AI-GENERATED OUTPUTS?

Most Jurisdictions

Copyright requires human authorship. AI-generated content with no meaningful human creative input may not be copyright-protected.

Vendor Terms Vary

Terms of service differ widely outputs may belong to the user, the vendor, or fall into the public domain entirely.

Practical Implication for Libraries

Review vendor contracts carefully to understand ownership of AI-generated content especially where content will be published or shared externally (e.g., cataloguing records, finding aids, patron-facing text).

Data Protection & GDPR

Where AI systems process personal data including patron queries, borrowing records, or research profiles GDPR applies.

Lawful Basis

Libraries must identify a valid legal basis for processing personal data with AI: legitimate interests, consent, or public task.

Data Minimisation

AI tools should not collect or process more personal data than is necessary for the stated purpose.

Automated Decisions

Article 22 GDPR restricts solely automated decisions with significant effects including AI-based profiling and access systems.

DPIAs Required

Data Protection Impact Assessments are required when processing is likely to result in high-risk AI tools that profile users almost certainly qualify.

 Library = data controller. AI vendor = data processor. A GDPR-compliant Data Processing Agreement (DPA) is mandatory.



WHY THE AI ACT



The EU AI Act

BBC

NEWS

Dutch Rutte government resigns over child welfare fraud scandal



Dutch PM Mark Rutte said in January 2021 the decision to resign was "unavoidable"

“

You're a single mother with three children aged eight to 11. You hit rock-bottom financially and think what now? My children and I sometimes had to go to bed without food

Dulce Gonçalves Tavares

Told in 2013 she had to pay back €125,000

NOS



Last month, Prime Minister of the Netherlands Mark Rutte—along with his entire cabinet—resigned after a year and a half of investigations revealed that since 2013, 26,000 innocent families were wrongly accused of social benefits fraud partially due to a discriminatory algorithm.

The EU AI Act



Netherlands
Court of Audit

Audit of 9 government algorithms finds 6 do not meet basic requirements

News item | 18-05-2022 | 10:45

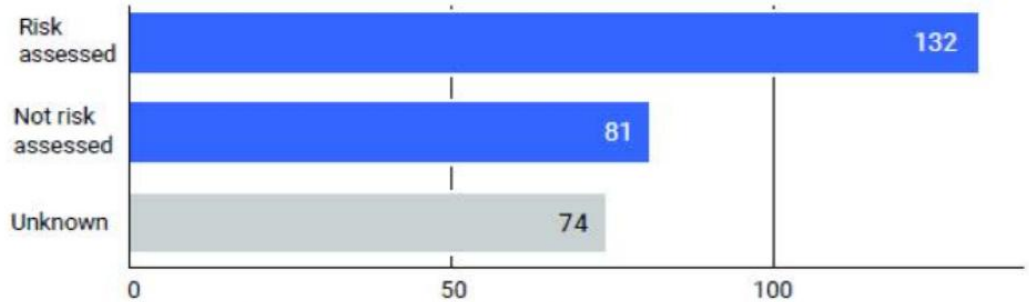
Responsible use of algorithms by government agencies is possible but not always the case in practice. The Netherlands Court of Audit found that 3 out of 9 algorithms it audited met all the basic requirements, the other 6 did not and exposed the government to various risks: from inadequate control over the algorithm's performance and impact to bias, data leaks and unauthorised access.

The EU AI Act



Figure 14 Risk assessment of AI systems

Not all AI systems underwent a risk assessment



This figure presents information on only the 287 AI systems currently under development or in use.

The title card features a dark blue background with a grid of small, glowing blue dots. Several 3D-rendered, metallic, cube-like objects are scattered across the scene, some appearing to be in motion or floating. A bright yellow circle is visible in the upper right quadrant. The text 'The EU AI Act' is prominently displayed in the top left corner in a white, serif font.

The EU AI Act

The world's first comprehensive legal framework for artificial intelligence risk-based, binding, and in force.

UNACCEPTABLE RISK — Prohibited practices. Banned entirely.

HIGH RISK — Strict requirements, human oversight, impact assessments required.

LIMITED RISK — Transparency obligations: disclose AI use to users.

MINIMAL RISK — No specific obligations; voluntary codes encouraged.

The EU AI Act

Unacceptable risk

- Subliminal, deceptive or manipulative techniques
- Exploitation of personal vulnerabilities
- Biometric categorization systems inferring sensitive attributes
- Social scoring
- Assessing the risk of an individual committing criminal offenses
- Compiling facial recognition databases
- Inferring emotions in workplaces or educational institutions
- ‘Real-time’ remote biometric identification (RBI) in publicly accessible spaces for law enforcement



The EU AI Act

High risk

- Non-banned biometrics
- Critical infrastructure
- Education and vocational training
- Employment, workers management and access to self-employment
- Access to and enjoyment of essential public and private services
- Law enforcement
- Migration, asylum and border control management
- Administration of justice and democratic processes



The EU AI Act

High risk

Providers must fulfill some requirements:

- Risk management system
- Data governance
- Technical documentation
- Record-keeping
- Instruction manual
- Allow for human oversight

The EU AI Act

Limited risk






- Mandatory transparency
- Examples: deepfakes

Minimal risk

- Unregulated
- Examples: spam filters, AI videogames

The EU AI Act – Library Use Cases

Where do library AI tools fall in the risk classification?

AI Tool / Use Case	Risk Level	Key Obligation
Social scoring / surveillance of patrons	 Unacceptable	Prohibited never deploy
Patron profiling / behaviour prediction	 High Risk	Human oversight + incident logging mandatory
AI chatbot for reference queries	 Limited Risk	Must disclose users are interacting with AI
AI-generated content creation tools	 Limited Risk	Clearly label outputs as AI-generated
AI-assisted cataloguing (staff-only tool)	 Minimal Risk	No specific obligations, follow best practice

The EU AI Act – Obligations for Libraries as Deployers

Libraries that use AI tools even as end users are 'deployers' under the AI Act and carry legal obligations.

HIGH-RISK SYSTEMS

- Conduct fundamental rights impact assessment before deployment
- Maintain logs and ensure human oversight at all times
- Inform individuals when subject to AI-assisted decisions

GENERAL-PURPOSE AI TOOLS (e.g. LLMs like ChatGPT, Claude, Gemini)

- Use only within the intended purpose defined by the provider
- Do not deploy in ways that create risks not covered in documentation
- Request GPAI compliance documentation from vendors before signing

AI-GENERATED CONTENT AND CHATBOTS

- Disclose to users that they are interacting with an AI system
- Label all AI-generated outputs clearly and consistently
- Do not use deepfakes or synthetic media without clear disclosure

Liability – When AI Gets It Wrong

AI systems can produce inaccurate, biased, or harmful outputs. In library contexts, this may include:

Incorrect Records

Incorrect bibliographic records or citations generated by AI cataloguing tools.

Biased Outputs

Biased or discriminatory outputs in AI-powered recommendation or access systems.

Privacy Violations

Privacy violations from AI-generated content that references real individuals.

Misinformation

Misinformation presented via AI-powered reference or query-answering tools.

Vendor contracts are your frontline protection. Ensure they cover: indemnification, liability caps, accuracy warranties, incident notification, and data portability on exit.

The Librarian's Legal Lens

The skills you already use for evaluating sources apply directly to AI law.

Legal Area	Key Question to Ask
Copyright	Who owns outputs from this tool, and was it trained on copyrighted material?
Data Protection	Does this tool process personal data? Is a DPIA and Data Processing Agreement required?
EU AI Act	What risk tier does this system fall into? What are our obligations as deployers?
Liability	If this AI produces an error or causes harm who bears legal responsibility?
Vendor Contract	Does the contract cover indemnification, incident notification, and data exit rights?

AI Key Vocabulary

EU AI Act

Regulation (EU) 2024/1689 — the world's first comprehensive AI law, taking a risk-based approach to regulating AI systems and their deployers.

GPAI Model

General-Purpose AI Model — e.g. an LLM like GPT or Claude, used as the foundation of a product. Subject to specific transparency obligations.

Text & Data Mining

A copyright exception allowing automated analysis of content — with different conditions across EU, US, and UK jurisdictions.

Deployer

An organisation (like a library) that uses an AI system in its operations, distinct from the provider or developer of that system.

DPIA

Data Protection Impact Assessment — a GDPR-required process before deploying AI likely to result in high risk to individuals' rights.

Indemnification

A contractual clause in which one party agrees to cover the legal liability or financial losses suffered by another party.

Activity – Compliance Challenge

- Case study 1: A library uses an AI chatbot to recommend books. It accidentally stores patrons' chat histories with personal preferences.
- Case study 2: A facial recognition system is proposed for security. Does the AI Act allow this? What safeguards are needed?
- Case study 3: A student generates an essay with ChatGPT. The library is asked to share the student's search history with the school.

In your group analyze your case involving AI, data privacy, and legal compliance to determine the best course of action under GDPR/AI Act rules.



Discussion

Q1 Does your institution have an AI procurement policy? Who reviews vendor contracts for legal compliance?

Q2 Have you used AI tools to generate content (records, summaries, descriptions)? Who owns that content?

Q3 How would you explain the EU AI Act risk classification to a colleague who has never heard of it?

Q4 What legal question about AI in your library feels most urgent right now?