

AI-driven transformation: advancing information literacy at the British University in Egypt library

Research – Results

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Abstract

This study investigates the differing rates of awareness around artificial intelligence (AI) as it relates to undergraduate students at the British University in Egypt (BUE) and examines issues that inhibit the teaching of artificial intelligence, such as lack of consensus on AI tools and their ethical application in an academic environment. The purpose is to incorporate AI literacy into the information literacy program offered at the BUE library with a view to preparing scholars for responsible utilization of these technologies in line with AI guidelines. An action research approach was adopted allowing for continuous development through planning, performing, assessing, and reaction based on what happened.

Findings revealed that there were conspicuous gaps in students' understanding of AI specifically in terms of ethical considerations and practical applications, while there were inconsistencies in the AI usage regulations within different faculties. This means that there is the necessity for uniform guidelines that can help to provide explicit frameworks on ethics. The research also proposes an AI literacy program which was designed and tested during the research and it will be rolled out during the academic year 2024/2025, enabling learners to grasp fundamental aspects as well as uses of AI.

Besides, the study recommends adoption of AI-powered research tools with a view to improving quality of research work.

Keywords

AI literacy, information literacy, academic integrity, ethical use of AI, higher education, academic research, AI tools

Conclusion

This study aimed to develop a program for AI literacy as part of BUE Library's ongoing information literacy efforts specifically aimed at meeting the increasing need for awareness on the ethical implications and tools of AI within academia. Major gaps in students' comprehension about AI were noted especially with regard to its ethical use and practical applications therefore there was an inconsistency when it comes to guidelines on the use of AI. Thus different faculties have put varying levels of permissibility ranging from 20% to 60%. This difference emphasizes that it is necessary for clear ethical frameworks through formalized uniform policies which may be instigated by the Supreme Council of Universities and are meant to foster responsible AI utilization in research (college) and education (learning).

In addition to policy development, In this study, the AI literacy program stands out as an important step towards enabling future learners, scholars and teachers to adeptly manage this dynamic technological terrain. On the other hand, information literacy denotes a cluster of competences that enable people to determine when they require data, find what they want, assess it, and apply it properly. For this reason, students must acquire these abilities since artificial intelligence (AI) technology is quickly reshaping our methods of accessing and utilizing information. (ALA, 1989)

At last, this research highlights how critical it is for academics and librarians to work together more efficiently if artificial intelligence (AI) tools are to be used successfully in academia. The responsibility of publishers is also essential since they need to introduce AI tools in their databases where research operates smoothly and efficiently. In order to make these technologies accessible fairly, libraries are encouraged to incorporate AI based research tools in their services, thus assisting the academic community in achieving its scholarly goals.