

Keeping Libraries at the Forefront of AI in the Classroom

Enhancing Assignment Creation with Alethea and Leganto



Our teaching and learning framework



Leganto course materials solution

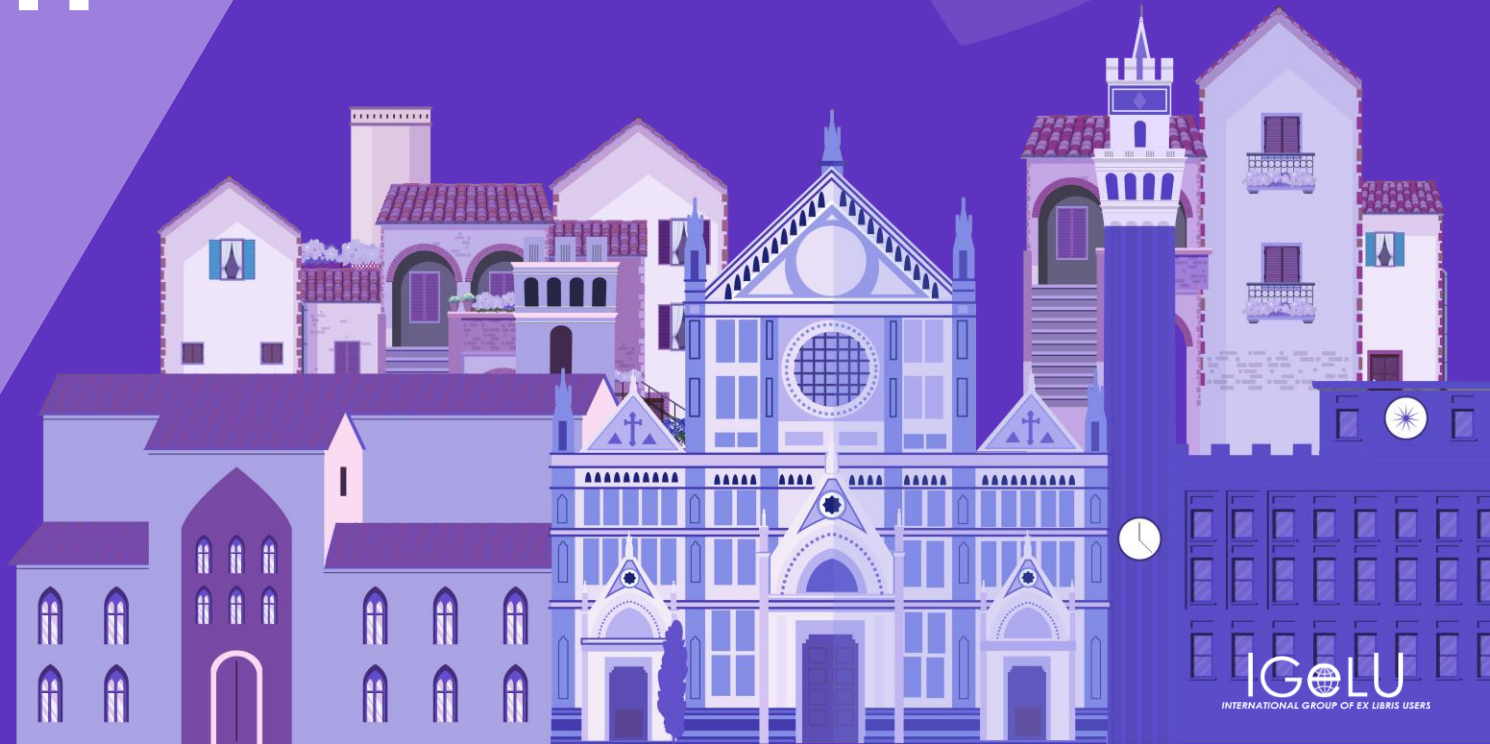
- Automatically links course materials with the library collection
- Connects library to the learning management system (LMS)



Alethea engagement solution

- Chat-based interaction with content
- Personalized assistance
- Drives critical thinking
- Complements teaching objectives

State of AI in the Classroom



What we heard from instructors



I built a course using AI. AI wrote the syllabus for me and selected all the materials.”

Absolutely not. Once I use AI I’m giving up”

There’s a faculty identity crisis. AI is upturning a lot of things.”

I’m open to AI. Many are resisting AI, but we have to learn it.”

How much do we really know anyway?

Digital Education Council Global AI Faculty Survey 2025 | Section 1. AI in Teaching Today

61% of faculty have used AI in teaching

- Half (49%) report they don't use AI tools in the classroom

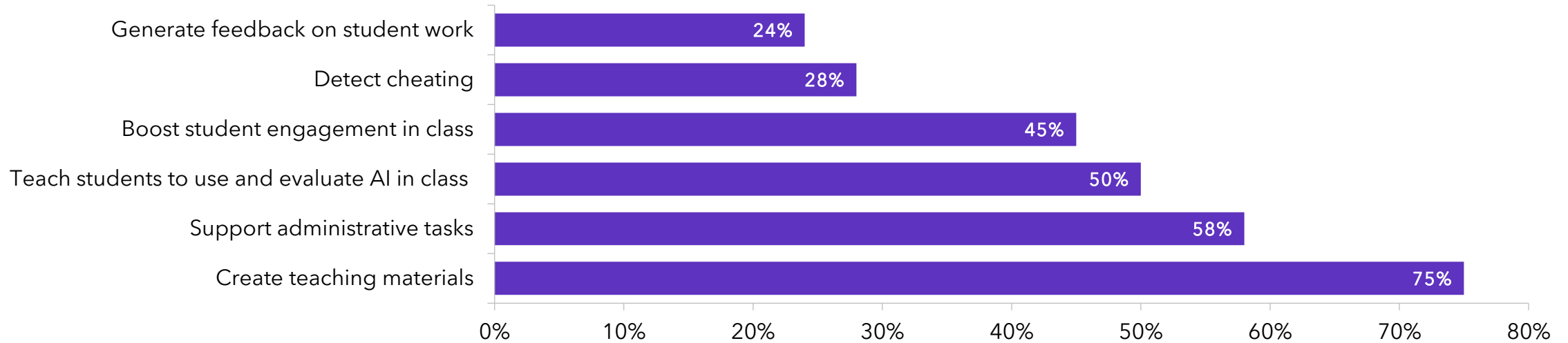
AI in Education

Just 12 percent of faculty use AI for instruction

- AI usage surged: According to our 2024 GenAI Report, AI usage in classrooms surged with 45% of higher education (HED) faculty and 51% of K12 teachers using AI tools, up from just 24% in 2023. For both HED and K12, the five most common use cases among educators include lesson planning, completing administrative tasks, supporting lectures, facilitating student activities and creating assessments. The

Faculty are using AI to support teaching...

61% of faculty have used AI in their teaching



"AI may flip the classroom. We can allow students to learn the basics at home with AI and then go deeper into the discussion in class."

– David Veredas, Vlerick Business School
([Financial Times](#), March 25, 2024)

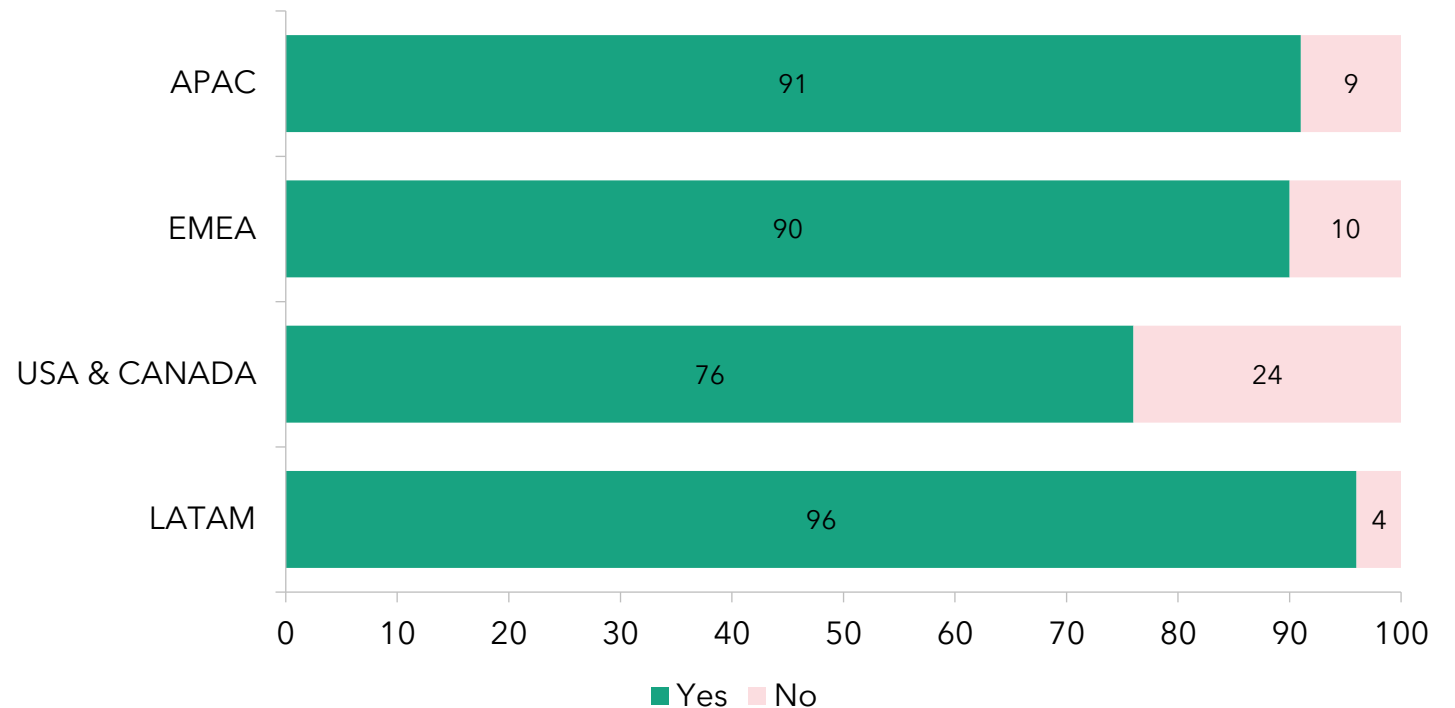
([Digital Education Council, 2025 Global Faculty Survey](#))

...and more expect to use AI in the future

86%

of faculty globally say
they see themselves
using AI in teaching
in the future

Faculty view on whether they will use AI in the future by region



(Digital Education Council, 2025 Global Faculty Survey)

Students are heavy users of AI...

86%

of students already
use AI in their studies

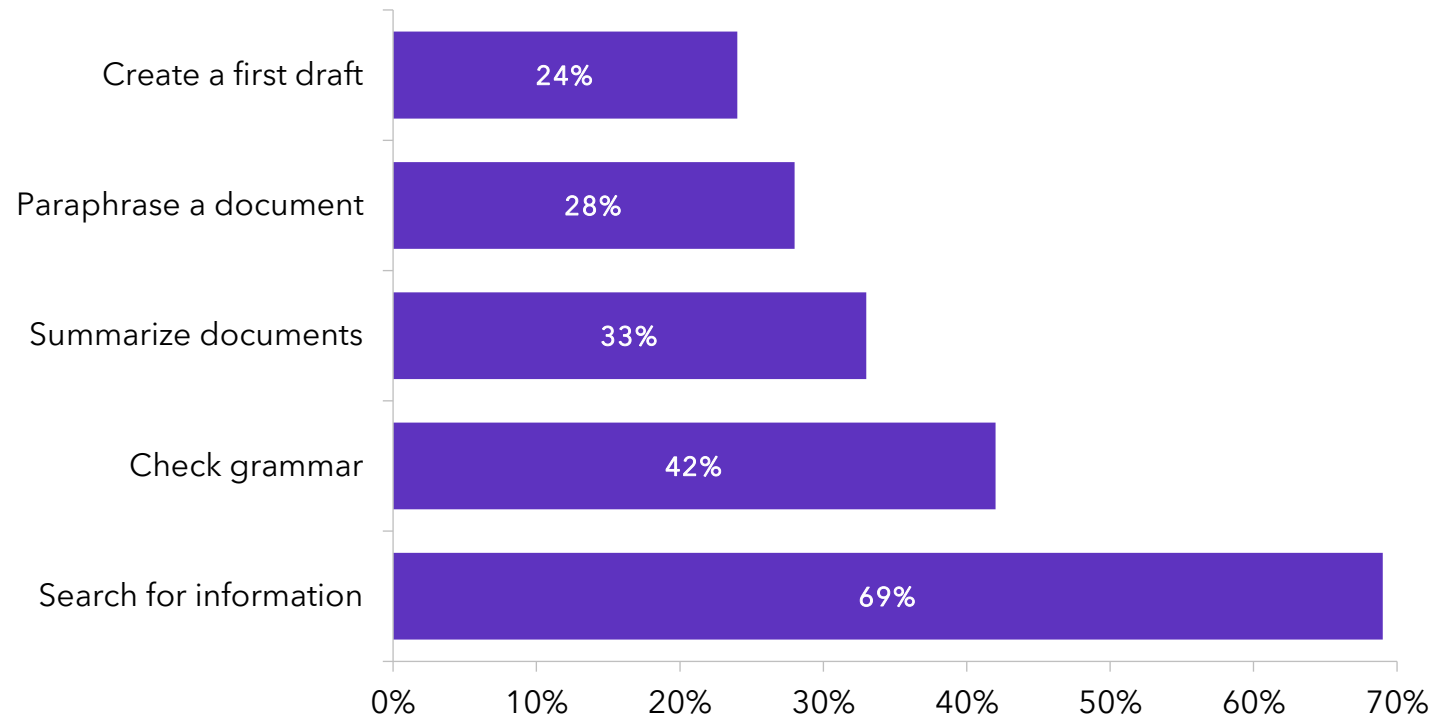
54%

of students
use AI weekly

24%

of students
use AI daily

Student's AI use cases



(Digital Education Council, 2024 Global Student Survey)

...but they have their own concerns



Knowledge gaps

- 58% of students feel they lack sufficient AI skills and knowledge
- 48% feel unprepared for an AI-enabled workforce



Institutional concerns

- 55% believe over-reliance of AI in teaching decreases the value they receive
- 60% worry about the fairness of AI evaluation
- 61% are concerned about privacy



"My class has been accused of using AI before because our translations had 'too few' mistakes. We were all concerned that putting a lot of effort and dedication into our work can now be misinterpreted as using AI, which is very scary."

– Student

The Times (UK), April 24, 2025

Ethical considerations must be front and center



Data privacy



Bias and fairness



Equitable access to tools



Accuracy



Academic integrity



Impact on critical thinking



Environmental concerns



Teacher-student dynamics



"If not carefully integrated, these tools can lead to an isolated learning experience where students interact more with technology than they do with their peers or instructors."

– Katalin Wargo and Brier Anderson
[EDUCAUSE, 2024](#)

Library leadership in AI adoption is critical



Librarians are well-positioned to:

- Teach AI literacy and ethical use
- Support faculty and students in navigating and evaluating AI tools
- Advocate for equitable access and mitigate digital divides
- Collaborate with faculty on assignment design that encourages critical thinking over shortcutting

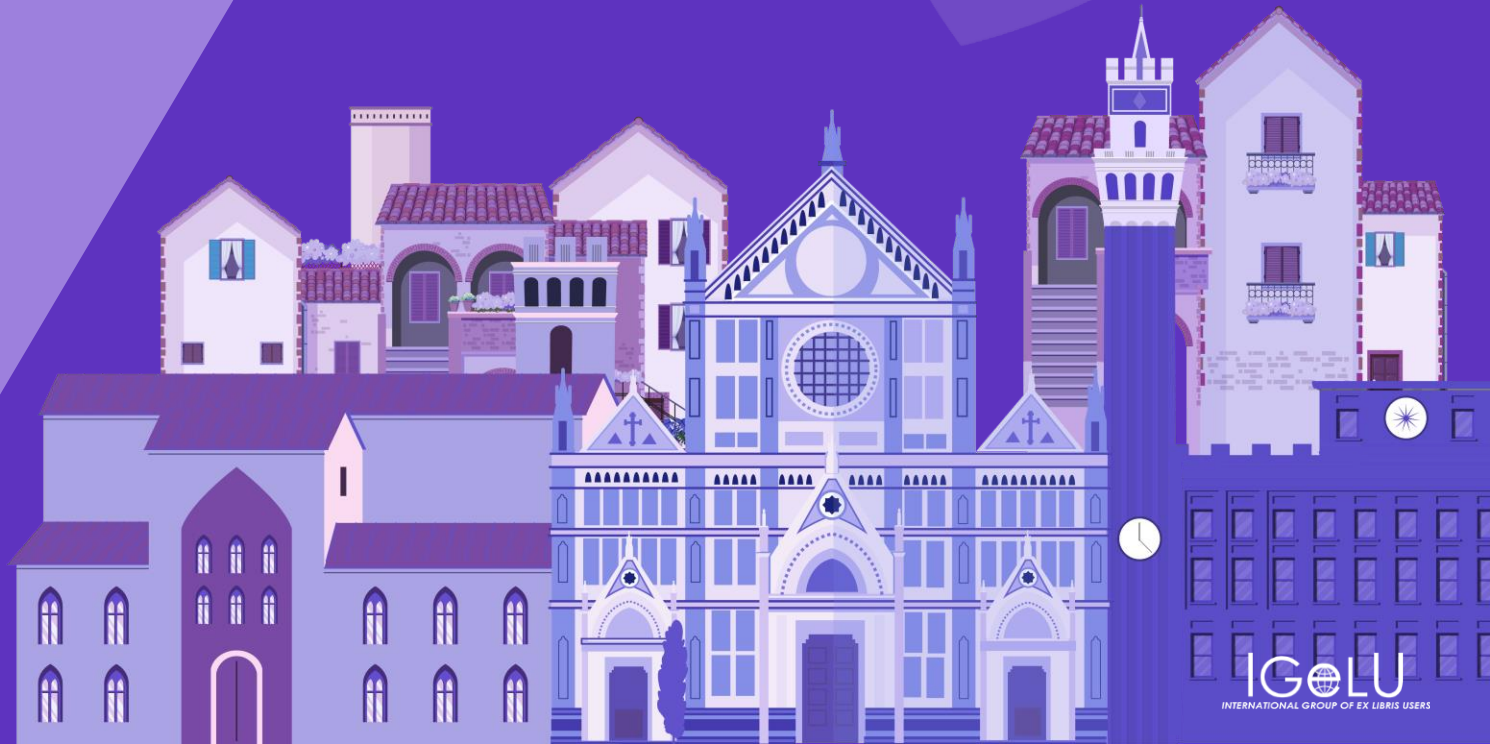


"Just as libraries once championed print, digital, and information literacy, we are now well-placed to become key players in advancing AI literacy as technology shapes the future."

– Leo S. Lo, Dean/Professor
University of New Mexico

[AI Literacy Guide](#), Spring 2025

Supporting AI in the classroom



Faculty feedback on course materials



I would want to know right away if something was in the library. This is critical."

Leverage the library for student access

1. Upload file

**The Art of Storytelling
WRTG 245**
Time: 1:30-4:30pm, Mondays
Building 4, Room 398
Instructor: Professor Reed
Office: 555 South Street
Office Hours 9:00-10:30am Tuesdays
Email: email@email.com

Course Summary

Unlock the secrets of captivating storytelling in this comprehensive creative writing course. "The Art of Storytelling" is designed to help aspiring writers develop their unique voice and master the techniques needed to create engaging and memorable stories. Through a combination of lectures, writing exercises, and peer reviews, students will explore the fundamental elements of narrative craft, including character development, plot structure, dialogue, and setting.

Course Objectives

- Understand the key components of effective storytelling.
- Develop well-rounded characters that resonate with readers.
- Construct compelling plots with clear beginnings, middles, and ends.
- Enhance your writing with vivid descriptions and immersive settings.
- Master the art of writing realistic and engaging dialogue.
- Learn techniques for editing and refining your work.
- Gain confidence in sharing your stories with others.

Required Materials

Our weekly readings will largely come from these books. I suggest you buy a copy of each.

- King, Stephen. On Writing : A Memoir of the Craft. Scribner, 2000.
- Elements of style by William Strunk Jr, 2012

Attendance Requirements:

- Students are allowed a maximum of [number] unexcused absences during the semester.
- Excused absences must be documented and approved by the instructor in advance or as soon as possible in the case of emergencies. Acceptable reasons for excused absences include illness, family emergencies, and official university activities.
- Students are responsible for catching up on any missed material and assignments due to absences.

Consequences of Excessive Absences:

- Exceeding the allowed number of unexcused absences may result in a reduction of the final course grade.



2. Leganto links to library

The screenshot displays the ExLibris Leganto interface for a course titled "The Art of Storytelling". The interface includes a sidebar with "Lists" and "Favorites" sections. The main content area shows a list of required materials and weekly readings. The "Required Materials" section lists two books: "On Writing: A Memoir of the Craft" by Stephen King and "Elements of Style" by Strunk Jr, William. The "Week 1: Introduction to Storytelling" section lists two items: "Writing Down the Bones: Freeing the Writer Within" by Goldberg, Natalie, Cameron, Julia; Addison, Bill., and "Is Chatgpt a menace for creative writing ability An experiment" by Niloy, A. C. and Akter, S. and Sultana, N. and Sultana, J. and Rahman, S. I. U., Journal of Computer Assisted Learning, 40(2), 2024. Each item has a checkbox and a "View online" link.

ExLibris Leganto

< The Art of Storytelling Published Link to course List info

+ Add Manage sections Filter Search Expanded view

Required Materials (2)

- ☐ **On Writing: A Memoir of the Craft**
Book | King, Stephen, Twentieth anniversary edition.; Scribner trade paperback edition., New York :, Scribner, 2000, Total pages 1 online resource (288 pages)
[View online](#)
- ☐ **Elements of Style**
Book | Strunk Jr, William, New York :, Start Publishing LLC, 2012, Total pages 1 online resource (48 pages)
[View online](#) [More options](#)

Week 1: Introduction to Storytelling (4)

- ☐ **Writing Down the Bones: Freeing the Writer Within**
Book | Goldberg, Natalie, Cameron, Julia; Addison, Bill., 30th anniversary edition., Boulder :, Shambhala, 2016, Total pages 1 online resource (218 pages)
Note: chapter: Writing is not a McDonald's Hamburger
[View online](#)
- ☐ **Is Chatgpt a menace for creative writing ability An experiment**
Article | Niloy, A. C. and Akter, S. and Sultana, N. and Sultana, J. and Rahman, S. I. U., Journal of Computer Assisted Learning, 40(2), 2024
[View online](#) [Read article](#)

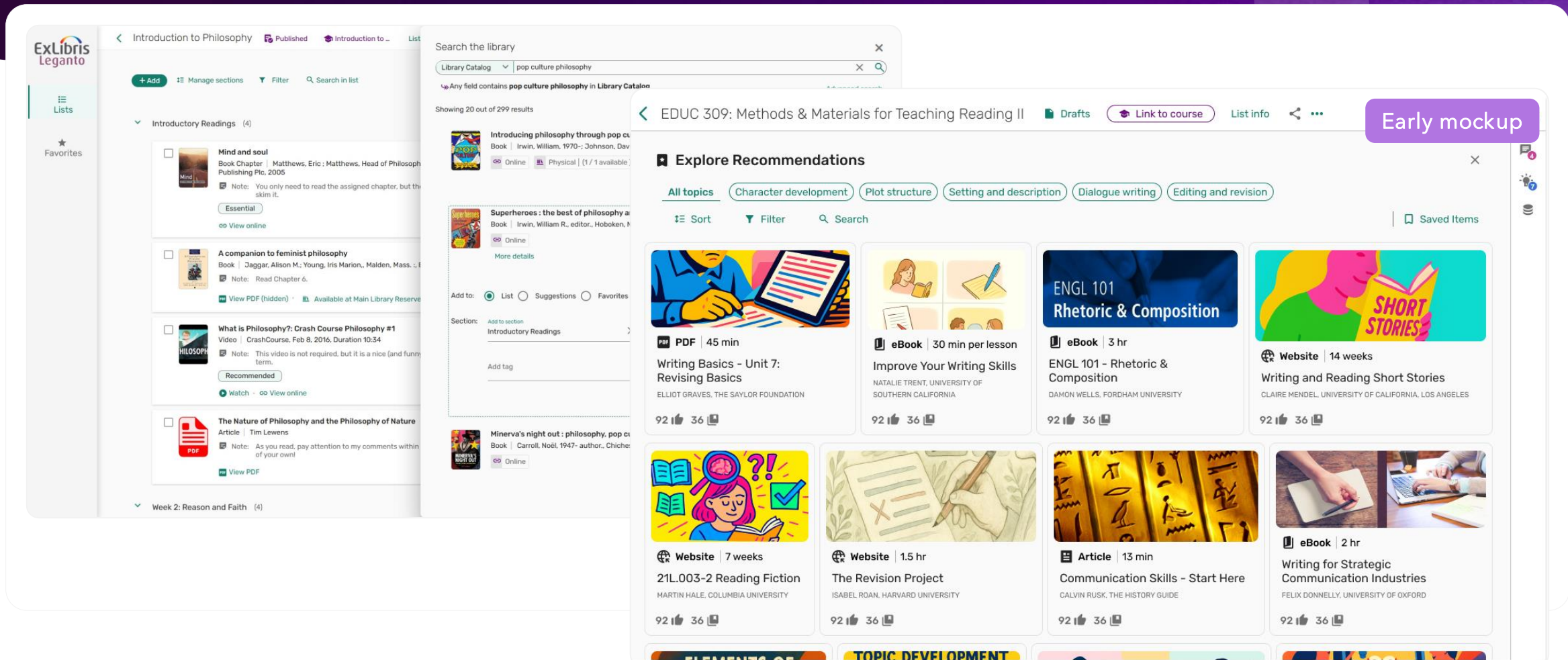
Faculty feedback on course materials



I'm always mindful of usefulness and applicability. I change at least one thing per term."

I only get the course confirmation a month before teaching. I don't have time to discover new content."

Streamline the discovery of new resources



Faculty feedback on course materials



It's "expensive" to change the content, because now I have to think of the implications for assignments and learning."

Discovery is only the first step

ExLibris Leganto

EDUC 309: Methods & Materials for Teach... Published Principles of Ed... List info

+ Add Manage Sections Filter Search Expand view

Section 1: History and Theories (3)

☐ **Nursing diagnosis handbook : an evidence-based guide to planning care**
Book | Ackley, B. J.; L., Ackley, B. J., Ladwig, G. B., & Makic, M. B. F. (2015). Nursing diagnosis handbook: an evidence-based guide to planning care / [edited by] Betty J. Ackley, Gail B. Ladwig, Mary Beth Flynn Makic (Eleventh edition.). Elsevier. [Full details](#) [...](#)
 Note: We will use this book as an introduction to the course as a whole.
Due: Jul 29, 2021 [Essential](#) [Reading list](#) [Create assignment](#)
[View PDF](#)

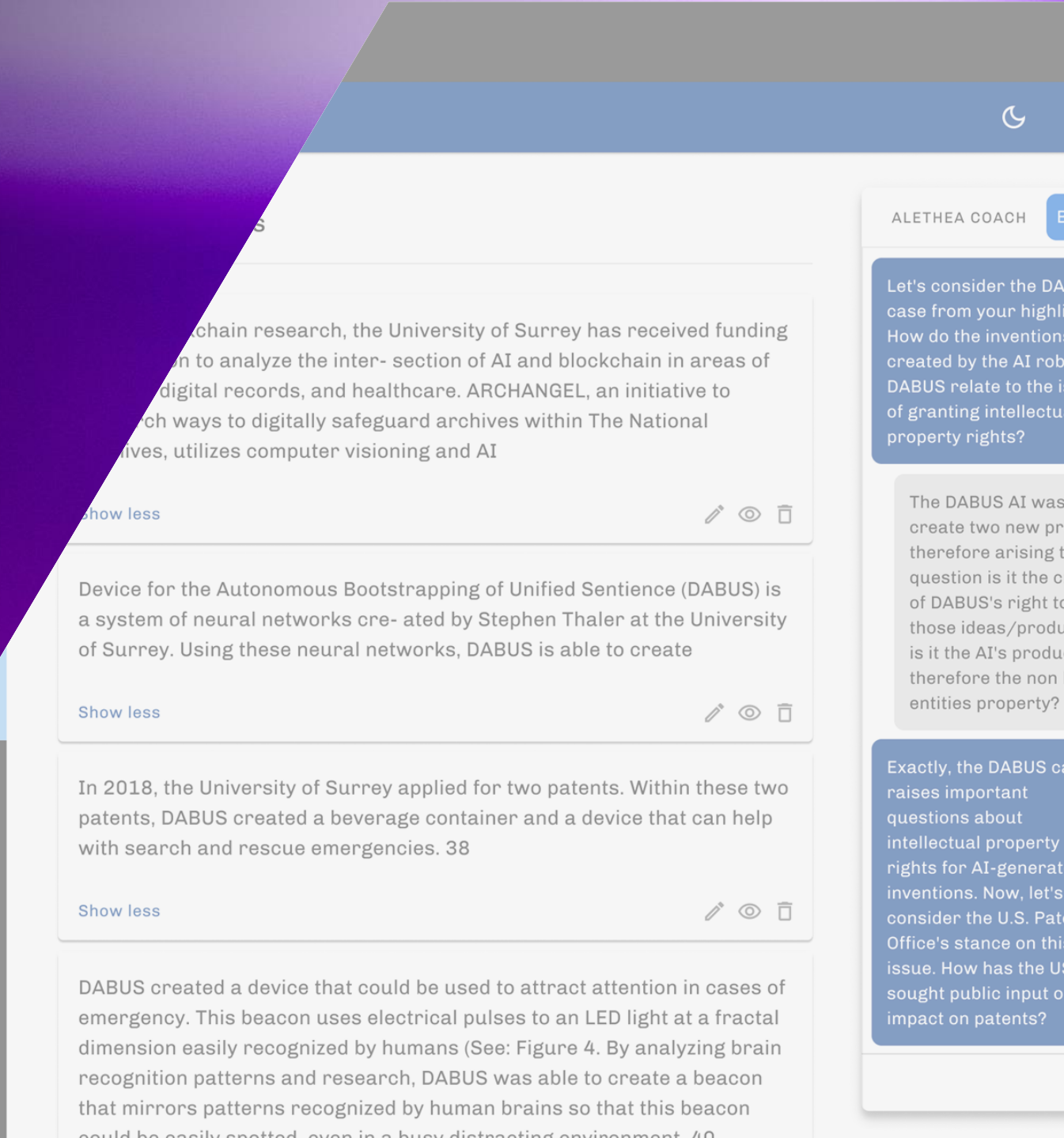
☐ **The design of everyday things**
Book | Norman, Donald A., Revised and expanded edition., New York, New York :, Basic Books, [2013], Total pages 1 online resource (366 p.)
 Note: We will use this book as an introduction to the course as a whole.
[View online](#)

☐ **Come as you are : art of the 1990s**
Book | Ackley, B. J.; L., Ackley, B. J., Ladwig, G. B., & Makic, M. B. F. (2015). Nursing diagnosis handbook: an evidence-based guide to planning care / [edited by] Betty J. Ackley, Gail B. Ladwig, Mary Beth Flynn Makic (Eleventh edition.). Elsevier.
 Note: We will use this book as an introduction to the course as a whole.
Due: Jul 29, 2021 [Essential](#) [Reading list](#)

Section 2: Teaching reading and writing (3)

Alethea

AI-assisted platform to support *deep* student engagement with academic texts



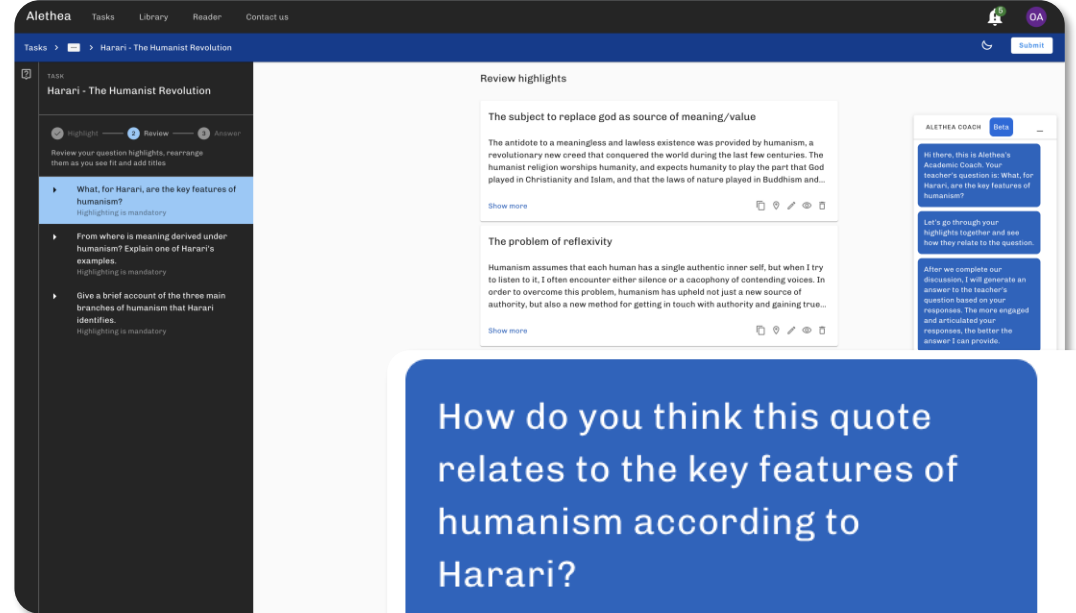
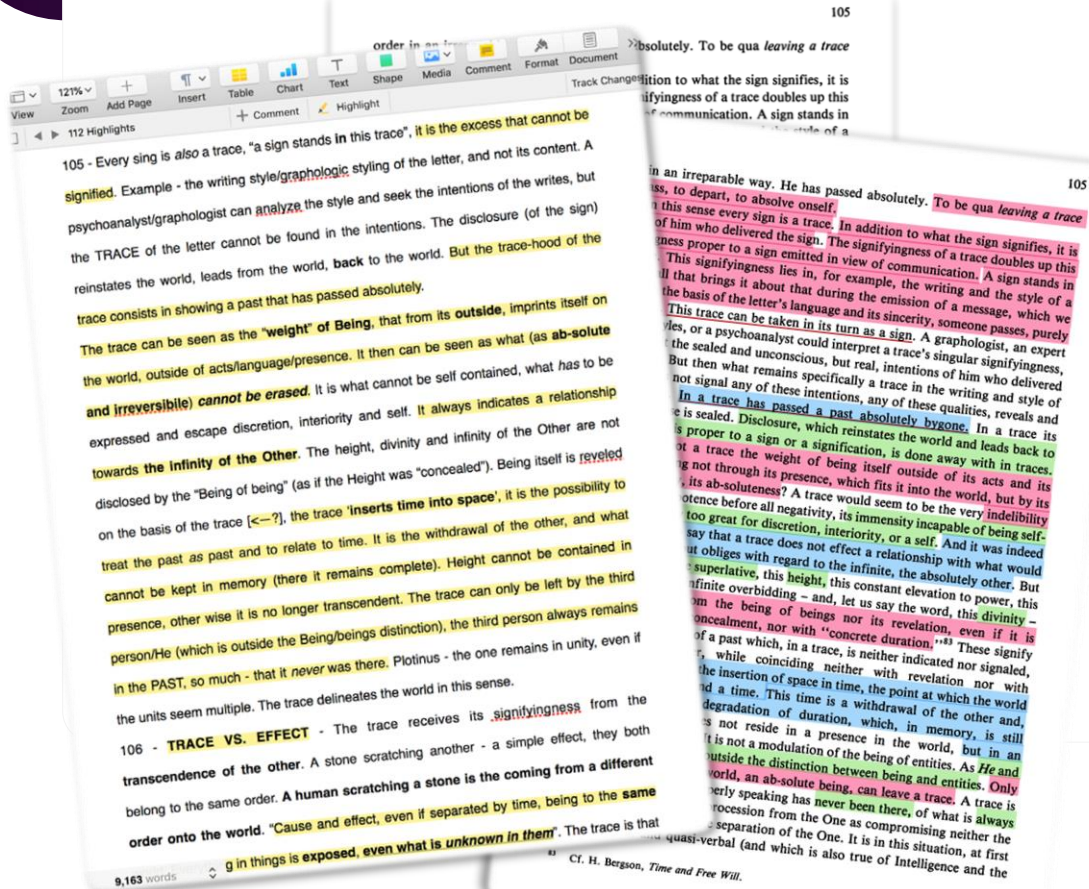
The screenshot displays the Alethea platform interface. The main content area shows a list of academic articles, each with a title, a brief description, and a 'Show less' link. The articles are:

- Blockchain research, the University of Surrey has received funding**
to analyze the inter- section of AI and blockchain in areas of digital records, and healthcare. ARCHANGEL, an initiative to which ways to digitally safeguard archives within The National archives, utilizes computer visioning and AI
- Device for the Autonomous Bootstrapping of Unified Sentence (DABUS) is**
a system of neural networks cre- ated by Stephen Thaler at the University of Surrey. Using these neural networks, DABUS is able to create
- In 2018, the University of Surrey applied for two patents. Within these two**
patents, DABUS created a beverage container and a device that can help with search and rescue emergencies. 38
- DABUS created a device that could be used to attract attention in cases of**
emergency. This beacon uses electrical pulses to an LED light at a fractal dimension easily recognized by humans (See: Figure 4. By analyzing brain recognition patterns and research, DABUS was able to create a beacon that mirrors patterns recognized by human brains so that this beacon could be easily spotted, even in a busy distracting environment. 40

On the right side, there is a sidebar titled 'ALETHEA COACH' with discussion prompts:

- Let's consider the DA case from your highl How do the invention created by the AI rob DABUS relate to the i of granting intellectu property rights?
- The DABUS AI was create two new pr therefore arising t question is it the c of DABUS's right to those ideas/produ is it the AI's produ therefore the non entities property?
- Exactly, the DABUS c raises important questions about intellectual property rights for AI-generat inventions. Now, let's consider the U.S. Pat Office's stance on thi issue. How has the U sought public input o impact on patents?

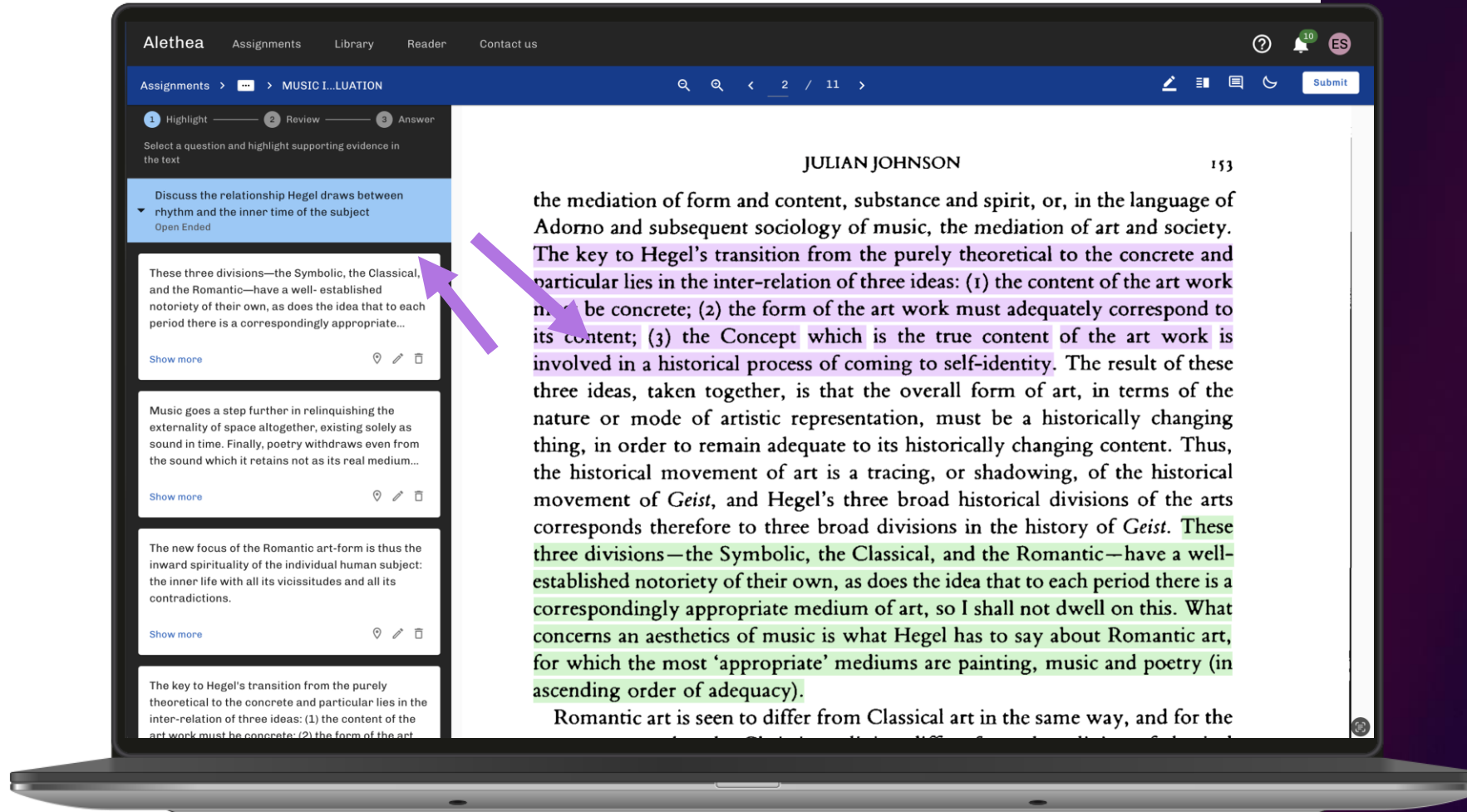
Student academic coach



How do you think this quote relates to the key features of humanism according to Harari?

The shifting of source of all meaning from 'god' to 'subject', and more particularly - the subject's own freewill

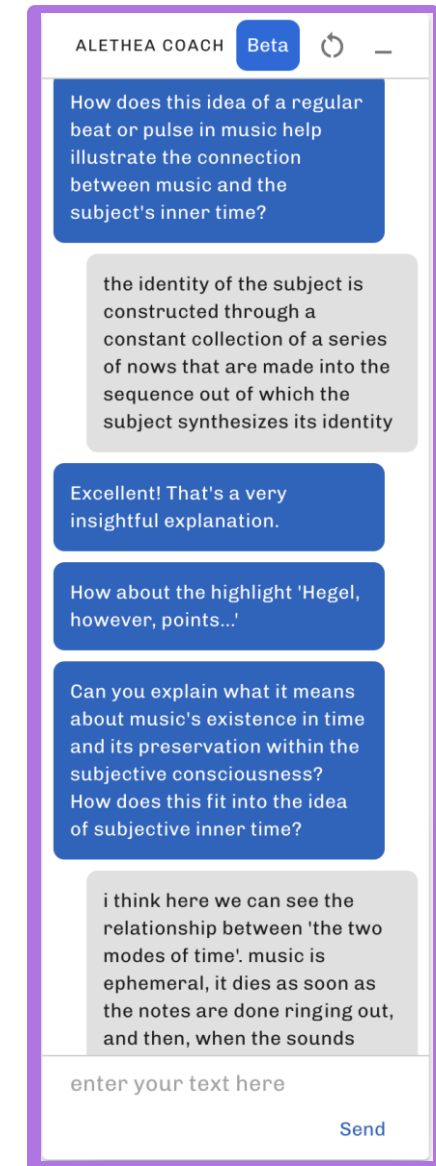
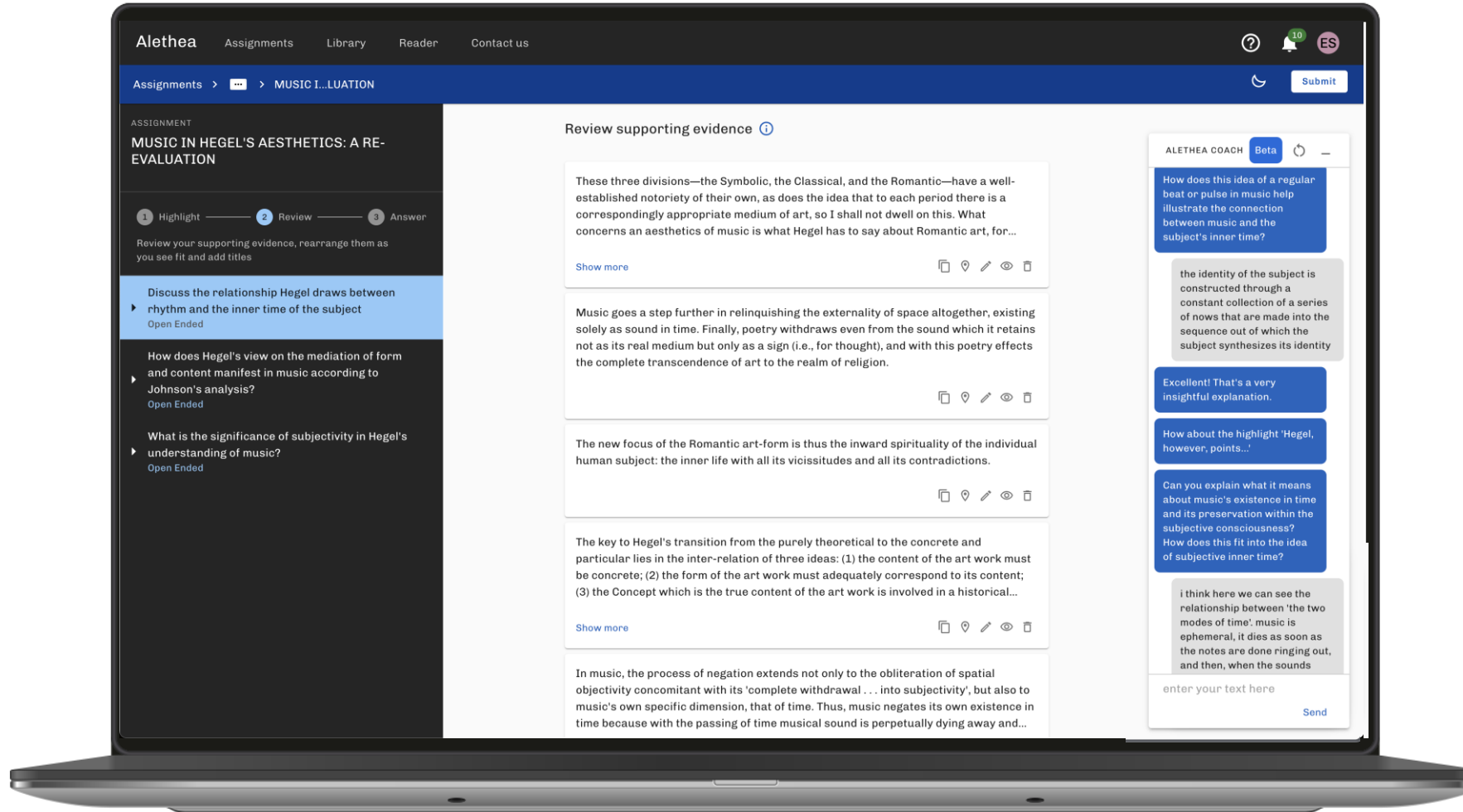
Step 1- Read and Highlight to Answer Questions



"I like to think of it as almost the training wheels on a bicycle. We are giving students the skills and knowledge, training them to think, read, and analyze critically."

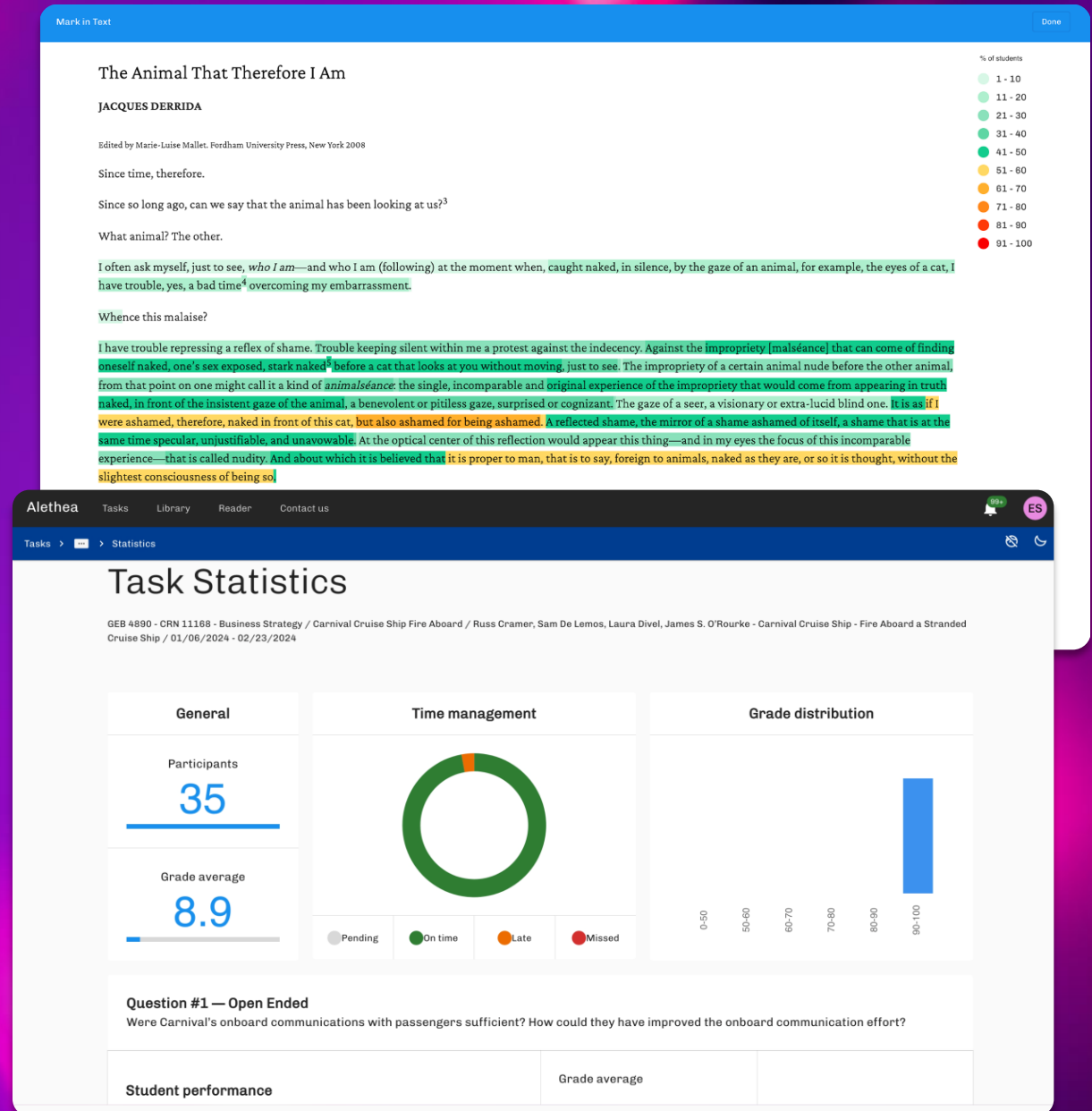
*Prof. Chrissann Ruehle,
Management Instructor,
Lutgart College of Business*

Step 2- AI Academic Coach – a 24/7 Teaching Assistant



Support for Instructors

- Generates effective reading assignments in *seconds*
- Getting your student to *actually* do their reading
- Supercharging class discussions & academic performance
- Actionable metrics & insights



Alethea at Florida Gulf Coast University

Student engagement



54 min - 85 minutes

Average Assignment time (total)



41 min

Average reading time per session



26 min

Average bot conversation time



3 out of 4 students

Used the coach

A survey of 100 students , April 2024



80%

Are more motivated to engage with course materials



85%

Better understand important themes and ideas



70%

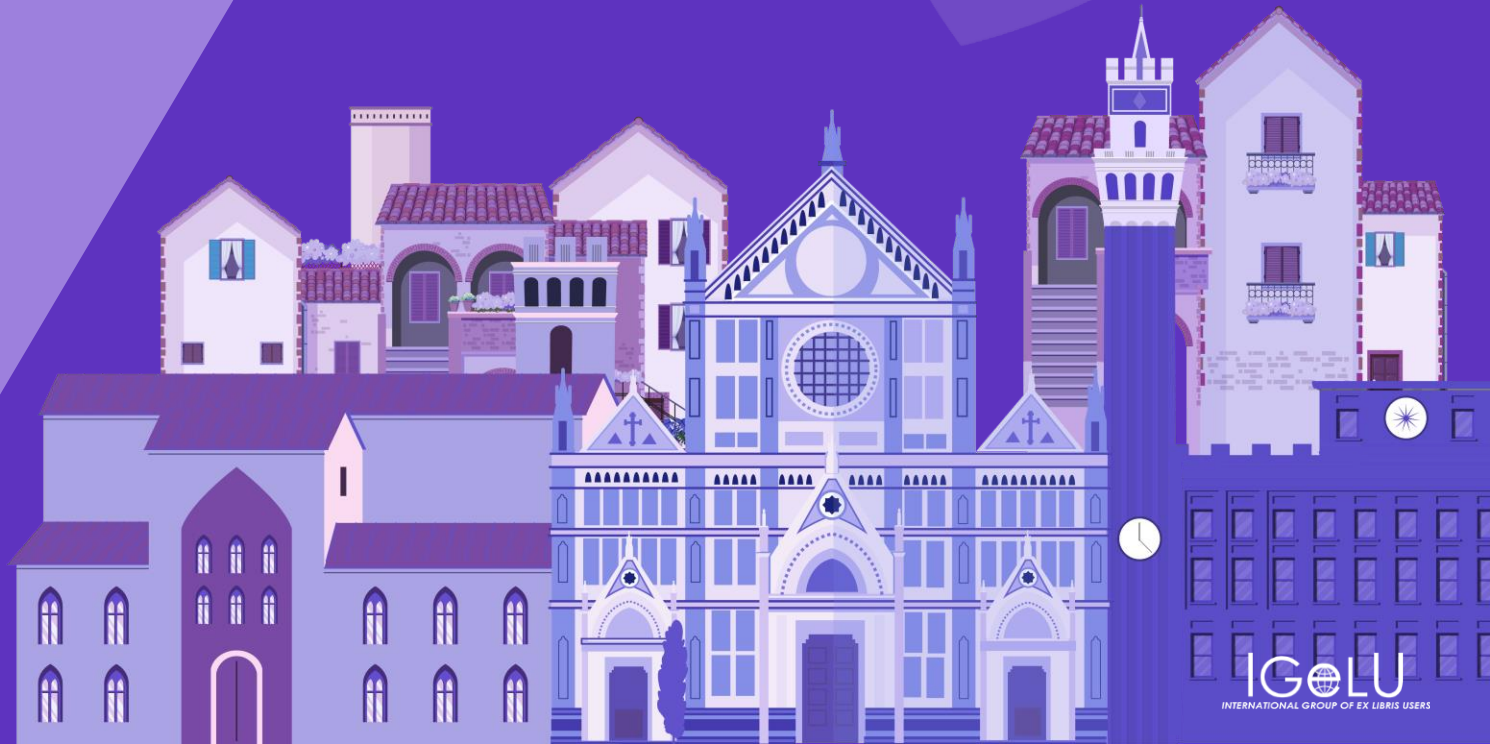
Improved overall study experience



64%

Want to use in all classes

Questions



Thank You

Your voice matters!

Take our 2-min
survey now



Help us innovate

Your feedback drives the next generation of valuable solutions



See real impact

The improvements you experience today are direct results of feedback from customers like you



Shape the future

Help us prioritize improvements that will continue to add value to your work