Transcript for FLO Friday: Harnessing Artificial Intelligence to Supercharge Research Insights
BCcampus event hosted March 12, 2024
Facilitator: Nellie Deutsch
Hosts: Britt Dzioba and Gwen Nguyen

BRITT DZIOBA:
All right. Good morning and welcome to our fifth Research Speaker Series. Today we have Dr. Nellie Deutsch speaking about Harnessing Artificial Intelligence to Supercharge Research Insights. Kelsey, if I could just hop over to the next slide, please. All right, welcome.

My name is Britt Dzioba, and I'm an advisor here at BCcampus. And I'm also joined with my wonderful co-worker Gwen Nguyen, who this speaker series would not be possible without her support and all her dedication. I also want to say thank you to our support staff, Kelsey, for helping us with all the technical side of today and to welcome Dr. Nellie Deutsch. We also want to start off in a good way by recognizing that BCcampus offices are situated on the unceded territories of the Tsleil-Waututh, Squamish. Musqueam, W̱SÁNEĆ, and Esquimalt, and Songhees. Nations of the Lekwungen Peoples. As both individuals and an organization, we continue to learn and build relationships as we actively respond to the Truth and Reconciliation Commission's Calls to Action. Thank you. Next slide, Kelsey.

All right. I'm going to start off by introducing our guest today. Dr. Nellie Deutsche is a Canadian education technology expert who organizes online professional development programs using Moodle and other EdTech tools for educators worldwide. She combines technology with mindfulness, peer learning, and teamwork in all her programs. She is a relationship-based mentor, researcher, writer, speaker, and community builder. Her teaching experience of 40 years ranges from teaching English as a foreign language in high school and higher education, teaching listening, mindfulness, and leadership courses; academic writing; English for academic purposes to teaching how to manage a WHM server and Moodle installations. There's a lot in Nellie's bio. She's currently the co-chair of TESOL CALL-IS and faculty at Immersive Technologies, MSC program at the International Hellenic University in Greece at a distance. Welcome, Nellie. Thank you so much. I'm going to hand it over to you to get started.

NELLIE DEUTSCH:
Thank you. Thank you so much for the introduction and for being here. I'd like to welcome everyone to today's event. Hopefully, we'll be able to get the slide show going here. Here we go. Thank you. Thank you so much for this. I'm really excited about this event. It gives me a chance to not only share information with everyone who's here and those who are watching the recording of course, but also to get a chance to learn from you. Because this isn't about research on AI as research, but it's about working with research AI tools. There isn't enough out there. Hopefully, by the end of this session, you'll be inspired to start research with your students and use these tools and you'll get a chance to try them out as we go. There's a lot of information and hopefully you'll be able to use the information that's here. Not going to go through everything. There are lots of slides, but you'll have a chance to look at the slides, view

them, copy them, print them out, whatever you wish. I believe the link is right there in the chat. If you don't see it, maybe you can add it again there, Gwen, or anyone who's able to do that. Right. This is a little overview. We're going to go through a KWH L that I'm sure you're familiar with on AI research assistants as I like to call them, even though they are tools. An introduction to some of these assistants and then you can read the rest of it. Unveiling hidden connections and how these assistants can help. Experiment simulation and insight extraction case studies, and this is where you'll have a chance to practise and this is the best part as far as I'm concerned, and enhancing research workflows with AI research assistants and some additional assistance. And then my concluding remarks. And hopefully collaboration with you.

If you've got your phone handy, I think the links will also be available in the chat. Let me know, Gwen, if you get them. There's one for Ideaboardz, I'd like to go there. You don't need to create an account, which is wonderful. I've got some questions for you. It's anonymous so you don't have to add your name or anything like that. Just go through the KWH LDL we'll do at the end. Hopefully you'll get some information and the presence. Okay, I hope that's there, Gwen. Let me know if there's a question about that.

All right. We're going to look at the stages. What are the stages? We all know the stages of research. Or if we don't know, this may help those who don't. First of all, there's the research problem. We want to know what the problem is. And then the literature review, deciding the study, data collection, and so on. So you'll be asking yourself, what is Nellie going to discuss today? Data analysis, interpreting results, drawing conclusions, recommendations, and writing the presentation, the actual article. We're not going to discuss that. We're not going to look at writing and plagiarism and everything that's being discussed these days. We're going to look at something completely different, at a literature review. Of course, these are the other stages of the review. Let me just remove, right.

I don't know if you're familiar with any of these. There's Keenious, Elicit, Semantic Scholar, Consensus, and SciSpace. Let me know in the chat if you're familiar with any of these. You can say no or you can write the name of the one that you've used or you've heard about, tried out. I'm looking at the chat. Anyone familiar with any of the tools? I'll be... Oh right. "Elicit." Okay. "Consensus." That's wonderful. I'm glad you're familiar with that. And "SciSpace." Wonderful. All right. Most of you are not familiar with them. And there's also Keenious that no one mentioned.

Right. We're talking about stages of research and AI research tools. These tools do not do much besides identify the research problem, the literature review as you can see, and you can see each one of them as you go through the presentation. You can do that later on.

Notice that they're only good for literature reviews. And that's exactly what I want to focus on. Because I think that if we're going to get our students involved, we want to be able to show them that it's not only about writing and copying, and pasting and plagiarism and what we're concerned about. But there are some useful ways that we can use AI research tools for

literature review specifically. This is what they can do and notice all of them except Elicit. I would say that Elicit is probably… I've used all of them and I don't particularly like Elicit. I do like all the rest because they do provide quite a bit. Elicit works with Semantic Scholar. Consensus does but not necessarily. Keenious has its own database as well as SciSpace. You can see what they do here with references, search and discovery, research, gap identification. They're very, very current.

Now we're going to take a look at some of these. This is SciSpace. And those of you who have used it, if you could add in the chat any comments about it. Can you add the link? Is that possible, Gwen? Because I'd like you to take a look at these. We'll be exploring them more in detail later on. Right now, I'm just going to go through the information and afterwards we'll try them out with a prompt that I will share with you. Actually, it stands for Scientific Collaboration Workspace. I use it through ChatGPT because I have a subscription. That's GPT-4. Which means that I not only get whatever SciSpace has to offer and it's pro because all of these have the free version as well as the pro. And sometimes the pro is desirable, but you can't pay for all of these. Having a ChatGPT-4 makes it a lot easier because with Consensus too I can use it on GPT-4. Notice that it works with Copilot, Microsoft Copilot, which means that you get summaries and information about your research question directly from Copilot. Copilot will let you know that it may hallucinate, so be careful with the information because it summarizes the articles, The summary is not 100% accurate. You may wish to read the article to make sure that you're getting the right information. That's with anything.

Keenious, notice the advantage of Keenious over the others is that you can add it to your Microsoft Word as well as to your Google Docs. And that makes it a lot easier if you're collaborating or you want to have all the content there with your summaries, as well as with Copilot or any other tool that you used to summarize the articles. What's nice about Keenious is that you can upload a PDF file, you can also add a link, or you can add your text. And notice the citations. You can get them in all these formats, which is useful. By the way, what do you use if you could add that in the chat? Do you use MLA Chicago, Harvard, Vancouver, APA 7, 6, RICE? Which one do you use? That would be interesting, and I'm looking at the chat just yeah, I think most people use MLA. I think that's mostly in Europe or maybe South America as well. And APA. Right. The others we don't really, the majority of us don't use. Notice you get everything. The citation, you can add it to your clipboard, copy it, or you can download it.

This is Elicit. It's really, really popular. And I think it's popular because of their aggressive marketing. They're doing an amazing job with their marketing. But that doesn't mean that it's the best. I actually don't find it that great. It doesn't have its own database, which means that it connects with the Semantic Scholar database, which is fine. You can get very recent articles. It doesn't give you what Consensus and the others do and you'll be able to get a chance to see that for yourself. Consensus, I use the ChatGPT version, it's actually a GPT, that's what they're called. I get the Pro feature. Plus I get everything that ChatGPT-4 or even 3, allows you to do, which is to get tables and to get images in addition to all the other information. So you're

getting. Consensus plus the ChatGPT. I really advise your university or wherever you're working to get the ChatGPT subscription for everyone, if that's possible.

This is what Consensus looks like, not on ChatGPT. That might be a disadvantage because you'll see it like this on ChatGPT and you'll see it like this if you go into Consensus. I like the layout of Consensus. I think it's really nice because you write your prompt, your question and then you've got Copilot. You can turn it on or off. You can also synthesize. You can save it. And notice you can also have your papers filtered by date. And I usually like things to be current. There isn't much on AI tools in 2024, there isn't anything there. There is a bit in 2023 and you can get open access. For me, that's super important. You have other filters here like Method, Journals and then you apply that.

This is Semantic Scholar, which is a database. Notice what you would get in the library. You can search for papers, that's why Elicit uses it, and that's where you get your paper. You can also get Citation. You don't get Citation on Elicit. And this is the reason why. You have to go into Semantic Scholar to get the citations to save it to the Library and so on.

This is ScholarAI. Anybody hear of ScholarAI? It's a GPT that you get with ChatGPT-4. Notice it's by scholarai.io. Anyone hear of it? No. Okay. It's really good because it's on Chat GPT, and you get a chance to not only get the Pro features, but you get other benefits that ChatGPT-4 has. It has a huge database. You can also search and analyze texts, figures, tables.

It's nice. I compared some of the assistants. My favourite is Keenious and Consensus. But you've got the others here. With a Word document. Keenious does that, the others don't, but they do everything else. You can ask your question in the research box, which all of them have, then you get summaries as well. It also suggests papers. They all do that. I think that's a wonderful feature for our students and for us if we're going to conduct a literature review and see what's out there. It gives you really good suggestions. It also helps you with your question. If your question isn't clear enough, it'll suggest other questions and a lot of questions, which is, I think, a nice feature as well. Some of the unique approaches, you can see that they are more or less the same. I've mentioned that and its strength. There isn't much difference. I think the main difference is the layout. But they behave in the same way. Of course, you have to be careful with hallucinations. Hallucinations occur mostly when you force the tool to give you information that doesn't really exist. For example, I asked for information on how AI research tools are used, how students use them. There isn't any research out there. It came up with things that had no connection to anything. If you're looking for something that doesn't exist and you get strange hallucinations, strange information that doesn't add up to what you've asked for, then you may want to search elsewhere, Google Scholar, for example, just to see if there's anything out there because they may not be. Then it's suited for researchers. All of them, also policy makers, but mostly for researchers and for students.

These are hidden connections and hypotheses, they all do that. I think that's one of the key benefits of using AI research tools, that they become a mate. There's interesting research on

that. You're not alone in your research, even if you're working with others. You may have different times and your colleagues may not have the time when you have the time and so on. Your AI research assistant is your mate. It's like a person. You get attached to them, you work with them. It feels good not to be alone. It inspires and motivates you to go on instead of giving up because I can't find anything. I think this is a great way to work and that's what it's for, to assist you here. There's more information here. As I said, I'm not going to go through this. You can go through this later on. I want to get to the practise.

Where do the articles come from? Well, there's Google AI. That's where they get their information from. Also, the data comes from Semantic Scholar. I'm sure you've heard of ArXiv; anyone hear of ArXiv? There's a question there, but I'll answer that later if that's okay, but thank you for asking. All right. ArXiv are generally academic papers that are open access and you can get them.

I'm sure you've heard of CORE. How many of you've heard of CORE? I'm just trying to see here. CORE. Yes, yes, that's right. Okay. I see a lot of familiar names there. So glad you joined. People I haven't seen for many years. Yeah, so CORE is another place where you can find lots of papers, but you only get the papers there. Okay. You don't get anything else and that's the value of the assistance, they help you with other elements such as searching for hypothesis questions and getting ideas. Dimensions. I don't know if you've heard of that. It's not as popular as CORE.

Of course, I'm sure most of you have heard of Zotero. I think it's a great tool, reference management software, and it does utilize AI these days. ReadCube is also another one that offers AI-driven recommendations and you might want to take a look at those.

All right, let's take a look at some case studies. I don't know if you're interested in consumer behaviour. Let me know in the chat what your field is, what area. Thank you for that, Chris. Archive, right. Your field of study or teaching. Okay. Thank you. Just to get an idea here, right? Feel free to add your field. You may have a different interest in another field, not your teaching field, but maybe research field, lovely. Okay, interesting. Great study.

Okay, here's an example, case study research area, consumer behaviour, Why do people choose certain eco-friendly products over others? There's an interesting article by Nava et al. and it'll appear in the references at the end. You might want to take a look at that. The AI used for this was Keenious and Elicit. You can conduct such a table yourself and try things out. I think it's a good way to keep track of your studies.

Here's one on psychology. How does the wording of feedback impact student motivation? And that's the prompt that we're going to use. Since all of us are involved with students, unless we're students ourselves. How does the wording of feedback impact student motivation? Recent articles on that? So keep that in mind.

Then there's health care. For those of you in health care, can social media trends predict outbreaks of certain illnesses? A really interesting article. This is not my field, but the article is amazing by Ristami. You might want to check that out.

All right, these are the stages. And here again, ScholarAI's role in this is to, because it's like ChatGPT, it helps you refine your questions because we want that, we want to be able to refine our questions as much as possible. I think that's the advantage of using these AI search assistance tools because they do that. You keep asking questions, they ask you questions until you get down to whatever you're interested in. And you may find that you change your research question completely after seeing what's out there. You might be interested in something else. Unless you're doing research for a project or for a company or a school and then you can't really change anything. But it might just give you different directions. You can go through this later on with each of these. Now, Grammarly is used by students, mostly for writing. That's not something that I'm going to go into today. As I said, it's more about finding, searching for the literature.

These are some data collection, data analysis. I don't know if you're familiar with any of these, but you can try them out.

Again, writing is not what we're looking for, but we are looking for collaboration. And hopefully....

Here are some comparisons of some of these assistants. Notice they all have this, except Simulate Experiments. Consensus has a limited that the others don't. Experiments, but they do everything else. Data analysis, assistance, they do not provide this. Consensus does to some extent also predictive modelling. But they do with references and citation help, they help you out with that.

I'm just going to go through these very quickly. You can take a look at them. All the QR codes and the links are available in the presentation. Keenious, Semantic Scholar, we've talked about those. Now Iris, I don't know. Has anybody used Iris AI? Anyone? No? Okay. I don't particularly like it, but it's been around. You might want to take a look at it. They're trying to be known. You haven't heard of it because their marketing is not as good as Elicit. They're very aggressive.

And then there's Claude, I used to love Claude, but they got greedy, I guess because apparently they claim that they're getting better. That they're better than GPT-4. They have their latest which is 3. It's now available in Canada too. There was a time when it wasn't available, but now it's available around the world. It's expensive. Well, it costs money, just as much as ChatGPT. That's Claude. But you can upload articles and get summaries, questions about the articles, which is what a ChatGPT would do too. But this one is more current.

And then there's Scite. Anyone hear of Scite? They don't have a free version, they have a trial version which is why... And I don't think they're great, but you might try Scite. Yeah, you got it?

Yeah, they're saying that they're the best. Yeah, I read that too. In any case, Scite only has 100 million. Others have 200 to show for. But I don't like the fact that they don't have a free version. The others do.

Tableau is quite nice for data, creating data visualizations.

Power BI is used for connecting to data.

Google Data Studio. You might want to take a look at that now. QuillBot is for writing. It's quite nice.

And there's Google Scholar. Now Google Scholar. Anyone not hear of Google Scholar? I think Google Scholar... Yes, you are going to need a couple of weeks. That's good. It's a lifesaver. I don't know what I would do without Google Scholar. Okay, we're almost finished. It's absolutely amazing. You can get anything. Their database is huge and it's just growing. You can also have your own page with all your articles or your favourite articles. It's full of amazing things. Right.

Prompt Engineering is really important and that's where these AI research tools come in to really help us out so that our prompts are perfect for whatever we need.

These are some prompts that you can take a look at later on.

Okay, we're not going to go through these. All right, so I think that we're going to take a look at, let me see what else I have here. All right. We're going to take a look at the others here. Let me go back here and try out. I think it's here. Let's see, go through it here. We're going to try it. I'll put it in the chat, the prompt, and we'll start with this one.

SciSpace or SciSpace. All right, so notice this is what you get. But I'm going to go elsewhere. I'm going to go to this one. Everybody can see that, right?

The prompt is, I'll share the link with you if it's not already there. This is the prompt. Okay, the one that I suggested before. You can try other prompts later on just to get an idea so that we're all on the same page. Let me add this to the chat. We're finished with the slides, more or less. Oh, you did it. Great. That's right. Google Scholar is really important to check to make sure that... So far Google Scholar has not disappointed me. There's the question. How do AI tools assist in identifying relevant literature for a literature review? Okay, and we'll start with this one. Okay, let me get that for you.

Okay, here's the link. Let me copy it and add it in the chat in case it's not there. Okay, there's the link. So you get a feel for it because talking about it is not the same as actually doing it. And there's nothing like the present, right? So let me know how things go with the question. Again, copy the question. How do... If you're interested in another question and you can't wait then try it, okay? "I'm curious to know about the bias of the where do they get their sources?" That's

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the same thing. They get their sources since they're not generative AI, it's not like ChatGPT, or Claude or Copilot Bing, and Gemini. All these generative AI get their database from our conversations, from everything that comes out of us, okay, from the social networks and so on. And it's not the same thing. Okay. We're not talking about that. We're talking about database with references with articles. We're talking about articles. It's not the same, and you're perfectly safe, which is why I'm discussing this and not something else.

PARTICIPANT:
May I just expand on that question specifically because I understand what you're saying about where that is coming from. But I'm just curious to know because sometimes I want to bring researchers from the margins that are racialized or we don't get to publish in the big scholarly spaces. I'm just wondering if that's where they also go, because I usually like to bring those voices into my work that are not necessarily easily found. I guess also my question around, aside from the bias and ethical conversation is, can we ask these tools to identify?

NELLIE:
Sure, you can ask. Of course you can ask. But remember this is like a library and libraries, it's a library and librarians, the assistant is like a librarian, finding articles for you and helping you out. It's not the same as ChatGPT, but if they're using Copilot, for example, then the Copilot, it'll say that it's not actually part of the article. If you write something down, for example. Okay, If I write this down, okay, let me get that. Notice what comes up. Okay. I'm looking for open access, which is okay, open access. And maybe I want PDF, which is what I usually want. And then I can also filter it further. Okay? Even though I have these filters already. Notice my filters and the year, I can add the last three years. Okay? Or you can add whatever you wish. All right. And then the AI can assist. Okay, we've got this for how do AI tools assist in identifying literature? They assist. Then you've got this Insight. Now the Insight is a summary, but it's an insight. Now you're asking where this information comes from. Is that what you're curious about?

PARTICIPANT:
Yeah, I guess we can always follow up later. It's just like for instance, like I speak Spanish and now I'm able to tap into a lot more epistemology and work from the global south, at least in Latin America. And I'm like, well, this is great, but I also know that I have access because of the language. And I just obviously wonder. This information is never going to come up here. You know what I mean?

NELLIE:
It's not connected to that. You're asking relevant questions but it'll only come if you ask Copilot. You see Ask Copilot here? Here you can ask that question, where is the information coming from? Hopefully you expect the information to come from the article and the article. And the article "Human AI collaboration to identify literature for evidence synthesis." You're hoping that that's what you'll get. The question is will you get only that or will Copilot add more information that's maybe biased or not related? And that's something that you would have to check, okay?

But you don't need to ask Copilot. All you need is the article, right? That's what you're looking for. I mean, you may wish to read the summaries, but you may not need that. You may just go into each article. It just saves you time, gives you a general picture of what it's about. Have you tried this? Just let me know if you tried this. I'm looking at the chat to see if you tried it. I'm looking, you did. Great. Okay, Go through each of these. Okay, I'm not going to because our time is running. You're playing with it. Great. That's the idea. The idea is to get to know it. Each one of these. Try them out. Let me go into Elicit. Okay, this is what Elicit looks like. Okay? What happens with Elicit... This is what I asked. How does the wording of feedback impact student motivation? And I got four papers that's what you'll get on Elicit. And then if you click on any of these, of course you can get filters. And the filters has a PDF if you want the year. Any time you can go. Okay. You can use that to go to 24. Sure there's not much on 24, 23 has a PDF and then in review, okay, all of this information. But it's going to take you to Semantic Scholar. Okay, It is coming up. It's really, really fast. You can't do it this fast, okay? If you go to Google Scholar and you start looking for things, it's going to take you a lot longer and here it's much faster. It's going slower now because I'm screen sharing. And apparently Zoom slows things down. It's not going to go as fast. But in any case, once it comes up, there are four papers. That's the four results. If you want to take a look at the articles, the papers, it'll take you to Semantic Scholar because that's what it's connected to.

This is Keenious, that's the layout. How does the wording… Same question and this is the information that I got. The filters are here. You can also bookmark. Here is cross language. Okay, if you're using... if the article... if you don't mind other languages. This is for anyone who's interested in other languages, not just articles in English. And then the filters. Notice here, open access, which is what I usually choose and that's it. Consensus, on the other hand, has a lot more in its filters. Okay, It's got, I think, Consensus. I think one person mentioned that they use it. I think it has a lot more to offer, a lot more filters. Notice domains here, you've got different areas of interest. I think this is great for students if you teach research or if you conduct research in your courses, in your classes. You can go into various topics here, domains as they call them, and also what methods. I think that it breaks it all down. And here there's no question of plagiarism or where do they get the information from? Okay, because we're only talking about articles. And these research assistants, and they're like librarians, except they're very personal, and they're one on one. I'm going to stop here and go back to the presentation if I can find it.

There we are, just for the last words here. Yeah, I'm on a Mac. It's tricky here with a Mac, but let me try it anyway. Okay, there we go.

All right. I'm going to just go to the end here, and you'll be able to look at the slides since you have them. Okay And look at the differences. I've broken them down for you.

These are my concluding remarks. Motivation. I mentioned that before. I think that you're not alone as a researcher. You have a mate, a partner, an entity to work with. These are the resources that I've mentioned. You check your findings. As I mentioned before with Google

Scholar and Collaboration. There's an interesting article on machines as teammates, if you're interested in that by Seeber et al. It's in the reference list on how machines can become teammates.

And these are the assistants that we went through, Google Scholar.

These are the references that I mentioned. There's Seeber. And that's it on my end.

You can follow me on LinkedIn or YouTube. And I'd love to continue and collaborate. I'd love to know, and this is a research study that I'm interested in. I'd love to know how students are using these. In other words, once we introduce these, I'd like to know what the results are. What happens to our students? Maybe this will lower plagiarism if they focus more on articles and less on other things, on the writing itself but the research. So thank you. Thank you for listening and for being here.

So I'll stop screen sharing and we're open to questions.

GWEN:
Thank you very much, Dr. Nellie Deutsch for a very informative session. Yeah. Like many of our participants, it's going to take maybe months to go through some of those and try those. But there's some really nice questions that were coming up during your talk through the session. For example, "Do you have any idea of how much of AI is free?"

NELLIE:
Which of these are free? They're all free. They'll have a free version. They also have a Pro version, except for Elicit, Elicit says try it out for free. Then I think you have to actually, it's a marketing strategy. You don't pay, but you commit. Can't really use it unless you say that you want to pay for it. They won't let you. That's the only one that's not free.

GWEN:
Thank you. There's another question from Valerie Cortez I think that she already unmuted herself and asked, but maybe around the biases of those tools, do you have any ideas of where do they get these sources from?

NELLIE:
Yes, they get them from the articles themselves. It's just a database of articles, research articles by dates. I think I've given the list of where the information comes from. And as I said before, it's not a generative AI, like ChatGPT, Gemini, and Google Bard, used to be Google Bard. It's like a library. If you go to a library, where do they get the information from? It's just whatever is there right in the catalogues or whatever the search method they have. Actually, these assistants are just librarians who are busy providing you with all the information that you need at your home, or wherever you are.

GWEN:
Thank you. One question from David. "How does one identify hallucinations?" You know, like you've but in

NELLIE:
It's when you don't get the... You see something strange. It's not as if we're blind. We know something. If we're looking for something, we know something before we go into research. And you see that you're asking for feedback and you get something about marketing. Marketing could be feedback. Feedback in school. And then they talk about marketing or something that's unrelated, and you see it right away. It usually happens when there's no information out there. For example, as I said with AI research assistant, there's no research out there. When I asked for 2024, it said no. That's Consensus, for example, said there's nothing out there but others try to provide me because that's what they do. They want to please you. They hallucinate for you.

GWEN:
It's good that they try to please your prompting and you as the person who asked. So I think it's really good that you are mindful of those hallucinations out there and those biases out there. When we do the research, and we ask for the assistantship from those AI technologies that we build up. We build up our critical thinking skills and then around those things we find the balance and we work with those AI tools towards our search. I know that there's one question in the chat, and then Karen also has her hand up. Maybe after this question from Dan, Karen, you can unmute yourself after that. Dan has a question. "As a learning and utilization strategy, is it worth researching individual tools aside from the top one to three in each category? It seems that they evolved so fast that it's not worthwhile too deeply as the rate of change is too rapid for older tools to matter going forward. What do you think about this?"

NELLIE:
That's a good point about what do we spend time on? Because things are changing. In my opinion, I would try. You can tell right away, you don't have to spend too much time trying these tools out. You can try it once, look for something and see if it resonates with you. If it does, stick to it. Well, they haven't disappeared yet. None of these have disappeared yet. But we know that tools do disappear after a couple of years. Then new tools come up. That's part of learning where we're continuously learning about new tools. And we're trying them out and that's who we are, we're learners. There's no such thing as this will last forever. But whatever is around now is good enough. But I'm not talking about generative AI, I'm talking about research assistance, these AI research tools that are just for the articles. Just to find articles and papers. I'm not talking about other tools. Okay. So I'm not into that right now. I mean, there are too many question marks for that which is why I didn't talk about it. Yes, Karen, do you have a question you want to ask?

KAREN:
Yeah. Thanks for making that distinction about what you're talking about and not. I was just trying to find the reference and I can't. I think it was Helen Beacham who wrote a blog post

fairly recently just talking about misinformation that was coming from the representation of research. These were the same kinds of AI or Lit mapping tools or whatever that you're talking about, but they were drawing on the abstract but then producing misinformation. They were misrepresenting scientific studies. I think it's a cautionary note because if you're researching in your own field, even if you accept that information at first, you might quickly be led to at least question it or find someone else who confirmed it. I worry a little bit about both us and students doing research that might be adjacent to our subject matter or we're trying to branch into a new area where in the good old days, yeah, it was really time consuming. But it was my own appreciation of what the abstract said and where I scanned through the document to get information. I'm just wondering if you have any thoughts on that?

NELLIE:
Yeah. As far as abstract goes. I know in my dissertation, my abstract was horrible. You know, I think about it to this day, how was that accepted as an abstract? Because it really doesn't summarize, you know, my research at all. So that's how I view abstracts. We have a tendency to do it with abstracts, We have a tendency to read the abstract and say, Okay, that's what it's about. And leave it at that. But it's not. The abstracts are... We're not talking... This is way before these AI tools. Why would it be any different? I mean abstracts do not do it. Not just that, the summaries either. You might get summaries, I said by Copilot. Who does these summaries? These are generative AI. It's either Copilot or ChatGPT. Even with that, I would check and recheck. I would read it. That's the old way. It might help just to go through but we still have to read. We can't get away from that. Right. Any other questions there Gwen or?.

GWEN:
I saw Lynn still has her hand up. So yeah, a question from Lynn.

LYNN:
Thank you very much Dr. Nellie. Wow, so many more tools that I am learning about today. The first time that I encountered some of these tools was last year in July when I attended a writing retreat. And the purpose of the writing retreat was in three days, we had to come with some form of a draft. And the idea was, or the purpose of this retreat was at the end of the three-day retreat, you should be somehow very close to being able to submit to a targeted journal. I can tell you that I got introduced to some of these tools and it totally threw me off. I could not, I couldn't even write because I was now finding myself all over the show. Left me with so many questions so today, I'm very pleased to see, oh wow, more. But it still leaves me with this question, where are we heading with all of this? Just based on your last comment that we still need to read. The way I understood that. These tools are here to assist us so providing us with, we can prompt it to extract the key points from articles, so a quicker way to get through many articles. But at the end of the day, what we are getting from these tools? To what extent is it ethical to compile this into a document and do a bit of editing, and this then being your literature review section? I just need clarity on that, please. Because I'm still very much old school where I start with my searching. And I am a librarian by profession. I go through the long process of identifying the key ones that I'm going to start reading and actually reading the

articles and making my own notes etc. I'm just wondering about that in terms of the ethical use of these tools and your actual work at the end of the day. Thank you.

NELLIE:
Okay. I'll start with the end. Your actual work is the same. Okay? I understand your frustration with where do I go? When you say you're a librarian and you search for articles, how do you search for articles? That's what I showed you today. I just showed you where to search for articles, that's it. I didn't tell you how to write. I didn't tell you to actually do your literature review. For that you would need yourself. You would need all your critical thinking. All I showed you was how to search for articles. As a librarian, because these tools are actually librarians. Lots of little librarians that are there to help you and take you along. That's all they are. The writing is up to you.

LYNN:
Okay. Thank you.

NELLIE: Does that make it easier?

LYNN:
No. Because I'm very much conservative in my searching as a librarian and going to specific databases, search engines, etc.

NELLIE:
Well, that's all this is. They're search engines. That's all they are. They're search engines. But they're faster than anything else. That's all. They're faster than any other search engines and they kind of help you along. That's all. Just like a librarian would take your hand and show you. Okay, this is the, go here, go there, this might help you, that's all. It's an AI tool, It's not a human tool. That's why it's faster and probably more efficient.

LYNN:
Okay. A librarian could have bias as well. Sorry, I don't mean you, but there are biases there as well and ethical issues, even with librarians, maybe even more. Because here we're talking about a machine, we're not talking about humans.

LYNN: Thank you.

NELLIE:
It's something to think about. But you know what, I suggest you try it, Lynn, and get back to me. I mean, stay in touch.

LYNN:
I certainly will because I teach a course Online Searching and my mind is now all over the place with all these tools and the way we are teaching search techniques, this is totally different. This

is taking free text searching to a different level. Or perhaps this is the next generation of free text searching that we now need to consider in a course like Online Searching.

NELLIE: Exactly. I'll be happy to help. Contact me.

LYNN: Thank you. All right. So, Gwen Well, thank you again,

GWEN:
Well, thank you again, everyone, and for very engaging questions. Thank you very much, Dr. Nellie Deutsch, for a very informative and daring session. Again, thank you for joining our last session as well with that spirit, I'm very excited to announce that our journey does not end with this last session of the Winter Research Speaker Series 2024. Please stay tuned for the next series, which will be scheduled to happen in September. This year we are committed to bringing more engaging and thought-provoking sessions related to topics like AI, accessibility, equity, and diversity in research, Indigenous engagement in research and teaching as well. However, the success of the future relies on your valuable feedback and suggestions. If you have any ideas about fresh topics as well as inspiring speakers, please do not hesitate to reach out to me. We'd love to hear from you and I believe that your session will make our series even better. Together, we are committed not just to sharing college, but we are building a vibrant community of scholars committed to advancing the research that's more accessible, equitable. Thank you again, and I look forward to your suggestions as well as welcoming you again in September. Thank you. Thank you everyone. Thank you.