

Library–AI Handshake Model: Solving the Ethical AI Conundrum in Higher Institutions of Learning

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ABSTRACT

The central hub of human knowledge known as the library is responsible for ensuring orderliness within the AI-disordered ecosystem. This is creating an intellectual AI chasm between educators and students who are principal respondents in the educational ecosystem. The Library-AI Handshake Model was developed to solve this ethical problem as a training avenue to equip both parties with the required AI information literacy skills to navigate the technological clime seamlessly. The model is underscored by UTAUT, TAM, Social Bias Theory, Theory of Perspective, Innovation Diffusion Theory, and the Situation Awareness Theory. The study concluded that librarians should be favourably disposed to the AI ecosystem as it takes a technologically inclined librarian to teach educators and students the ethical usage of AI. The study recommended that each academic institution develop an AI roadmap and framework to guide the ethical usage of the technology to ensure the academic integrity and sustainability of the educational landscape.

INTRODUCTION

The Library is the heart of every academic institution. This social institution is the central hub of information resources (physical or digital) meant to play the dual role of intellectually equipping students to perform favourably well in their chosen field of endeavour, and at the same time acting as torchbearers to educators on the appropriate texts that can be harnessed in developing curriculum, course outlines and students reading list. Core to the provision of these services to both students and lecturers and the university community at large are librarians who have been professionally trained and imbued with skill-sets to provide the requisite information literacy services to different categories of clientele. This stems from the community analysis or academic diagnosis of library users. Data on users' information needs,

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discipline, age cohorts, personality traits, cognitive level, technical know-how, and the understanding of contemporary technologies peculiar to each generational cohort can be extracted or inferred.

Librarians play a fundamental role as information managers in every technological era. They harness digital and professional competency skills to ensure that the tenets of each technological era are strictly adhered to guide Library users against an information-disordered ecosystem laced with misinformation, malformation, and disinformation. In essence, Librarians are saddled with the responsibility of ensuring that users are instilled with the mandatory knowledge in the ethical use of information, the navigation of the technological medium, and the creation and consumption of digital content. This is meant to promote a positive digital appetite and positive digital content usage and output to ensure a hitch-free information flow for a sustainable educational ecosystem.

In the contemporary era, the emergence of Artificial Intelligence (AI) such as ChatGPT and other generative AI tools redefines the educational landscape and the significant impact cannot be denied (Bakare, Oladokun, Quadri & Idowu-Davies, 2023; Matthew, Bakare, Ebong, Ndukwu & Nwanakwagwu, 2023). Educators worldwide have also found these tools useful in generating lesson plans, conducting assessments, and grading students. Others have also used the tools to create examination questions, design interactive tutorials for students, and conduct basic research. Students on the other hand see these technologies as a life-changing opportunity to embark on an academic journey without rigor or supervision. An avenue of shortcut where machines think and they only do the writing which is the 'copy and paste' mentality - a bane of this generation. Therefore, there is an intellectual and mindset AI chasm between students' and educators' perspectives, thus translating into an ethical conundrum in the educational ecosystem.

This is causing technological disruption in global educational practices, thus requiring educators and librarians to adapt and consider these technologies' potential benefits and drawbacks. Even some lecturers in developed countries have publicly embraced ChatGPT and openly used it in their official duties (Baidoo-Anu and Owusu Ansah, 2023). These technologies are extending educational frontiers that are setting the pace for remodelling and remodification of the academic domain. This is beckoning both tutors and students into a phase of learning, unlearning, re-learning, and up-skilling to be able to navigate this technological space flawlessly. On the other hand, educators in Africa, especially in Nigeria are uncertain about the use of ChatGPT and other generative AI in education believing that it promotes intellectual laziness and encourages cheating. This could be due to the ethical challenge and the conundrum that is making them see these technologies as taking over their jobs in addition to displacing their significance in society (Bakare, 2023). As a result, it is rare to have any official viewpoint on the use of generative AI by educators and learners alike.

It is based on this premise that this study intends to showcase the Library-AI Handshake Model 2 (Bakare-Fatungase, 2025) as the arbiter for solving the Ethical AI conundrum in higher institutions of learning. The model provides an opportunity for the ethical usage of ChatGPT and other Generative AI in the educational domain if only Librarians do not see these technologies as displacers but enablers of their professional duties. The model is divided into eight (8) handshake levels of Baseline, Acceptance, Use, Fortify, Demarginalised, Perspective, Foresight, and Sustainability. The chapter will delve into the information-disordered ecosystem; Five Laws of Library AI; the marriage of Librarianship and AI; Librarianship as a Profession, Vocation and Mindset; and the Ethical AI Conundrum in Higher Institutions of Learning.

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