

Smarter with AI

Prompting, Evaluating, and Transforming Learning



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Open your AI tool, and keep this deck handy!

Any AI tool you already use is fine. Having trouble?
Work with a neighbor, or post in the chat and we'll help.
Open a blank document as a working file.

Optional: Chrome for “24/7 coach” demo

- Get Chrome at google.com/chrome
- Sign in to Chrome with a Google account (personal works best)
- Click **Ask Gemini** at the top right and opt in. On a restricted work laptop this may not work, that's fine.

What you'll practice today

Part 1 · Stacey

Foundations: what librarians need to know about AI — privacy and security, literature reviews, and what to teach.

Part 2 · Chris

Put it into practice: extend that foundation through inquiry and a project you build for your own audience.

After the break, you'll see a few AI skills in action, watch a project get started live with a volunteer, then build your own resource to use with the people you teach.

• Break 10:25–10:40 • Showcase 11:43 • Questions until noon

Foundations

What librarians need to know about AI. Everything after the break builds on it.

TOPIC 01

Privacy & Security

Data rules & protection

TOPIC 02

Literature Reviews

Synthesis & discovery

TOPIC 03

What to Teach

Curriculum & guidance

Three short topics and three table talks, then a break.

Interactive format designed for active group discussion and hands-on practice.

The rules we already follow

Before AI, we already asked these questions about anything we used or shared.

Copyright

Can I copy or share this?

Data (privacy)

Is there patient, student, or personal information?

Licensing

What does our license allow?

Attribution

Who gets credit?

None of these rules went away. AI simply changes how we approach content stewardship.

Next, your table decides what changes.

Table Talk: What changes with AI?

Pick one situation

1 A resident wants to upload three PDFs from a subscription database so AI can summarize them.

2 A faculty member pastes in a draft with patient case details to fix the wording.

3 A student asks: “If I cite ChatGPT, can I use its text in my paper?”

At your table or breakout

- Which rule from before AI still applies?
- What’s new because of AI?
- What would you tell them?

On Zoom, you’ll stay in breakouts for all fifteen minutes.

Write down one rule you’d add — we’ll ask a few tables to share.

Done early? Try another situation.

Checking Input: CDL

Before putting content in AI, consider → CDL

Copyright

Am I allowed to use this material this way?

Data

Is the information appropriate and approved for this tool?

Licensing

Do the license or terms of use allow this?

Which of your table's rules fit C, D, or L? What's left over?

If you can't answer all three, consider carefully whether you can put it in AI.

If you're using a work account, your institution's rules still apply today.

AI in literature reviews

Where it helps

- A starting set of articles
- Search terms you hadn't thought of
- Fast summaries of abstracts

Where it hurts

- Missing or invented citations
- Summaries that overstate
- Searches you can't document or reproduce

Demo: One question in **Elicit**. We'll look at what it cites, then open one source and check it.

Use AI to start a search, not to finish it.

Tools change. The checks don't.

Checking Output: **RAAT**

Before trusting AI output → **RAAT**

Relevance

Does it answer the question?

Authority

Are the evidence and sources appropriate?

Accuracy

Does the evidence support the claim?

Timeliness

Is it current enough for this use?

If a claim matters, check it against the source.

Next, you'll try both CDL & RAAT checklists on a colleague's request.



Table Talk: Practice using CDL RAAT checklists

The situation

A colleague emails: "Can you help me turn these three articles into a one-page handout for our residents? I included an AI summary I made to save time."

The summary says: "Studies show AI chatbots answer patient questions accurately and can safely replace a clinician's first reply."

The articles found: chatbot answers were often accurate, but still needed clinician review. Two of the three articles are subscription-only.

At your table or breakout

CDL: What could you put into an AI tool, and what shouldn't go in?

RAAT: Which part of the summary isn't supported? Which letter catches it?

Try it: paste the summary (not the articles) into your AI tool and ask which claims need checking. Did it flag the same claim your table did?

Agree on what you'd write back.

On Zoom, you'll stay in breakouts until 10:10.

Explain your reasoning, not just your answer — the two checklists might not agree.

AI competencies for medical educators

Three competencies closest to library work:

Search (G.3.a)

Use AI-powered tools to assist with literature searches, systematic reviews, and data synthesis.

Critique (C.1)

Critique AI outputs to determine alignment of results with the purpose of the task.

Credit (D.5)

Credit AI contributions in your work through appropriate citation and attribution.

Where do *you* see the work of librarians?

Full list: [AI Competencies for Medical Educators \(Central Group on Educational Affairs of the AAMC, 2025\)](#).

Table Talk: What should librarians teach?

At your table or breakout

1. Which of these three competencies do the people you support need most?
2. Who asks you about AI most?
3. What do they most need to learn?
4. What could you teach in 15 minutes?

On Zoom, you'll stay in breakouts for all twelve minutes.

Hold onto your answer to question 4. After the break, you'll build it.

Time for a break

Back at 10:40

Bring your answer back — you'll turn it into something you can use.

Who would like to volunteer to help us get started when you return?

On Zoom, drop your answer in the chat and read a few others.

Our Approach: Durable, Transferable Learning Through Inquiry

1 Learning that lasts



Learning is not just what we covered today — it's what you can still do later in a situation you haven't seen before.

2 AI changes fast



With AI, that later situation arrives quickly. The tools and features we demo today may look different in a few months.

3 So we practice adaptability



Instead of copying a demo, you'll work through real problems from your own context.



Judgment



Transfer



Adaptation

The goal is to build the ability to adapt to new tools and tasks — not just repeat steps that may soon be outdated.



Workshop approach: real problems → inquiry → project work → adaptable practice



WATCH · BUILD · SHOWCASE

Put the AI foundations into practice

Watch one demo: your 24/7 coach for any AI tool.

Build five steps: 1 Choose → 2 Draft → 3 Check → 4 Revise → 5 Share.

Showcase what the room made, and what we learned.

About eighty minutes, most of it yours. I'll model Steps 1 and 2 live first.

Need Help? Access a 24/7 coach

Tools change fast. When you're stuck on one, ask for step-by-step help. Try these in order.

1 Gemini in Chrome

Click *Ask Gemini* (top right corner). It sees the page you're on and can offer help. Note, this may not work on a restricted laptop.

2 Google Search

AI answers are built in, often step by step. Try AI Mode for follow-ups.

3 YouTube

Add "YouTube tutorial" to your search, or search YouTube directly.

Prompt to keep: "I'm trying to [task] in [tool]. Give me step-by-step directions, and point me to a YouTube tutorial if there is one."

The coach can be wrong, so check it with RAAT. It may see your screen, so think CDL!



How the build works

Steps 1–2

I'll demonstrate each step live, then you apply it to your own project. For Step 2, a volunteer shares their sentence and answers the AI's questions out loud. I'll do the typing.

Steps 3–5 (Check, Revise, Share) are yours to do on your own, one slide each.

Stuck? Use our “Need Help?” strategies, post the step number in the Zoom chat, or raise your hand and say it, like “I’m stuck on 2b.”

10:46–10:50 / Step 1 · Choose

YOUR TURN · 4 MIN

Step 1: Choose your project

The goal is to make something that helps someone else use AI more carefully.

“I’m making [resource] to help [audience] do or understand [something].”

Example: I’m making a one-page checklist to help residents check AI-generated citations before they use them.

Any audience

Faculty, residents, students, staff, patients — or your own future self.

Any format

A handout, a checklist, a guide, a short deck, a lesson.

Any scope

Start small — one good page is a complete project.

Open a blank doc — your working file — and write your sentence there.

Start from your answer before the break. Work solo or with a partner.

Stuck? Starter ideas are on the next slide.

10:46–10:50 / Step 1 · if you're stuck

YOUR TURN

Step 1: Starter ideas

Teaching AI output generation

Help faculty write prompts for teaching materials.

The AI reference interview

Triage “can I use AI for this?” at the desk.

Evaluating lit review AI tools

Check output from tools like Consensus and Elicit.

Citation verification lesson

Trace an AI citation back to what the source says.

AI-assisted decision making

Spot bias and gaps in AI clinical summaries.

Screening guidance for reviews

When AI screening holds up — and when it doesn't.

Custom workshop resources

Build a checklist, guide, or short training deck.

Consumer health chatbot handout

Plain-language guidance for patients and families.

Pick one, adapt one, or bring your own.

Then write: “I’m making [resource] to help [audience] do or understand [something].”

10:50–10:58 / Step 2 · Draft

WATCH · 8 MIN

Step 2: Draft (watch first)

I'm making **[resource]** to help **[audience]** do or understand **[something]**.

Ask me up to three questions, one at a time, to clarify the purpose, the constraints, and what my audience should be able to do or decide.

Then create a useful first version.

Watch: we swap in the volunteer's sentence, then paste it into the AI tool.

The prompt makes the AI ask questions before it writes — that's the Clarify move.

While you watch: think how you'd answer these questions for your own project.

We stop when the first draft appears. Then it's your turn.

10:58–11:22 / Step 2 · Draft

YOUR TURN · 24 MIN

Step 2: Draft your first version

24:00

YOUR PROMPT · copy it from bit.ly/mhsla-retreat or the Zoom chat

I'm making **[resource]** to help **[audience]** do or understand **[something]**.

Ask me up to three questions, one at a time, to clarify the purpose, the constraints, and what my audience should be able to do or decide.

Then create a useful first version.

2a Paste

Swap the bracketed sentence for your own, then paste it all into your AI tool.

2b Answer

It asks questions first — that's expected. If it doesn't, ask it to.

2c Save

Paste the first version into your working file, labeled First draft.

Adding articles or other source material? Check CDL before you paste it in.

Not quite right yet? Keep the conversation going until you have a version worth checking.

Finished early? Add a tougher constraint, or try the same prompt in a second approved tool and compare.

11:22–11:30 / Step 3 · Check

YOUR TURN · 8 MIN

Step 3: Check your draft

08:00

3a Audience Does it serve your audience? Whose needs or perspective might be missing?

3b RAAT Pick one claim that matters. Open a source the AI cited, or search the claim in PubMed or Google Scholar. Does the source support it?

3c CDL Second look: did anything go into the tool that shouldn't have? If so, note it and what you'd do differently.

In your working file, write what you checked, what you found, and what you'd change.

Can't resolve it? Mark it "needs verification" and move on — that's a real finding.

No clear claim? Check your riskiest sentence: the one a reader is most likely to act on.

11:30–11:35 / Step 4 · Revise

YOUR TURN · 5 MIN

Step 4: Revise with the *Improve* prompt

05:00

4a Improve

“In Step 3, I found [what you found]. Evaluate this draft for [pick one: audience fit, accuracy, source fidelity, or useful learning]. Identify a weakness and suggest a revision.”

4b Decide

Accept, adjust, or reject what the AI suggests, based on what you found in Step 3.

4c Save

Paste the result into your working file, labeled Revised draft.

Paste it into the same AI conversation as your draft, and fill in what you found in Step 3.

Copy it from bit.ly/mhsla-retreat or the Zoom chat. One meaningful revision is enough today. Anything the AI adds is new output, so it needs RAAT too.

11:35–11:43 / Step 5 · Share

TALK · 8 MIN

Step 5: Share what changed

“I’m making [resource] to help [audience] do or understand [something].
I checked _____ and found _____.
I changed or kept _____. ”

5a Swap

5 min: Read your three lines to a neighbor. They share one thing that works and one honest question. On Zoom: post your lines in the chat and reply to one other person’s.

5b Pick

3 min: Tables pick one resource, a presenter, and one lesson learned. On Zoom: add SHOWCASE to your post if you’d like to present.

After today, revise with what you heard — the Improve prompt from Step 4 can help.

Showcase: one resource from each table

Each table's presenter has about two minutes to cover:

- | | |
|-----------------|--|
| Show | Your resource and who it's for. |
| Explain | A meaningful revision and why it helped. |
| Lesson | A lesson your table learned about working with AI. |
| Identify | What still needs checking before anyone uses it. |

On Zoom and not presenting? Post your project sentence and one lesson in the chat — we'll read some aloud.

Presenters: share your screen in Zoom, or read your resource aloud. One spot is saved for Zoom.

Teaching it forward

The prompt move I'll teach is _____,
and the check I'll teach alongside it is _____.

For example: the Clarify move, with RAAT's Accuracy check.

Choose. Draft. Check. Revise. Repeat.

What questions do you have?

Save this with your draft. The slides can be found at bit.ly/mhsla-retreat.

Before you teach with this, double-check key claims, how your tools behave, and your local policies.

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Thank you!



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