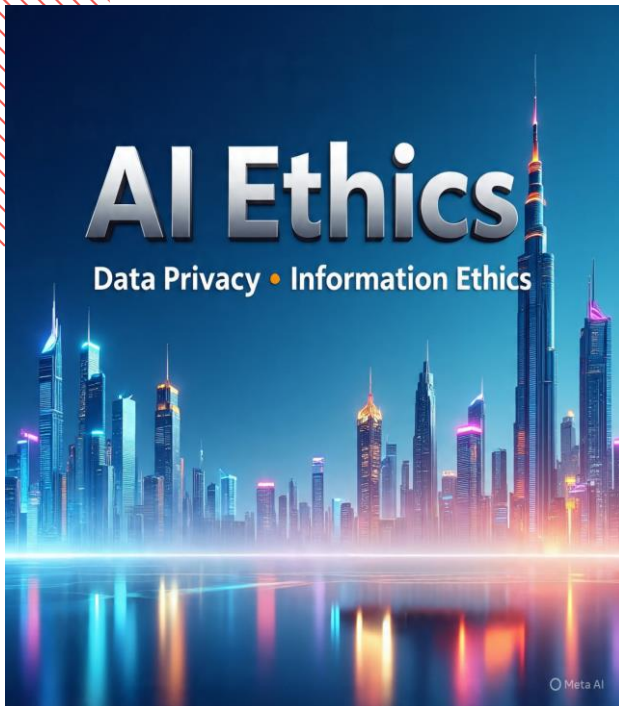


L A S L E A R N I N G A L E R T S

Library Association of Singapore



IN THIS ISSUE:

Information Ethics, AI Ethics and Privacy– Conversations with Librarians --- 2

Learning Resources --- 7

Upcoming Webinars and Conferences --- 11

The LAS Learning Alerts, an initiative by the Training and Development Committee, aims to keep librarians informed about the latest trends and updates within our library network.

Please contact us at training@las.org.sg if you wish to contribute materials for LAS Learning Alerts.

Information Ethics, AI Ethics and Privacy

In this issue, we share insights on Information Ethics, AI Ethics and Privacy from librarians at the Singapore Institute of Technology (SIT). In the interviews, our interviewees share their experiences navigating AI development challenges, clarifying the librarian's role in supporting AI literacy, designing and implementing the Information and Digital Literacy (IDL) programme, and fostering responsible AI adoption in library services.

AI Ethics at SIT's Information and Digital Literacy (IDL) programme

Please introduce your team and your role in the organisation.



Debby Wegener
Senior Librarian

At the Singapore Institute of Technology (SIT), staff at The Ngee Ann Kongsi Library are organised into two teams – User & Collection Services, and Learning & Research Services. The User & Collection Services Team ensures that students have access to the resources they need for their studies, while the Learning & Research Services Team focuses on helping students and staff make the most of those resources.



Wong Shu Min
Librarian

Within the Learning & Research Services Team, Debby Wegener supports the Health and Social Sciences academic cluster, and Wong Shu Min supports the Engineering academic cluster. Although the entire Library Team uses or teaches Artificial Intelligence (AI), the two of us are frequently the primary spokespersons on the topic. This came about after we shared the Library experiences with SIT faculty and staff through the SIT Teaching and Learning Academy (STLA) GenAI Teaching & Learning Conversations platform.

Can you share about how AI Ethics and Privacy has been incorporated into SIT's information literacy services?

When we received an inter-library loan request that none of us could track down, we realised that the student was asking for an article recommended by ChatGPT. This was a turning point for us as we recognised the need to help students understand how to make the most of GenAI tools, and just as importantly, how to acknowledge their use. This became part of our Information and Digital Literacy (IDL) programme.

At SIT, students begin their IDL journey with our online library Micro-Module (MM) *Essential Research Skills*, as part of the compulsory *Digital Competencies Essential* (DiCE) Module. In the Library MM, we introduce how AI can be used in research. Later, the students attend a class where they get to critically examine generative AI output. From there, AI literacy is gradually scaffolded across the other IDL classes, with more advanced applications introduced in later workshops. For example, Arduino coding for Engineering students, and systematic literature searching for Allied Health students.

When generative AI first started gaining traction on campus, the library also started developing an MM on AI Ethics, anticipating how important this would become for students in their quest to engage with information. Around the same time, the SIT Centre for Digital Enablement (CoDE) introduced its own AI Ethics MM, focusing on broad principles such as fairness, transparency, accountability, and privacy. For us, this was an affirming moment. It showed that we had identified the same emerging need as other key stakeholders and allowed us to clarify the library's role in supporting AI literacy.

While CoDE addresses foundational ethics, we are now repositioning our own AI micro-module to focus on the practical side of AI literacy. That is, helping students critically evaluate and contextualise AI-generated content, spot biases and gaps, and decide how best to use it responsibly. In doing so, we complement the university's initiatives while highlighting the unique contribution librarians make in guiding students through a rapidly evolving information landscape.

What were some key considerations for the team when embarking on this endeavor?

One key consideration for us was ensuring that AI literacy wasn't treated as an add-on but built directly into the curriculum. This was only possible because of strong collaboration across divisions, and close partnerships with faculty. Our IDL programme is also carefully aligned with SIT's *Industry Ready Skills Framework* (IRSF), which highlights the competencies most valued by employers, and the university's *Digital Skills and IT Enrichment Framework* (dSiTe), which sets out core digital skills. In that way, our work in IDL directly supports SIT's broader educational goals and its commitment to preparing graduates for the workplace.

Another important factor was pedagogy. The SIT Teaching and Learning Academy (STLA) plays a central role in shaping the teaching framework at the university, so apart from us making sure that our IDL programme is based on pedagogically sound principles, liaising with the STLA was vital. With their input, we developed a library guide on Artificial Intelligence (<https://libguides.singaporetech.edu.sg/ai>) to help both students and staff understand GenAI. The guide includes practical suggestions, such as how to acknowledge the use of GenAI in projects and assignments.

At the same time, we recognised that our own staff also needed space to learn and experiment. We developed a training session for library staff focusing on prompt engineering to maximise the usefulness of ChatGPT for tasks like drafting and rephrasing, and the usefulness of Microsoft 365 Copilot for work-related tasks within Microsoft 365 apps like Word, Excel, PowerPoint, Outlook, and Teams. This session encouraged colleagues to understand the strengths, limitations, and ethical implications of GenAI, while also promoting experimentation, critical thinking, and the sharing of best practices across the team.

What were some challenges you faced, and was there anything you would have done differently?

One of the biggest challenges is just how quickly AI tools are evolving. For example, when we first subscribed to Keenious, it worked like an academic search engine that was great for helping Capstone students spot gaps in their literature searches. However, by 2025, Keenious had shifted, now additionally providing explanations for complex methods and concepts, making it more useful as a learning companion tool earlier in the research journey. That is just one example out of many of how tools keep changing, and why we as librarians need to stay adaptable and keep learning ourselves.

Some of us may also have found it challenging to “give up control” – to admit that students often come in knowing more about GenAI tools than we do. Our role then, is not to outpace them on every new tool, but to ensure that they use GenAI responsibly. We want them wearing their critical thinking caps, recognising GenAI limitations, and always acknowledging its use. We also remind them that different faculty may have different views on how GenAI should – or shouldn’t – be used, so the safest approach is always to check with their professors before using it in their coursework.

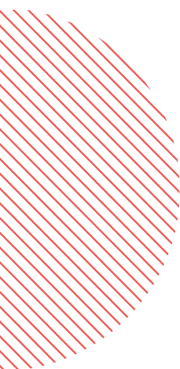
Was there any feedback from the users that you would like to share?

Students were often surprised to learn that they could use AI in their assignments if they acknowledged it properly, of course, and checked with their professors first. Some admitted they did not realise you cannot just upload an article into ChatGPT, or that while GenAI can generate search strings and help with citations, it is not always accurate. The big takeaway for many was that GenAI output always needs to be cross-checked and used with a critical eye.

Overall, our students reacted with a mix of excitement and caution. They saw the potential of AI tools like Keenious to support their research, but at the same time, they worried about issues of accuracy, reliability, and ethics. A common theme was that while AI can be helpful, but it does not replace the need for critical thinking and human judgment. For us as librarians, this feedback was extremely positive. It showed that students were not only learning the practical uses of AI, but also recognising the need for caution, context, and critical thinking. In short, it made us feel as though we had done our jobs successfully.

Is there anything else you would like to share that was not asked in the above questions?

When the pocket calculator came out, teachers banned it from the classroom. When the mobile phone became popular, teachers banned it from the classroom. Looking back, such reactions seem a little short-sighted. Yes, we needed to change the way that we assessed student assignments, for example, but that did not mean banning new tools. With generative AI now firmly part of the landscape, our task is not to resist it, but to help staff and students understand how it works and how it can be used effectively and responsibly.



Learning Resources

Main Elements of an AI Literacy Framework for Librarians focuses on:

- Foundational Understanding of AI
- Data Literacy and Privacy Awareness
- Ethical and Responsible AI Use
- User Education and AI Literacy Advocacy
- Governance, Policy, and Continuous Learning

Below are selected learning resources emphasizing **AI ethics and privacy** - the principles that guide responsible AI development and use while safeguarding fairness, transparency, and individual data privacy.

SINGAPORE Student Learning Space

Singapore MOE: AI in Education Ethics Framework (2024)

MOE'S AI in Education Ethics Framework seeks to guide the safe and responsible development and governance of AI education systems used for teaching and learning. It outlines four principles of Agency, Inclusivity, Fairness and Safety.

<https://www.learning.moe.edu.sg/ai-in-sls/about-ai-in-sls/>



AI4I® – Literacy in AI

Literacy in AI is a 5-hour course which introduces learners into the world of machine learning. It also explores the topic of ethics in AI.

<https://learn.aisingapore.org/courses/ai-for-industry-part-1/>



**International
Federation of
Library
Associations and Institutions**

IFLA Statement on Copyright and Artificial Intelligence (2023)

For librarians, the statement serves as both a policy tool and a practical framework to shape services, manage collections, and strengthen their role in AI literacy and innovation.

<https://repository.ifla.org/handle/20.500.14598/1646>

IFLA AI Entry Point for Libraries and AI (2025)

This document encourages librarians to engage critically with AI through reflective questions that support responsible, inclusive, and transparent practices.

<https://repository.ifla.org/handle/20.500.14598/4034>



UNESCO: AI Competency Framework for Public Servants (2023)

The framework sets out the knowledge, skills, and attitudes civil servants need to lead and manage digital transformation and AI in government in a way that supports public value, human rights, and the Sustainable Development Goals.

<https://unesdoc.unesco.org/ark:/48223/pf0000383325>

ALA Code of Ethics (2021)

The ALA's code provides guiding principles for librarians and staff to navigate ethical challenges in their work. It emphasizes values such as intellectual freedom, equitable access, privacy, and professional integrity.

<https://www.ala.org/tools/ethics>



AI Developments and Resources for Academic Librarians (2024)

Published by the Instructional Technologies Committee of the ACRL Instruction Section, this document introduces and discusses new, emerging or even familiar technologies that can be used in library instruction.

<https://acrl.ala.org/IS/tips-and-trends-ai-developments-and-resources-for-academic-librarians/>



CARL AI Digest #2: Legal Frameworks and Legislation (2025)

Created by the Canadian Association of Research Libraries, this digest provides an overview of the current landscape of copyright and generative AI regulations. It highlights key legal frameworks and legislation concerning generative AI.

<https://www.carl-abrc.ca/wp-content/uploads/2025/09/Digest-2-Legal-Frameworks.pdf>



Massachusetts Library System-ChatGPT and Generative Artificial Intelligence

This guide accompanies MLS continuing education opportunities about generative artificial intelligence.

<https://guides.masslibsystem.org/ai/videos>



Artificial Intelligence Now: ChatGPT + AI Literacy Toolbox: ALA 2024: Breaking Boundaries (2024)

Created by Florida International Library, this LibGuides lists resources on artificial intelligence, ChatGPT, writing with AI assistance, AI academic productivity tools, plagiarism, prompt engineering, GPT misinformation and hallucinations, AI image tools, AI literacy, and discussions related to AI ethics.

<https://library.fiu.edu/ai/alaac2024>



Empowering Librarians with AI Literacy: A Framework for Navigating and Teaching AI (2024)

Authors of the LibTech Insights (LTI) white paper “Building an AI Literacy Framework” walk you through AI literacy strategies and implementation.

https://www.choice360.org/webinars/empowering-librarians-with-ai-literacy-a-framework-for-navigating-and-teaching-ai/?utm_source=chatgpt.com

Upcoming webinars and conferences:

NASIG Autumn 2025

[Link](#)

14-16 October 2025

This virtual conference brings together librarians worldwide to explore emerging tools, open-source systems, cataloging, licensing, and evolving practices in scholarly communication. Presenters enjoy free registration, and sessions are shared widely to ensure broad access and lasting impact.

IATUL 45th Annual Conference 2025

[Link](#)

2-6 November 2025

Shanghai, China

With the theme “*Exploring Library Futures: Connection, Innovation and Impact*”, this event offers librarians a valuable opportunity to present ideas, forge global collaborations, and shape strategic innovations in scholarly communication and library services.

DLF Forum & Learn @ DLF 2025

[Link](#)

16-19 November 2025

Denver, Colorado, USA

An in-person gathering where librarians, archivists, and digital practitioners connect to share innovations, learn practical skills, and shape the future of digital libraries.

The pre-conference Learn@DLF day (16 November) offers immersive, hands-on workshops, and the main forum (17-19 November) serves as a vibrant meeting place, marketplace, and congress for the professional community.