

AI IN LIBRARIES: CONVERSATIONS AND CONNECTIONS IN THE CAPITAL

May 14, 2026

9 a.m.–4 p.m.

Jean-Léon Allie Library, Collaboration Space

Program	
8:00–8:55	Registration
9:00–10:00	Welcome and morning keynote
10:00–10:15	Break
10:15–10:45	Exploring AI through art
10:45–12:00	Lightning talks and thematic discussions
12:00–1:00	Lunch
1:00–2:45	Lightning talks and thematic discussions
2:45–3:00	Break
3:00–3:45	Afternoon keynote
3:45–4:00	Closing remarks and conference wrap-up

Bibliothèque et archives
Library and Archives

JEAN-LÉON ALLIE

AI IN LIBRARIES: CONVERSATIONS AND CONNECTIONS IN THE CAPITAL

Detailed program

Morning keynote

Artificial Intelligence and Research Journey: Insights to Inform Practice

Kari D. Weaver, Ontario Council of University Libraries



This keynote explores how artificial intelligence is reshaping every stage of the research process, from generating questions and reviewing literature to analyzing data and communicating findings, through the lens of two exemplar cases. Attendees will gain a clear, realistic understanding of AI's potential, its limitations, and the knowledge and skills librarians need to successfully support AI-enabled research.

Kari D. Weaver (she/her) currently serves (on secondment) as the Program Manager, Artificial Intelligence and Machine Learning with the Ontario Council of University Libraries (OCUL) where she leads pilot projects exploring AI augmentations to existing library workflows and designs and delivers professional development training on AI and Machine Learning across OCUL member libraries. Additionally, she is a continuing sessional faculty member in the Department of Leadership, Higher, and Adult Education at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. She holds her B.A. from Indiana University, her M.L.I.S. from the University of Rhode Island, and her Ed.D. in Curriculum and Instruction from the University of South Carolina.

Dr. Weaver's wide-ranging research background includes study of accessibility for online learning, information literacy, academic integrity, misinformation, and she is widely recognized as an expert in AI citation, attribution, and disclosure practices for her development of the [Artificial Intelligence Disclosure \(AID\) Framework](#). She currently co-leads a broad international effort with collaborators from the [World Conference on Research Integrity Foundation \(WCRIF\)](#), the [International Science Council \(ISC\)](#), the [Committee on Publication Ethics \(COPE\)](#), the [Association of Scientific, Technical and Medical Publishers \(STM\)](#), and the [Global Young Academy \(GYA\)](#) to establish a Global Reporting Standard for AI Disclosure in Research.

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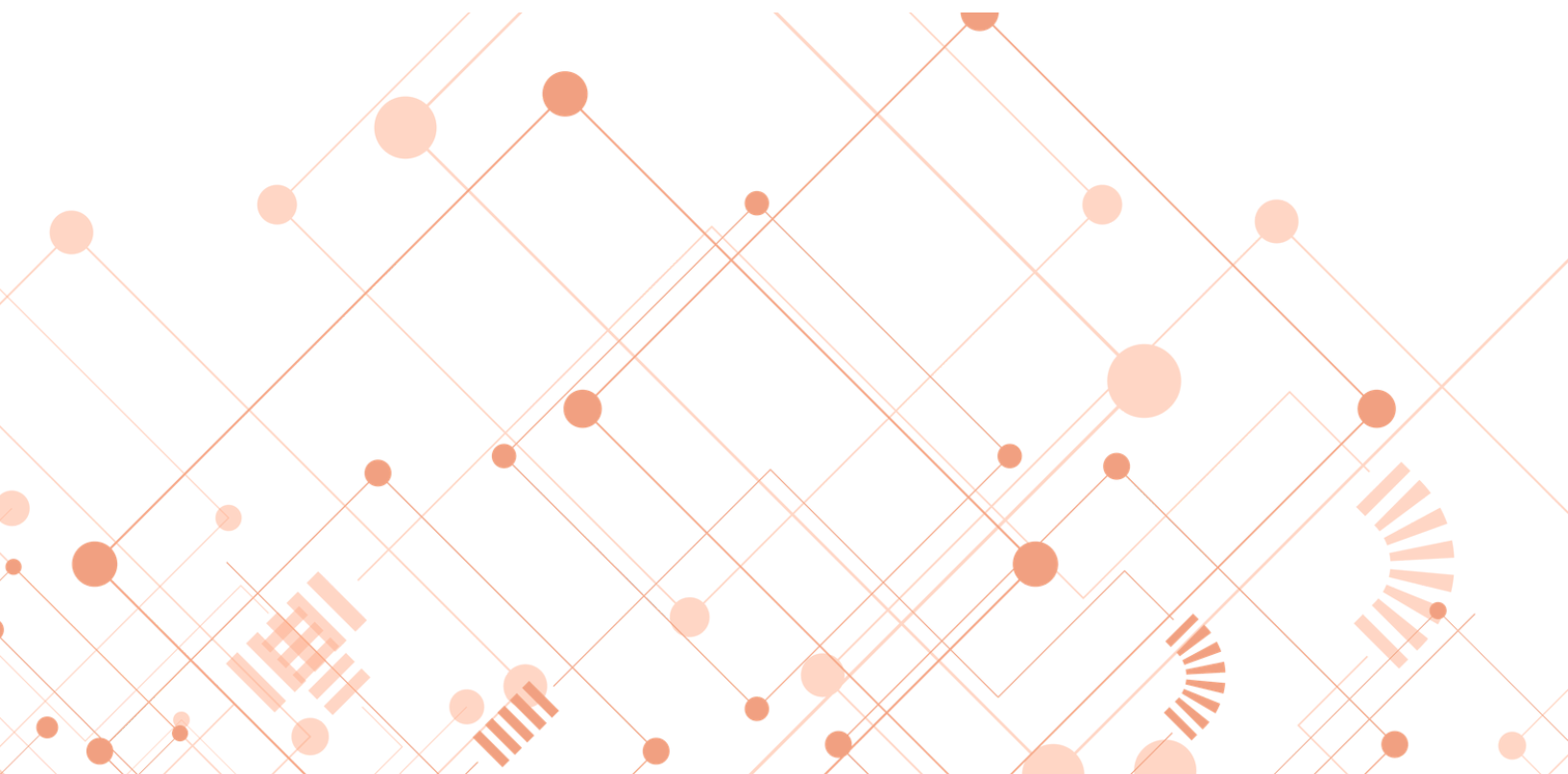
Detailed program

Exploring AI through art

Marta Samokishyn, Lauren Levesque, and Emily Gusba,
Saint Paul University



The presenters will lead an interactive session exploring how AI is represented in images and why these representations matter. Participants will reflect on common visual narratives of AI and explore alternative ways of visualizing AI that better reflect its social, ethical, and human dimensions. Participants will be invited to create a postcard that represents their current or future vision of AI. This activity will remain open throughout the event. We invite all participants to contribute.



AI IN LIBRARIES: CONVERSATIONS AND CONNECTIONS IN THE CAPITAL

Detailed program

Lightning talks and thematic discussions (morning)

Room G1130

A Practical Guide to Applying Library AI Guiding Principles (bilingual talk)

Liz Hayden, University of Ottawa



The uOttawa Library developed a series of AI Guiding Principles as part of their AI Roadmap. Now that the principles have been created, it is imperative to support staff in understanding their context and how to apply them in their work. This Lightning Talk will introduce the new AI Guiding Principles Practical Guide that was created by a working team and is in the process of being rolled out.

Liz Hayden is the Associate University Librarian, Content and Access, at the University of Ottawa Library.

AI IN LIBRARIES: CONVERSATIONS AND CONNECTIONS IN THE CAPITAL

Detailed program

Lightning talks and thematic discussions (morning)

Plenary

AI-Generated Metadata for Digitized Documents

Tim Yale, Library of Parliament



Beginning in 2025, the Library of Parliament started experimenting with the possible use of generated metadata as new AI-powered tools became available. In November, the Library acquired Seeklight, a metadata generation designed for a wide range of documents that may exist in digital format but have not been described and made available.

Since then, various teams at the Library have been working to establish guidelines and workflows for using this tool in order to ingest immediately existing scanned documents lacking description. Specifically, the Library's collection of Historical Sessional Papers (documents tabled by the House of Commons pre-internet) is currently being processed using this tool.

In this presentation, Tim Yale will explain how Seeklight processes documents and generates metadata, the limitations of the tools and how we work to accommodate the ingestion of records and files in this process. The presentation will explore what types of tasks Seeklight can and can't accommodate and what its possible uses are.

Finally, the presentation will describe the Library's exploration on this topic to date and the considerations taken into account when Seeklight was implemented with a view of where the Library expects to go next with AI metadata tools.

Tim Yale is Manager, Integrated Library Systems, at the Library of Parliament.

AI IN LIBRARIES: CONVERSATIONS AND CONNECTIONS IN THE CAPITAL

Detailed program

Lightning talks and thematic discussions (morning)

Room G1139

Writing with Integrity: Integrating AI into First-Year Graded Assignments

Martha Attridge Bufton, Carleton University



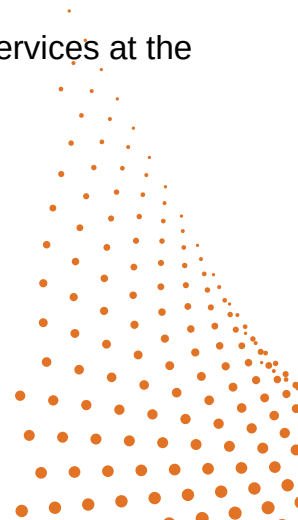
Martha Attridge Bufton teaches a for-credit first-year seminar at Carleton University entitled Critical Foundations in Undergraduate Research. The course learning outcomes include ethical aspects of information creation and use.

As students complete the assigned formative and summative assessments, they acquire the skills they need to do complex academic work rather than offloading these learning opportunities onto AI tools.

At the end of this lightning talk, participants will be able to:

1. Discuss the advantages of using AI to develop two core undergraduate research skills: developing a search string and writing a paragraph;
2. Identify the benefits of including reflections in AI-related activities;
3. Discuss the pros and cons of having an AI teaching plan.

Martha Attridge Bufton is the Interdisciplinary Studies Librarian in Research Support Services at the Carleton University Library.



AI IN LIBRARIES: CONVERSATIONS AND CONNECTIONS IN THE CAPITAL

Detailed program

Lightning talks and thematic discussions (afternoon)

Room G1130

Creating Space for Questions: Lessons from an AI Drop-In Session at the Library

Majela Guzman, University of Ottawa



As generative AI tools become increasingly present in academic work, students are trying to understand not only what these tools can do but also how they can be used responsibly and critically in university contexts. In response to this need, an AI Drop-In Session was offered at the Faculty of Social Sciences Library as a space where students could ask questions, explore tools, and engage in informal conversations with their librarians about the academic uses of AI.

This lightning talk will discuss what emerged from that experience. It will share how the session was designed, what aspects worked well, and what proved more challenging in practice. Drawing on interactions with students as well as responses collected through a short anonymous survey, the presentation will highlight the kinds of questions students are currently asking, the concerns they are expressing, and the assumptions they often bring to their use of AI tools.

Particular attention will be given to recurring themes such as trust in AI outputs, misunderstandings about accuracy and authority, ethical uncertainty, and difficulty identifying when and how these tools may be appropriate in academic work. The talk will also address the emotional dimension of student engagement with AI, including curiosity, hesitation, confusion, and concern.

Finally, the talk will reflect on the role libraries can play in supporting critical AI literacy through low-pressure, conversation-based learning opportunities. Rather than focusing only on tool demonstration, this approach creates space for reflection, questioning, and guided exploration.

This session will be of interest to librarians who are thinking about how to support meaningful and responsible student engagement with generative AI in higher education.

Majela Guzman is a Research Librarian at the Faculty of Social Sciences, University of Ottawa. Her work focuses on information literacy, critical pedagogy, and research support, as well as the role of generative AI in academic work and library practice. She is particularly interested in creating reflective and engaging learning experiences that help students and faculty think critically about information, research tools, and emerging technologies.

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Detailed program

Lightning talks and thematic discussions (afternoon)

Room G1143

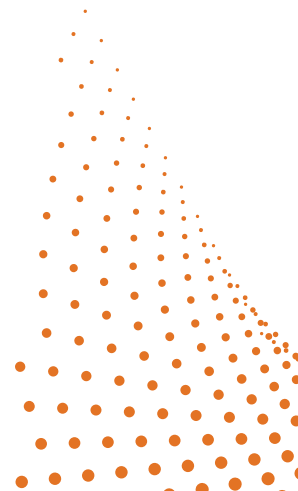
Hype and Hypocognition: Why AI Literacy Should Include Better Understanding of Self and Language

Mish Boutet, University of Ottawa



There is a tendency for existing AI literacy frameworks to direct focus outward from learners, taking their position as given. Learners are often assumed as neutral, rational actors deficient in some domain-specific knowledge, skills, sometimes attitudes. Some frameworks include a social lens, but without explicit focus on learners, such lenses risk framing problems as things “out there” in the world rather than “in here” within learners to reckon with personally. In this lightning talk, Mish Boutet will gently rant about, among other things, language, reality, “reality,” frames, attention, thought, introspection, metacognition, cognitive biases, vulnerabilities, habits, tropes, stories, semantic change, attachment, and dependence to make the case that a more globally helpful AI literacy framework encourages deeper self-knowledge and an understanding of language’s role in AI beyond the raw data that fuels large language models.

Mish Boutet is the University of Ottawa Library’s Digital Literacy Librarian. His job, in essence, is to help people develop their digital skills and knowledge. He is particularly interested in digital wellbeing, humane technology, human behaviour, teaching and learning, information and media literacy, video games, a bright future for all on a thriving planet, and AI’s impact on all these things and more.



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Detailed program

Lightning talks and thematic discussions (afternoon)

Plenary

Invisible Expertise in the Age of AI

Yoo Young Lee, University of Ottawa



Metadata and cataloguing expertise is often invisible in daily library operations, yet it remains foundational to discovery, access and collection strategy. As AI tools become more present in our workflows, this expertise is not diminished, but newly demanded in different ways. Based on local experimentation with AI-related tools in metadata and cataloguing work, this lightning talk reflects on what these experiences reveal about the evolving role of metadata and cataloguing professionals and considers how AI can be used in collaboration with, rather than in place of, our professional expertise.

Yoo Young Lee is Head, Metadata and Cataloguing, at the University of Ottawa Library.

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Lightning talks and thematic discussions (afternoon)

Room G1139

*Still Relevant: Field Notes from a Librarian
Teaching AI Literacy*

Ryan Tucci, Carleton University



Artificial intelligence is everywhere on our campus, and many faculty are looking to librarians for answers. But before any meaningful library instruction can happen, two things need to be established: the sheer scale of the conversation, and an honest acknowledgment that nobody, not even librarians, has it all figured out.

This session shares a small collection of high-impact slides built around intellectual honesty rather than hype or alarm, and participants are encouraged to use, adapt, or fold them into their own presentations. Developed as a go-to resource for library AI instruction across disciplines, these materials help faculty and students slow down and think critically about what AI actually is, what it isn't, and what gets lost when it is used without intention.

At the heart of the deck is a deliberate effort to distinguish AI-generated content from genuine human research, not to dismiss one in favour of the other, but to help learners understand what the research process is really for and why that process has value worth protecting. From there, the slides invite audiences to consider where AI might fit within that process thoughtfully and sparingly, rather than as a wholesale replacement for the kind of thinking that learning requires.

The result is a set of materials that consistently sparks substantive dialogue with faculty and students, positioning the library as a grounded and credible voice in a conversation that can otherwise feel overwhelming. Attendees will leave with practical inspiration for developing instructional materials that are equally honest, visually engaging, and built to last beyond the next AI headline.

Ryan Tucci is the Communication, Media Studies and Journalism Librarian at Carleton University's MacOdrum Library. Since ChatGPT appeared on the scene in late 2022, he has been exploring the rapidly evolving landscape of generative AI, with a particular focus on its implications for information literacy. He is also interested in how students navigate the transition from high school to higher education, particularly the skills they bring with them and the gaps they encounter along the way.

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Afternoon keynote

Skylee-Storm Hogan-Stacey, First Nations Information Governance Centre



Skylee-Storm Hogan-Stacey is a Senior Research Officer in Critical Data Studies at the First Nations Information Governance Centre. She works in critical data studies exploring the intersections of information sciences, digital tools, research data management and their relationships to First Nations asserting sovereignty over their data. Skylee will discuss First Nations Data, OCAP, and AI.

