



**AI Behind the Paywall:
Exploring Generative AI
Tools in our Library
Subscription Resources**

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Outline

1. Generative AI in Library Databases
2. Usage?
3. Examples
4. Discussion



“Large language models like ChatGPT or Google’s Gemini represent a potentially seismic shift in how students approach their studies and research activities.”

(Lund, 2026)

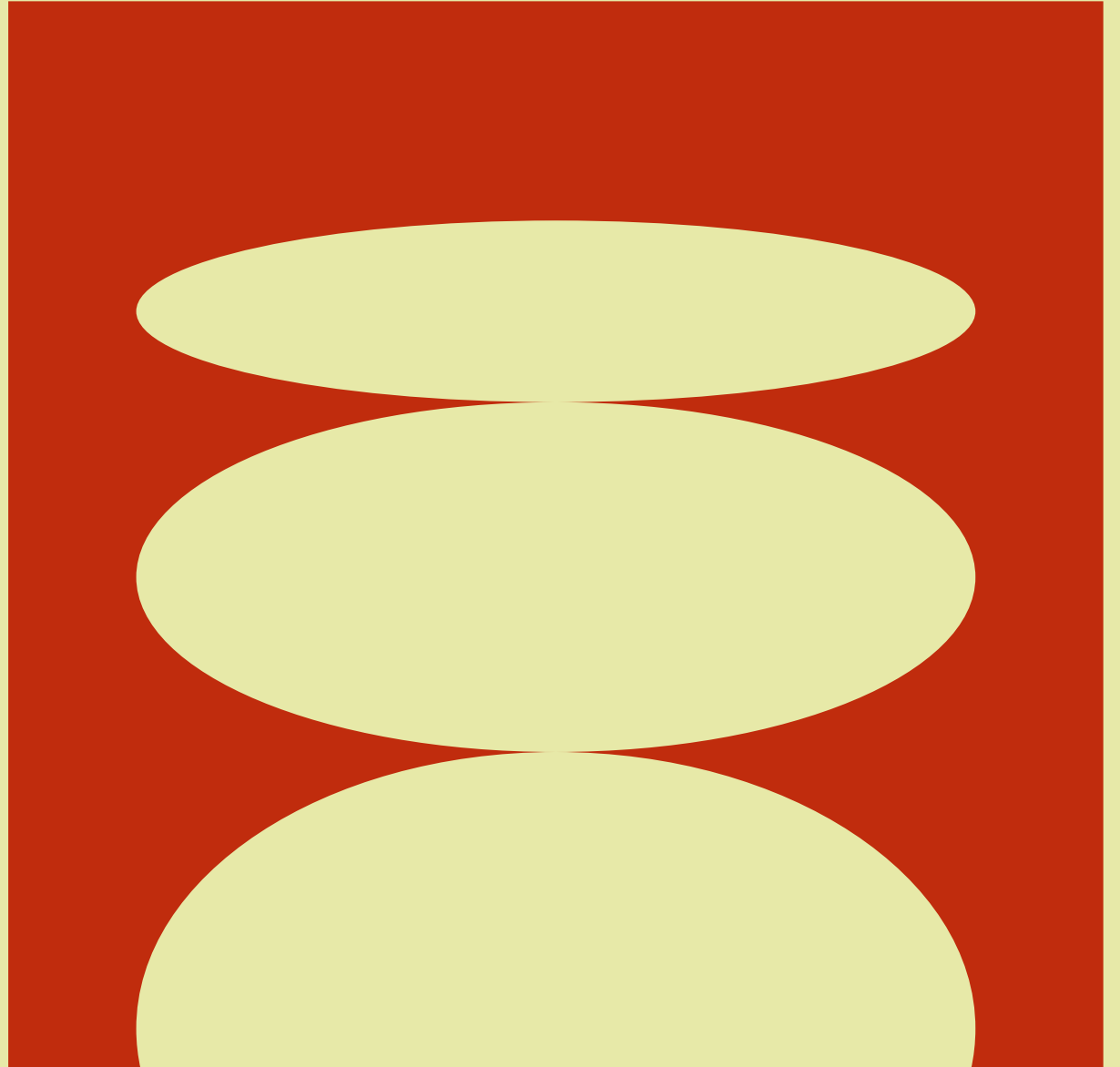
Research oriented gen AI

general gen AI

research specific gen AI

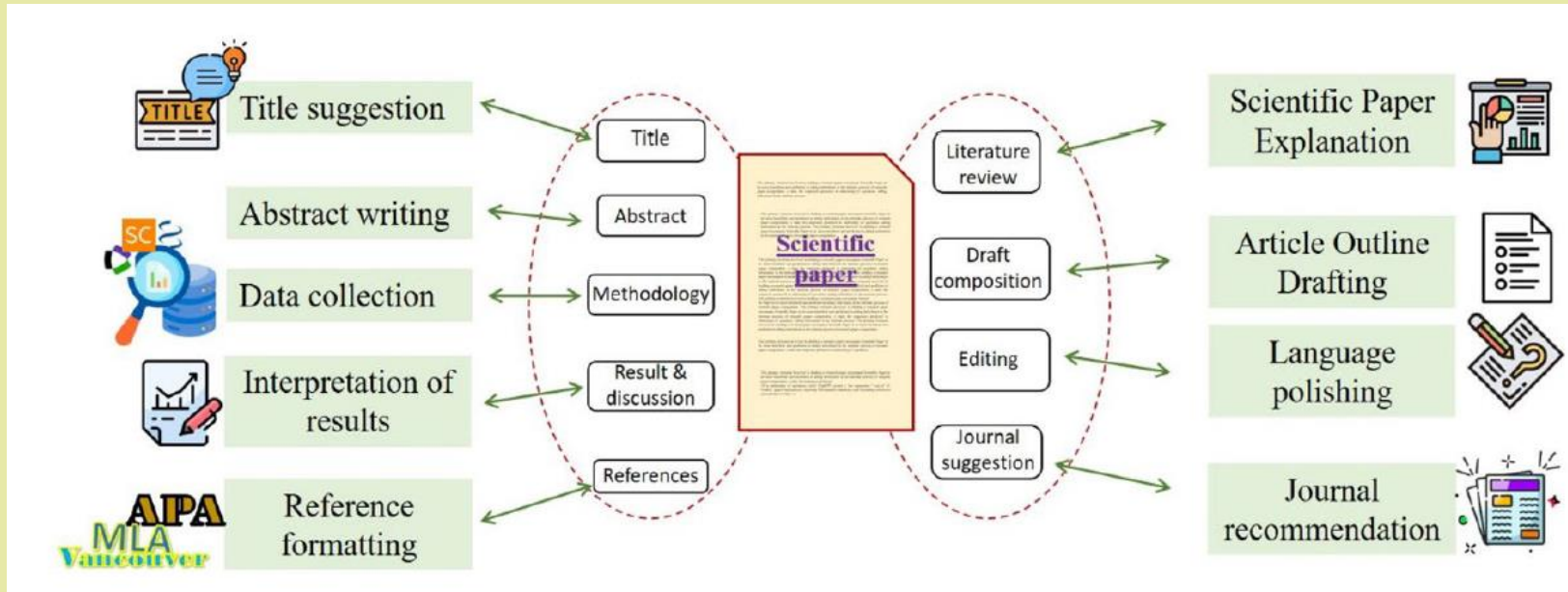
Consensus, Elicit, Litmaps, Connected Papers, Citation tree AI, Semantic Scholar, Litmaps, Connected Papers, VosViewer, Open Knowledge Map, Inciteful, Research Rabbit, SciteAI, CuspAI

'in database' gen AI



“Since the category of research assistant tools... is still new and evolving, there has not yet been extensive research into how well artificial intelligence driven literature search databases function.”

(Faix, 2025)



(AlSagri, 2025)

Induction – working exclusively from data to develop understanding

Deduction – starting from pre-determined ideas and examining the extent to which data supports them

Abduction – seeking to make sense of unexpected and surprising data

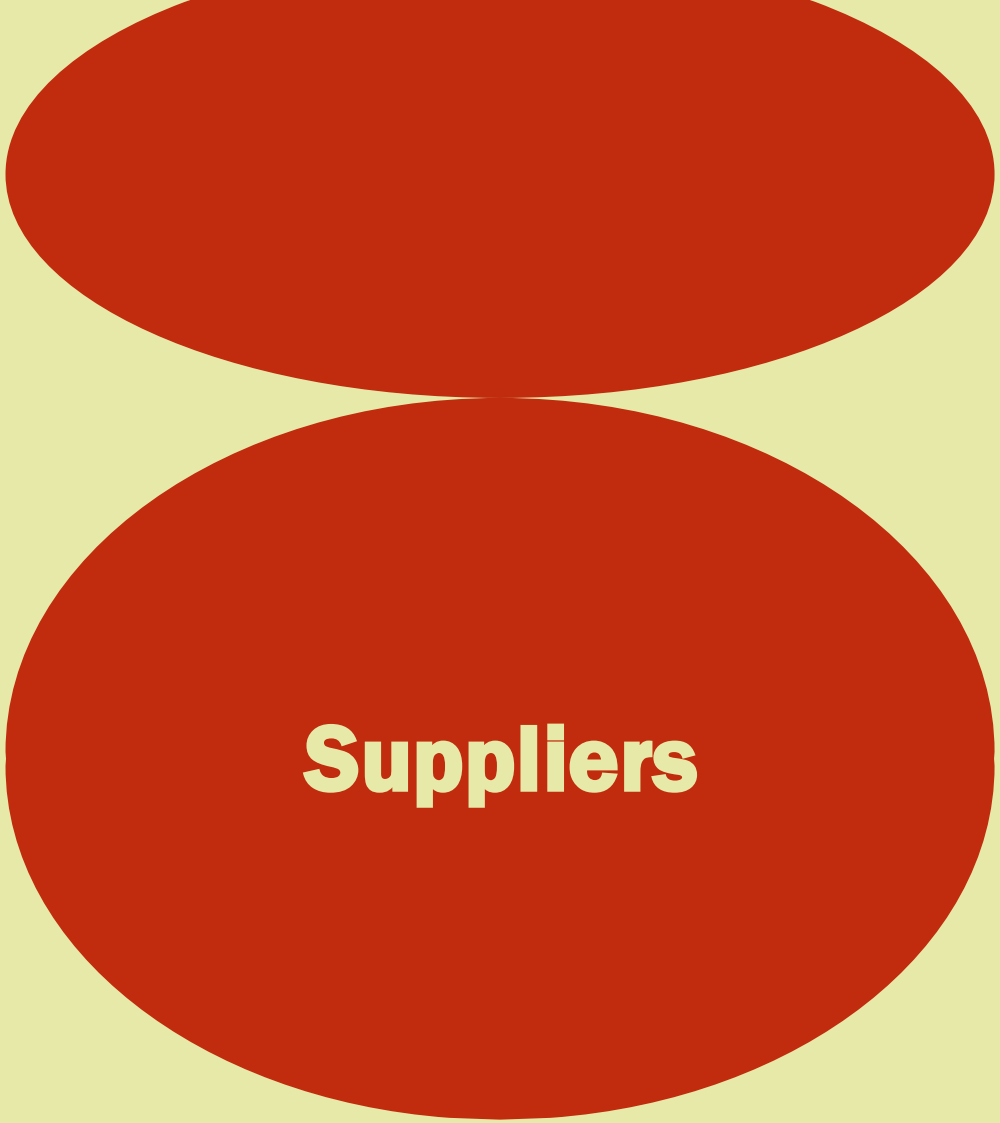
Retroduction – seeking to theorise pre-conditions which enable or constrain research phenomena

(Foley, 2025)

Ethical and Reflexive Implications for Integrating AI Tools within Qualitative Literature Reviews

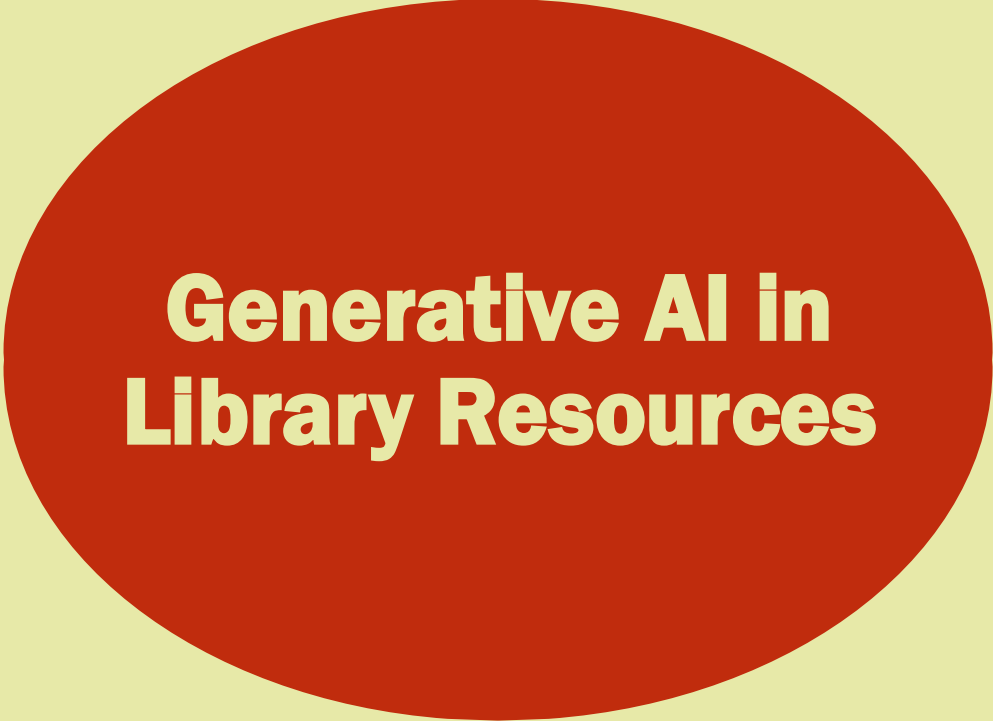
1. Clearly discuss how AI tools are used
2. Demonstrate awareness of potential impacts of AI on interpretation
3. Section on reflexivity
4. Remember knowledge environments are constructed
5. Uphold political consciousness
6. Embed a situated view of the commercial landscape of AI tools development
7. Understand the historical nature of data used to train AI

“Poor application of AI tools during the literature review likely will have similar outcomes to poor qualitative research: being superficial rather than deep; concrete and descriptive as opposed to interpretive or creative; and risks limiting the departure from pre-set concepts.”



Suppliers

- Suppliers finding little take up for tools as an additional cost
(but often very proud of their offering!)
e.g. [Kortext IQ](#)
e.g. ProQuest Research Assistant
e.g. [Clinical KeyAI](#)
- Library has no policy against buying such tools, but isn't currently paying for any additionally
- Library remit? (but current funding situation makes them difficult in any case)
- Making improvements all the time (good they're improving; difficult that the ground shifts)



Generative AI in Library Resources

Many providers offer 'research assistants' (or 'reading assistant' or...)

Some are included as part of subscription

Some are paid for add-ons

They vary in function and utility

The Library does not currently pay for any AI tools

“Perhaps if these companies interacted more with librarians, their products might better align with higher education needs and by extension reduce threats chatbots might pose.” (Lombard, 2024)

Functions

- generating an abstract (books, chapters, articles) (may even produce a mindmap)
- summarize experiments,
- “key takeaways” or “study snapshot”
- paraphrasing / explanation
- data analysis
- analysis of writing style
- finding the type of methodology
- synthesis of relevant literature into a table with one sentence abstract summaries
- outline supportive and contradictory evidence for a particular hypothesis
- suggesting new content / explore similar
- automating process of literature searching
- automating process of recordkeeping (reducing researchers’ cognitive & emotional load)
- assisting with vocabulary & controlled vocabulary
- refine topics
- question prompts / question the document
- proofreading

Student expectations

summary: students looking to shave reading time.

extract key ideas: looking for quotes or even briefer summaries.

explanation: trying to understand difficult material.

comparison: comparing two different text or concepts.

AI Literacy

data set bias

algorithm bias

access bias: payment, freely available? Limited usage?

environmental costs

IP issues

training ethics

Who is teaching this?

Strengths

- based on actual text, not general internet
- in resource, not an extra step
- suppliers (reasonably) accountable
- natural language (advantages for non-English language speakers)
- saving time

Weaknesses

- LLM tendency to hallucinate (but see above)
- contributing to cognitive diminution
- library not yet having good processes to hold suppliers accountable
- difficult for users to know what is included in training data
- may not be clear about the number of articles used/retrieved
- excluding: non-English language, global north, paywalls, “awkward or untidy” (Foley, 2025)
- students who can’t afford such tools may have a different educational experience (Mazel, 2025)
- trust

“generative AIs cannot be relied upon to produce accurate summaries of the sources they ingest” (van Dis et al. 2023)

“it became evident that several pieces of information provided by Gemini were inaccurate and some of the listed “most cited papers” did not exist.”
(AISagri, 2025)



“consequently, human oversight remains indispensable at every stage of their use.” (AISagri, 2025)

Resources

General

- Jstor [chat within articles]
- Ebook Central (Research Assistant) [summaries in ebooks]
- SAGE VitalSource Ebooks
- Discovery [natural language/summaries]

Business

- FT (Ask FT)
- Mintel (LEAP)
- WARC
- IbisWorld (Phil)
- Statista
- GlobalData [limited]
- Business Source Ultimate
- Web of Science smart search [free version]

Humanities

- Community Care Inform Adults (Ask Inform)
- Community Care Inform Children (Ask Inform)

Technology

- Science Direct (Reading Assistant) [limited to 5 queries]
- ~~ACM Digital Library~~ [only in Premium]



MOSTLY RAG AND / OR SEMANTIC SEARCH

(Retrieval-Augmented Generation)

Within ebooks

Research Assistant BETA

Business and Emerging Technologies

Here is the **description** of this book

The pace of innovation in modern times is staggering, and with the time demands of many careers, it is easy to lose touch with current trends. If business professionals do not actively stay up to date with new developments, they can quickly become outmoded in the workplace or unattractive in the job market. Business and Emerging Technologies is an extensive but straight-to-the-point guide designed to get business students and professionals up to speed with an electrifying ran...

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Find **insights** about full chapters

Navigate to a full chapter and Research Assistant can provide insights to support your research.

Cover

Show **key takeaway** from this chapter.

Show **concepts** discussed this chapter.

Ask Your Book beta

Your textbook just became your personal AI tutor.

Ask a question

I want to:

Simplify complex concepts

Prep for a quiz or test

Ask a question about the chapter

Define key terms

AI Responsibility

Business Source Ultimate: natural language Search

Refined query

((stakeholders OR shareholders OR participants OR key players) AND (digital transformation OR digital change OR digital modernization OR digital initiatives) AND (projects OR programs OR implementations))

Searching: Business Source Ultimate (and 1 more)

how do stakeholders influence digital transformation projects?

All filters (0)

Linked Full Text

Peer Reviewed

All dates

Source type



Natural language search

[How does it work?](#)

[Show refined query](#)

All results

Articles

News

Reports

Video

✦ You may also ask...

[What role do stakeholders play in shaping the success of digital transformation initiatives?](#)

[How can stakeholder engagement impact the outcomes of digital transformation projects?](#)

[In what ways do different stakeholders contribute to the strategic direction of digital transformation efforts?](#)

PLUS SOME ARTICLE SUMMARIES

Discovery/Business Source Ultimate

Two identical searches, seconds apart, offer different 'You can also ask...' options

- What strategies can schools adopt to enhance AI education for students?
- How can integrating AI into the curriculum better prepare students for the future?
- What role do hands-on projects play in developing students' AI literacy?
- What are the essential components of AI literacy for students?
- How can businesses improve AI literacy among their employees?
- What role does AI literacy play in shaping future technological advancements?

Advanced Search (Discovery/Business Source Ultimate)

e.g.

literacy

AND

"artificial intelligence" OR ai OR a.i.

AND

student* OR education

becomes: ((literacy OR numeracy OR reading proficiency OR educational attainment)) AND (("artificial intelligence" OR ai OR a.i.)) AND (student* or education)

Not incorrect, but debateable how useful what it retrieves will be.

Hot off the press

EBSCO

Explore business research, intuitively

Coming this July, **AI Research Companion** will be available for Business Source Ultimate on the Business Searching Interface (BSI). This AI-enabled experience helps researchers explore topics more naturally and discover insights faster.

With this feature, users can ask questions in everyday language, refine their thinking through interactive dialogue, and surface insights from multiple articles at once. Responses are presented alongside a curated set of relevant articles, helping users move from searching to understanding more efficiently.

AI Research Companion will be enabled by default for Business Source Ultimate on BSI. Opt-out controls are available in EBSCO Experience Manager, with additional details and instructions available on EBSCO Connect. A phased rollout to additional databases is planned.

We look forward to continuing to enhance the research experience. If you have any questions, please [contact Customer Support](#).

[Visit EBSCO Connect](#)

SOURCES

We only list the most relevant sources, so not all references in the article will appear here

Electric vehicles

Tesla loses EV crown to China's BYD

JAN 02 2026

 Kana Inagaki

1

Tesla lost its crown as the world's biggest electric-car maker in 2025 to China's BYD after suffering its second consecutive year of declining vehicle sales. Elon Musk's group delivered 1.64mn fully electric vehicles last year, a 9 per cent fall from the 1.79mn it shipped in 2024, it said on Friday, in the wake of fierce competition and the cancellation of its Model S Plaid EV.

Show full extract

3

Tesla on Friday said it had delivered 418,200 vehicles in the third quarter of 2025, down 16 per cent from the 493,000 it delivered in the same period last year, and below market expectations for 423,000.

Show full extract

4

Tesla's global deliveries reached record levels as US consumers rushed to buy electric cars in the wake of tax credits at the end of September. But auto makers predicted a sharp decline in EV sales in the coming months as they shifted their line-up of hybrids and plug-in hybrids.

Show full extract

FINANCIAL TIMES

HOME WORLD UK COMPANIES TECH MARKETS CLIMATE OPINION LEX WORK & CAREERS LIFE & ARTS HOW TO SPEND IT

FT Digital Edition

Ask FT

YOU ASKED

how is tesla performing compared to others in the EV market?

Using FT content from: Last 24 hrs 7 days 30 days 12 months Jul 01 2025 - Apr 29 2026

ASK FT RESPONSE

1

Tesla has lost significant ground in the global EV market, with 2025 marking a pivotal shift in competitive dynamics. The company lost its crown as the world's biggest electric-car maker to China's BYD, delivering 1.64 million fully electric vehicles compared to BYD's 2.26 million pure EVs. This represents Tesla's second consecutive year of declining vehicle sales, with deliveries falling 9% from 2024's 1.79 million units.

Tesla loses EV crown to China's BYD

JAN 02 2026

...Tesla lost its crown as the world's biggest electric-car maker in 2025 to China's BYD after suffering its second consecutive year of declining vehicle sales.

Elon Musk's group delivered 1.64mn fully electric vehicles last year, a 9 per cent fall from the 1.79mn it shipped in 2024, it said on Friday, in the wake of fierce competition and the cancellation of its Model S Plaid EV.

Key Regions

across multiple markets. In the UK, BYD's sales have outpaced Tesla's, with the Chinese company's sales surging nearly 10-fold in September and becoming the UK's best-selling car brand in December. In Europe more broadly, Tesla sales fell 40% in July and August, though there have been signs of recent recovery with new registrations rising 12% in September.

Strategic Challenges

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- AI literacy has emerged as one of the central preoccupations in higher education, with institutions, technology companies and policymakers grappling with how to equip students for a workplace increasingly shaped by artificial intelligence — while managing the risks that come with it.
- The scale of AI adoption among students
- The institutional imperative to build AI literacy
- The skills gap beyond technical proficiency
- The risks: cognitive offloading and the "crutch" problem
- Institutional responses: from bans to guidelines
- AI literacy has emerged as one of the most pressing issues in higher education, as institutions grapple with rapidly rising student adoption of generative AI tools alongside deep uncertainty about how best to teach, regulate and benchmark its use.
- The scale of adoption
- The case for AI literacy
- The risks: cheating, critical thinking and inequality
- The absence of clear guidelines
- Institutional responses

FEATURE	Article Page Features	
	PREMIUM	BASIC
AI-Generated Summary	✓	✗
Social Media & Sharing Buttons	✓	✓
Article Formats	HTML, eReader, PDF, XML	HTML, eReader, PDF
One-Click PDF via Google Scholar	✓	✓
Cited By	✓	✓
Index Terms	✓	✗
Content Recommendations	✓	✗
Comments	✓	✗
Detailed Social Media, Citations and Downloads data	✓	✗
AltMetric Scores	✓	✗

Global Digital Library Features		
Binders	✓	✗
ACM/IEEE Joint Conference Proceedings	✓ (Full text available)	✗ (Abstract only)
Books Access	✓ (Paywalled)	✓ (Paywalled)
eCommerce	✓ (Individual ACM memberships only)	✓ (Individual ACM memberships only)
Data Publications	• (Future feature)	✗
Direct Article Linking	✓	✓
Bulk Download Citations/PDF from TOC Pages	✓	✗
Publication Alerts	✓ Journals, magazines, proceedings, searches, articles and topics	✓ Journals, magazines, and proceedings
Author Name Linking	✓ (Profile redirection)	✓ (Search redirection)

FEATURE	Author & Institutional Profiles	
	PREMIUM	BASIC
Enhanced Author & Institution Metadata	✓	✗
Profile Sharing	✓	✓
Author Bio Editing	✓	✓
Institution Logo in Site Header	✓	✗

Topic Pages		
Collection Pages	✓	✓
Advanced Collection Metrics	✓	✗
Subscription Alerts for Collections	• (Future feature)	✗

Content Discovery and Research Tools		
★ ACM Guide to Computing Literature	✓	✗
AI-Assisted Features, Including Summaries, Podcasts and Recommendations	✓	✗
Bulk Download of Citations/PDF	✓	✗

Search Features		
AI-Assisted Natural Language Search	• (Future feature)	✗
Advanced Search	✓	✗
Saved Search Alerts via Email or RSS	✓	✗

Librarian Features & Data Reporting		
Institutional Holding Reports	✓	✗
COUNTER Usage Reports	✓	✗
Librarian Portal Enhancements	✓	✗
COUNTER-Like Statistics on Premium Features	• (Future feature)	✗
Institutional IP Range Updates	✓ (Automatic updates via PSI Registry)	✗

JOURNAL ARTICLE

Use me wisely: AI-driven assessment for LLM prompting skills development

Dimitri Ognibene, Gregor Donabauer, Emily Theophilou, Cansu Koyuturk, Mona Yavari, Sathya Bursic, Alessia Telari, Alessia Testa, Raffaele Boiano, Davide Taibi, Davinia Hernandez-Leo, Udo Kruschwitz, Martin Ruskov

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<https://www.jstor.org/stable/48827957>

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Ognibene, D., Donabauer, G., Theophilou, E., Koyuturk, C., Yavari, M., Bursic, S., Telari, A., Testa, A., Boiano, R., Taibi, D., Hernandez-Leo, D., Kruschwitz, U., & Ruskov, M. (2025). Use me wisely: AI-driven assessment for LLM prompting skills development. *Educational Technology & Society*, 28(3), 184-201. [https://doi.org/10.30191/ETS.202507_28\(3\).SP12](https://doi.org/10.30191/ETS.202507_28(3).SP12)

Use me wisely: AI-driven assessment for LLM prompting skills development

Dimitri Ognibene^{1,5*}, Gregor Donabauer², Emily Theophilou³, Cansu Koyuturk¹, Mona Yavari¹, Sathya Bursic¹, Alessia Telari¹, Alessia Testa¹, Raffaele Boiano⁴, Davide Taibi⁵, Davinia Hernandez-Leo³, Udo Kruschwitz² and Martin Ruskov⁶

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Use our AI research tool to assess content relevance and surface key ideas. It can answer questions about what you're reading and recommend related topics and materials, drawing solely from JSTOR's journal articles and books.

You: How is "ai literacy" related to this text?

AI literacy refers to the understanding and skills necessary to effectively engage with generative AI tools. It encompasses not only technical skills but also a deep comprehension of the functionality and ethical implications of these systems. Educational institutions are increasingly prioritizing the integration of AI literacy into their learning materials to address misconceptions and enhance responsible usage of AI technologies.

To foster generative AI literacy, it is essential to understand the core principles and functionalities of generative AI tools. This structured learning path aims to equip individuals with the necessary skills and knowledge to engage effectively with these tools, ensuring informed and responsible usage.

The document emphasizes the importance of comprehensive AI literacy programs in schools, which should cover both technical skills and a broader understanding of AI

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While responses are based on content on JSTOR, the tool may produce biased or inaccurate results. [Learn more.](#) Feedback

References

Discussion

Should UoP be paying for additional tools
(or removing limited versions)?

Who should decide whether
they're useful/needed?

Who should be teaching use?

Who should pay? Schools/Library

Transparency / Legality / Permission

Library *may* be able to have them removed

Decreasing researcher creativity?

Including gen AI as authors?



“...challenges that should not be underestimated. Libraries play a central role on HEI campuses and should remain pivotal to universities’ research and educational endeavors, guiding the consideration and use of GenAI and actively developing strategies to leverage AI tech responsibly whilst mitigating any associated risks”

(Meakin, 2024)

“Chatbots now make librarian advocacy even more daunting: while it has been difficult to convince stakeholders to invest in expensive, less flexible library databases since the Web’s emergence, imagine how difficult it will be to argue against chatbots that not only more easily locate information, but identify why and what information to locate, in addition to evaluating and using it for the researcher.”

(Lombard, 2024)

“Teaching users to critically evaluate information produced by these tools and to responsibly incorporate them into the research life cycle could become an important component of information literacy instruction going forward, but another aspect librarians must consider is the ethics of showcasing tools that frequently require individual user subscriptions to take advantage of their full features.”

(Mazel, 2025)