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POSSIBILITY OF USING CHATGPT IN ACADEMIC LIBRARY ACTIVITIES IN 2023 AND 2025 – COMPARISON

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KEYWORDS: Artificial intelligence. ChatGPT. Academic libraries

ABSTRACT: **Thesis/purpose of the article –** For the purpose of this article, the possibilities of the ChatGPT tool and its usefulness in the implementation of key tasks faced by each academic library were checked, i.e. in the area of: scientific, information, educational and service activitiy. **Research methods –** In order to achieve the assumed goals, research questions were prepared and sent to ChatGPT in 2023 and 2025, and then the obtained answers were compared. **The most important results –** As a result of the conducted analyses, the high usefulness of this technology was proven. The responses obtained in 2023 and 2025 are broadly similar. **Conclusions –** The library community should be aware of the potential of tools such as ChatGPT and, if possible, consider using them.

They facilitate and accelerate work, save time and increase the efficiency and effectiveness of activities.

INTRODUCTION

Recently, in the scientific discourse, more and more space is devoted to artificial intelligence (AI), and in particular to the advantages and concerns related to the use of AI. Until the beginning of the second decade of the 21st century, the average internet user did not directly benefit from the opportunities offered by AI, but benefits indirectly by working with various network technologies, e.g. Internet search engines. It was only at the end of 2022 that the Open AI company made the ChatGPT tool available to the general public, i.e. a language model based on artificial intelligence. From now on, anyone can test its functionalities. AI creates a completely new quality in information processes, providing relevant information on every subject. Naturally, such tools can be useful in the activities of academic libraries.

It's been three years since the launch of ChatGPT, and in that time a whole range of various AI and GAI tools that can support the work of academic libraries have appeared on the market. Some of these tools have been developed strictly for academic research work and have been dedicated to library work, yet they are still little used. Librarians do not know the capabilities of these tools, do not use them widely, do not train their users, do not develop appropriate regulations. Therefore, there is a need for increased publication activity in this area, directed at showing various aspects of GAI tools.

REVIEW OF THE LITERATURE

The development and evolution of large-scale language models (LLMs) are the result of significant advances in artificial intelligence technology and neural network architecture. Over the past few decades, LLMs have moved from basic language models to more advanced systems based on a transformer architecture, which was introduced in the landmark paper *Attention is All You Need* (Badr, 2024). The pointed article introduces the transformer architecture that has become the foundation for many modern natural language processing models. A key element of this architecture is the attention mechanism, which allows the model to focus on the relevant parts of the input data, eliminating the need for traditional sequential structures such as recurrent neural networks (Vaswani et al., 2017).

LLMs are designed to learn probability distributions to predict the next words in a sequence, significantly enhancing their natural language

processing capabilities (Badr, 2024). LLMs are beginning to play a key role in the move towards artificial general intelligence which involves the need to ensure alignment with human values and goals (Badr, 2024).

LLMs are advanced systems that can generate text, answer questions, and translate between languages. They are based primarily on a transformer architecture that allows them to understand complex language patterns and respond appropriately in a given context (Amaratunga, 2023; Annepaka & Pakray, 2025). The application of LLM is wide and covers various fields such as business, education, healthcare, and agriculture. These models are used in applications such as chatbots, content generation, and research support tools (Kamath et al., 2024; Maitin et al. 2025). However, LLMs also have their drawbacks. These include ethical issues such as bias, toxicity, and privacy issues. There are also limitations in understanding context and generating responses that may be imprecise or inappropriate. There is therefore a need for further research to overcome these limitations (Lok Hang & Di Marco, 2025; Maitin et al., 2025). Therefore, the development of LLM requires not only technological innovations but also thoughtful regulation to meet the new challenges related to their application. The evolution of LLM is therefore a complex process that combines technological, ethical and regulatory aspects, which makes it an important topic in AI research.

In the context of how language models (LLMs) learn, communicate, and interact, and the study of artificial intelligence (AI) self-awareness, there are several important issues. Language models, such as ChatGPT, base their responses on patterns learned from large data sets. Their ability to generate text is limited by the quality and currency of the training data, which affects their creativity and personality. As such, LLMs lack the ability for innovative thinking or self-awareness, which highlights their dependence on algorithms and data (He et al., 2023).

Research on AI self-awareness, including work on mathematical frameworks defining and quantifying this phenomenon, points to the possibility of extracting features of self-awareness in AI systems. The introduced model based on metric space theory and measure theory suggests that self-awareness may result from the existence of a continuous map that enables coherent self-review in the context of memory (Lee, 2025). Experiments conducted on of the Llama model showed significant improvements in self-awareness metrics, suggesting that it is possible to structurally create AI systems with validated self-identification features (Lee, 2025). From a philosophical perspective, the limitations of human cognition, as described by Kant, also apply to AI, which, like humans, is limited by its sources, which affects its ability to understand reality (Shetty, 2025). As such, both AI and humans are shaped by their limitations, which highlights the difficulties in achieving true self-awareness. The interactions

and learning modes of LLMs are closely related to their algorithmic foundations, and research on AI self-awareness indicates the possibility of its quantification, but still remains in the theoretical and experimental realm.

In the context of changes in libraries due to large language models, it is important to understand how AI, including generative systems, can affect library services. Studies indicate that the use of systems such as ChatGPT, Perplexity, and iAsk.Ai can significantly change the way academic libraries serve their users. ChatGPT, as a conversational system, can provide quick answers to user queries, which can increase the efficiency of customer service in libraries (Khan et al., 2024). Perplexity, as a language model, can support processes such as cataloging and content classification, which can help improve the organization of library resources (Khan et al., 2024). In turn, iAsk.Ai, as a natural language processing system, can support research and reference queries, which can revolutionize the way libraries conduct their information services (Khan et al., 2024). Additionally, LLMs can support processes such as cataloging and content classification, which can help improve the organization of library resources (Khan et al., 2024). In the context of knowledge management, integrating LLMs with an organization's information systems can lead to improved operational efficiency, but it also requires a well-thought-out governance and accountability structure to minimize the risks associated with data privacy (Nabben, 2024). Research points to potential changes in libraries caused by large language models that could affect the way libraries provide services, organize resources, and respond to user needs. Adapting to these changes could be crucial to the future of libraries.

Scientific papers generally contain postulates to include AI and GAI tools in everyday work and refer with hope to the possibility of their broader implementation in academic libraries. Currently, one of the few tools implemented on a larger scale in academic libraries is AI Primo Research Assistant (BETA version).

Since this paper focuses specifically on showing how tools such as ChatGPT can be used in the work of an academic library, the following sections indicate works that relate strictly to this problem area. A number of available articles on the possibility of using ChatGPT in the work of academic libraries have been developed on the basis of the questions asked to ChatGPT and citation of answers. In one such paper, the authors formulated four questions about the impact of this technology on libraries and research activities, and presented the obtained answers (Lund & Wang, 2023). The questions were as follows: How can ChatGPT be used to improve research and scholarship in academia? What are the ethical and privacy implications of using ChatGPT in academic settings? What are the implications of using ChatGPT for natural language processing

activities in libraries? What ethical issues should be considered when using ChatGPT within academic libraries? The responses included, among others: literature review assistance; text generation; data analysis; language translation; automated summarization; question answering; potential for the model to be used for nefarious purposes; it can also create persuasive texts that can be used against different people and/or groups of people. In addition it can be used to improve a variety of library services, such as: search and discovery; reference and information services; cataloging and metadata generation; content creation. But also it may reflect the biases present in the training data; deliver inaccurate or unfair results; it has the ability to generate highly sensitive information, such as personal data, financial data, and even medical data, which could be a security risk. Users should be informed about the use of ChatGPT by the library and procedures and regulations regarding the use of ChatGPT should be developed. Finally, the generated text may be copyright protected (Lund & Wang, 2023).

In the next article, the author prepared three questions: How can ChatGPT assist library and information science professionals? How can ChatGPT benefit library users? and What challenges and limitations does ChatGPT face in providing library services? Based on the answers, he indicated such benefits as: reference assistance, research support, language support, access to library services, and information management and also certain challenges and problems such as: accuracy and reliability, lack of personalization, limited scope, and accessibility (Kirtania, 2023). The disadvantages include the fact that it "does not check sources of the information" (Oyelude, 2023).

Another study compared ChatGPT with traditional chatbot systems in libraries and information centers, showing numerous advantages of the former, e.g. instant access to information, providing 24/7 reference assistance, multilingual support, accessibility, scalability, cost-effective etc. and indicating limitations, e.g. conflicting answers, limited understanding of jargons, dependents on data quality, limited current knowledge (Panda & Kaur, 2023).

Texts generated by ChatGPT were also checked with anti-plagiarism software. "The subject, Library and Information Science is chosen to compare the texts. In this case we have observed that only 13 percent matching text was found from ten ChatGPT created content. From this result it can be easily said that most of the content created by ChatGPT is relatively less in the similarity index" (Kirtania & Patra, 2023).

Based on the analyses, it was concluded that "AI tools […] are unable to replace the human interactions […] Libraries can embrace the AI revolution by evaluating these new tools and developing services to support their use" (Cox & Tzoc, 2023). Despite this, the possibility of using ChatGPT in

library work was generally positive, however, always indicating certain limits and ordering caution. Tools such as ChatGPT rely on huge text corpora of knowledge that they explore to generate responses to user-entered data. Therefore, both the corpus of texts and the software that allows you to generate texts from the corpus material are crucial. At the same time, certain limits are associated with this. First of all, the limitations are imposed by the basic corpus of texts.

PURPOSE OF WORK AND METHODS

The aim of this work is to answer the question: how can ChatGPT be useful in the activities of academic libraries? ChatGPT is an artificial intelligence chatbot created by OpenAI. It uses the GPT model (generative pre-trained transformer), which is used to generate responses to data entered by users. The detailed history of ChatGPT and the exact explications of the terms associated with this tool have been thoroughly discussed in different article (Lund & Wang, 2023).

Academic libraries carry out tasks in four areas: scientific, information, educational and services activities to the university in which they operate (Materska 2015, 65-66). In order to achieve the research goal established for the purpose of this article, in the first half of May 2023, 15 questions/queries addressed to ChatGPT were formulated, which concerned the use of this tool in the areas highlighted above. Each area was addressed by several questions that were similar to each other. Only one sample question for each group was included in the text of the article. The same questions were asked again in March 2025. The search was repeated to check if, and possibly how, the answers had changed. This appears to be the first comparative study of its kind on the material of responses obtained from ChatGPT conducted over a two-year period.

When answering, ChatGPT generated enumerated parts of the text, indicating specific subgroups of issues for scientific, information, educational and services activity. Questions/queries are marked as Q and answers as A(2023) and A(2025). A full citation of the responses has been dispensed with, but the results of a comparison of the 2023 and 2025 statements are presented to bring out the most significant differences and/or indicate any similarities. The answers obtained were shortened in such a way as to extract from them the sense strictly related to the subject of this analysis and not to repeat duplicated and similar fragments. As well as focusing on presenting those that can actually be used in academic libraries. Queries were formulated in Polish and/or in English.

For the preparation of this article the following GAI tools were used: ChatGPT (responses to queries) and AI Primo Research Assistant BETA (partially literature review).

ANALYSIS

SCIENTIFIC ACTIVITY

1Q: Indicate and describe the possibilities of using ChatGPT in the scientific activity of academic libraries.

In the case of scientific activity, no clear differences can be identified between the 2023 and 2025 responses. In general, they are very similar to each other. Both 2023 and 2025 offer support for various stages of scientific research, from literature searches, creating literature reviews, developing surveys and questionnaires, to data processing, e.g., creating article summaries, compiling and synthesizing obtained survey responses, analyzing opinions, to creating various summaries and visualizations, e.g., diagrams, charts. Both texts emphasize 24/7 availability and speed of response, suggesting that support is continuous and oriented toward helping the user. No significant differences can be demonstrated. Both groups of responses are similar and focused on indicating ways to support users in the scientific process.

INFORMATION ACTIVITIES

2Q: How can you contribute to the information activities of the academic library?

Differences: A(2023) provides guidance on organizing group work, conducting training, and creating information retrieval plans. A(2025) places a heavy emphasis on automating processes (e.g., metadata management, report generation), suggesting a greater focus on streamlining administrative and operational activities in libraries. There is also mention of helping to create personalized research paths to improve relevance and accessibility of resources for users. Integration with library systems is also highlighted here. Similarities: Both responses mention support for finding information, articles, books and digital resources. Both offer assistance with citation management and organizing bibliographic resources. In addition, there is also mention of creating educational materials such as guides, tutorials and learning resources to help users use library resources.

EDUCATIONAL ACTIVITY

3Q: How can ChatGPT be used in the educational activities of academic libraries?

Differences: A(2025) focuses on interactive learning materials, such as quizzes, summaries or guides, and support for literature searches and answering academic questions. In addition, there has been discussion regarding the use of ChatGPT as a virtual research assistant and the integration of chatbots, for example, into websites, which could enable

more personalized user support. Similarities: Both responses focus on supporting students and researchers in their scientific work. Both also mention bibliographic recommendations and assistance in developing academic skills. Both responses offer assistance in creating educational materials (online courses, tutorials, guides), supporting the development of skills in searching for information and scientific literature. Assistance in evaluating the reliability of sources and in creating educational resources appears in both versions.

SERVICE ACTIVITY

4Q: Can ChatGPT help academic libraries in their service activities?

Differences: A(2023) focuses on monitoring user feedback and engaging the community. A(2025) talks about managing user accounts and automating routine tasks and supporting the implementation of new tools. Similarities: both responses point to helping users use library resources, organizing events, training, workshops, and providing personalized recommendations, such as creating bibliographies. Both also show help in developing library services and support in organizing resources and communication with users, such as through a 24/7 chatbot.

RESULTS AND CONCLUSIONS

Some answers were duplicated, so care was taken not to repeat them. Differently formulated questions and queries led to slightly different results. Therefore, it is worth creating queries with different syntactical constructions, which can provide broader results. In addition, after receiving feedback, it is worth asking for further response, e.g. by commands: "continue", "keep talking", "something else", "what else", "??", etc. In this way, you can also get in-depth answers. Such in-depth explorations of a given issue are per se examples of scientific analysis. ChatGPT can basically create them endlessly. In 2023 user need to log in with his account in order to use ChatGPT, so additionally all sent queries remain stored there. You can come back to them after some time, ask for further answers, ask more queries, etc. Today you can use that tool without log in. The examples of tasks presented above that can be supported by ChatGPT are only an exemplum, because it is possible to obtain further and deeper hints as to its usefulness. In addition, only those that are actually or can be commonly useful in academic libraries were selected.

The same queries, although formulated in different natural languages (Polish, English), yielded slightly different answers. Of course, much of the information coincided, but not all of it. Some were obtained only in a given language and those that were duplicated were transferred in a different

order. This means that questions constructed in different languages also produce partially different results. A user satisfied with the first answers (not asking for in-depth answers) may not reach the others. In the answers it also brought similar content, but presented in a different form (the same meaning expressed in different words). Therefore, it is worth using several languages.

ChatGPT can help you: conduct research; preparing questionnaires/ research surveys; creating lists and bibliographic; answering users' questions on any topic; providing relevant information; analyzing content; indicating appropriate databases, resources and sources of information, data, content; supporting the work of the library; organizing library activities; decision-making process; information activities; in all information processes (collection, acquisition, processing, recording, development, transfer of information); creating secondary and derivative information, etc. It therefore supports the scientific, information, educational and service activities of academic libraries on an unprecedented scale. And since such tools are widely available, more and more people will use them. It's only a matter of time. The more so that as a consequence of the launch of ChatGPT, more companies have announced that in the near future they will share their analogous AI technologies. Today (2025) there is an already huge and growing repertoire of different such tools available on the market.

The biggest limitation seems to be the caesura, which is currently (March 27, 2025) set by September 2021. ChatGPT is based on historical data. Although he will not perform certain tasks that require access to current information properly, his capabilities on retrospective material are enormous. This tool was made available to users in November 2022, i.e. they were given the opportunity to work on material from a little over a year ago, which is completely satisfactory. It can therefore support the activities of libraries on an almost unlimited scale, and certainly not achieved by any human being in such speed.

In 2023, when responding to the given queries, ChatGPT frequently emphasized that its knowledge was based on information available up to September 2021, and that it lacked access to current data. It also recommended utilizing up-to-date sources, verifying results with current information, and considering ChatGPT as an auxiliary tool rather than a replacement for human experts or face-to-face interactions. By 2025, however, ChatGPT no longer explicitly referenced these limitations as frequently in its responses. The final two questions out of the 15 posed in 2023 directly addressed the key limitations, which at that time included the absence of Internet access and, consequently, the lack of up-to-date knowledge and current data. By 2025, ChatGPT, like most similar tools, had direct access to the Internet, although it still did not have access

to specialized databases. Nevertheless, this did not imply that it was continuously trained on real-time Internet data.

The responses in A (2023) and A (2025) differ slightly due to the chatbot's access to current information and data. While ChatGPT's foundational knowledge is based on information available up to 2021, it is now capable of retrieving up-to-date data from the World Wide Web. In addition to the updating of its knowledge base, ChatGPT continues to undergo development as a model, which further influences the results obtained in subsequent interactions.

Each of the sub-areas selected in the responses obtained can be further explored freely, asking for the answers to be developed. How wide and in what direction, it depends only on the will, willingness and ideas of the user. Sometimes the response will only provide general data, directions for action, ideas, which is already very supportive. It is therefore crucial to encourage librarians to work with ChatGPT as soon as possible. Only in this way, after a dozen or so replicas, everyone will find out how easy it is to work with this technology and learn its potential.

Competition and a challenge appeared for academic libraries. This technology allows many tasks previously reserved only for them to be carried out, which means that libraries must discount it to their advantage. The library environment cannot be indifferent to such tools. It must implement them as soon as possible, in accordance with the applicable licenses, and/or at least inform about them, teach about them, showing the benefits as well as limitations. One should not be afraid, as the ancients once feared the invention of writing and writing carriers, or as the copyists of the manuscript guilds in the Middle Ages were afraid of Gutenberg's invention, just accept and use it. That's what development is all about. Thanks to AI, it will be easy for abuses and violations of the law, so e.g. academic libraries should at least conduct information and training activities in this area. They should also be aware of its benefits and risks.

It would be valuable to replicate a similar study in a few years to assess how the scope of proposed support evolves.

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MOŻLIWOŚCI WYKORZYSTANIA CHATGPT W DZIAŁANIACH BIBLIOTEK AKADEMICKICH W ROKU 2023 I 2025 – ZESTAWIENIE

SŁOWA KLUCZOWE: Sztuczna inteligencja. ChatGPT. Biblioteki akademickie.

ABSTRAKT: **Teza/Cel artykułu** – Autor przeanalizował przydatność narzędzia ChatGPT w realizacji kluczowych zadań stojących przed każdą biblioteką akademicką, a więc w obszarach działalności naukowej, informacyjnej, edukacyjnej i usługowej. **Metody badawcze** – Przygotowano pytania i przesłano je do ChatGPT w latach 2023 i 2025, a następnie porównano uzyskane odpowiedzi. **Wyniki** – W wyniku przeprowadzonej analizy wykazano, że technologia ChatGPT jest niezwykle użyteczna. Odpowiedzi uzyskane w 2023 i 2025 r. są dość podobne. **Wnioski** – Środowisko biblioteczne powinno być świadome potencjału tkwiącego w narzędziach takich, jak ChatGPT i – jeśli to możliwe – rozważyć ich wykorzystanie, ponieważ ułatwiają i przyspieszają one pracę, oszczędzają czas oraz zwiększają efektywność i skuteczność działań.