Annotated Bibliography of Artificial Intelligence Research Studies by Brady Lund

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Introduction

The purpose of this annotated bibliography is to compile AI-related research articles that I have published during the early stages of my career. Each entry includes a brief summary of the paper's objectives and key findings, as well as a short note on the types of research it may support. The papers are ordered chronologically, with the oldest papers first and the newest at the end. This bibliography is intended to serve as a resource for both my future research endeavors and those of other researchers in the field, and I will update it periodically as I publish additional papers in this area.

Research Summary

Across my artificial intelligence (AI) research, I explore the impact of this evolving technology in libraries, educational settings, and society at large, looking at both the theoretical and practical aspects of this emerging technology within our world. In my studies I have examined how library professionals perceive AI, how AI can be integrated into academic libraries, and the technology's role in transforming library services. I have also looked at artificial intelligence's influence on the world of scholarly research and publishing, especially the ethical concerns surrounding AI authorship, as well as the potential for AI-supported tools to alter areas like information retrieval, academic integrity, and student success. Both the challenges and opportunities presented by the emergence of new AI tools are discussed across various contexts, including developing countries, healthcare, and higher education. My work also stresses importance of responsible implementation, transparency, and digital literacy – values central to the information professions – to ensure improved outcomes for all.

List of Resources

Lund, B. D., Omame, I., Tijani, S., & Agbaji, D. (2020). Perceptions toward artificial intelligence among academic library employees and alignment with the diffusion of innovations' adopter categories. College & Research Libraries, 81(5), 865-882.

Keywords: Academic Libraries, Diffusion of Innovations, Technological Change

This study explores how librarians perceive and adopt artificial intelligence (AI) technologies by surveying their self-identified adopter categories, perceived knowledge, and attitudes toward AI use in and beyond library settings. It applies Rogers' Diffusion of Innovations model to analyze the correlation between these perceptions and the adoption process. The study provides both theoretical insights into the application of the Diffusion of Innovations model in academic libraries and practical guidance for promoting AI adoption among library staff. This research can inform future studies on strategies for facilitating technological adoption in public institutions, particularly investigations into training needs, communication practices, and organizational change management related to AI implementation.

Lund, B. (2021). The Fourth Industrial Revolution: Does It Pose an Existential Threat to Libraries? Information Technology and Libraries, 40(1), 1-4.

Keywords: Libraries and Emerging Technologies, Strategic Planning, Future of Librarianship

This article argues that the Fourth Industrial Revolution does not threaten the existence of librarianship but will significantly reshape library operations through emerging technologies. Libraries must remain adaptive and informed to avoid obsolescence in this evolving technological landscape. This study provides a strategic framework for librarians to understand and integrate emerging technologies proactively, reinforcing the profession's adaptability and relevance. This study opens pathways for empirical research on the implementation of Fourth Industrial Revolution technologies in libraries, such as AI-driven cataloging, user personalization, and digital literacy training programs.

Lund, B., & Ma, J. (2021). A review of cluster analysis techniques and their uses in library and information science research: k-means and k-medoids clustering. Performance Measurement and Metrics, 22(3), 161-173.

Keywords: K-means Clustering, Machine Learning in LIS, Scientometrics

This literature review examines how cluster analysis, a machine learning technique, is being utilized within library and information science (LIS) research, providing a statistical overview and practical introduction for LIS scholars unfamiliar with the method. It reveals a significant increase in its application in recent years, particularly within the field of scientometrics. This study is the first to frame cluster analysis as an approachable and valuable tool specifically tailored for LIS researchers, encouraging broader adoption within the discipline. This work supports further research into data-driven knowledge discovery methods in LIS, including interdisciplinary studies, enhanced bibliometric mapping, and user behavior segmentation.

Nie, B., Wang, T., Lund, B. D., & Chen, F. (2022). How does ai make libraries smart?: A case study of Hangzhou public library. In Technological advancements in library service innovation (pp. 43-58). IGI Global Scientific Publishing.

Keywords: Public Libraries, Developing Countries, Library Service Enhancement

This study explores how artificial intelligence (AI) has been implemented in public libraries worldwide, with a focus on a pioneering case in Hangzhou, China, where AI was introduced to address resource constraints in library services. It demonstrates how developing countries can leverage AI to enhance public library operations. The key contribution of this study is its practical insight into the integration of AI technologies in library services in a developing country context, offering a replicable model for similar environments. This work could support further research on the scalability of AI-driven library systems, the socio-cultural impacts of AI in public services, and comparative studies across other developing regions.

Lund, B. D., & Wang, T. (2023). Chatting about ChatGPT: how may AI and GPT impact academia and libraries? Library Hi Tech News, 40(3), 26-29.

Keywords: AI and Information Services, Chatbots, Responsible AI Deployment

This article provides an overview of ChatGPT and its underlying GPT technology, including its potential applications in academic and library contexts. Through an interview format, it explores both the benefits – such as enhanced information services and content creation – and the ethical

challenges associated with the technology's integration into professional environments. The study was among the very first to discuss ChatGPT and its potential role in society when it was first published in January 2023. This paper could support further research into ethical AI deployment in education and library systems, human-AI collaboration in information services, and the development of guidelines for responsible chatbot integration.

Lund, B. D., Wang, T., Mannuru, N. R., Nie, B., Shimray, S., & Wang, Z. (2023). ChatGPT and a new academic reality: Artificial Intelligence-written research papers and the ethics of the large language models in scholarly publishing. Journal of the Association for Information Science and Technology, 74(5), 570-581.

Keywords: AI in Academic Research, AI-Generated Content, AI-Assisted Authorship

This article examines the development, functionality, and implications of OpenAI's ChatGPT, a large language model designed for natural language processing and content generation. It explores the model's role in academic research and publishing, along with the ethical considerations arising from its use in scholarly contexts. The study highlights the transformative potential of generative AI like ChatGPT in automating aspects of academic writing, which may reshape how research is conducted and disseminated. This work could support further research into AI-assisted authorship, ethical frameworks for AI in scholarly communication, and the development of tools to detect AI-generated academic content.

Lund, B., Agbaji, D., & Teel, Z. A. (2023). Information literacy, data literacy, privacy literacy, and ChatGPT: Technology literacies align with perspectives on emerging technology adoption within communities. Human Technology, 19(2), 163-177.

Keywords: AI Adoption, Community Technology, Digital Divide

This study explores how varying levels of information, data, and privacy literacy influence adults' willingness to adopt ChatGPT for community benefit, using survey data from a northern Texas population. Findings reveal that information and privacy literacy positively correlate with openness to using the tool, while data literacy does not, despite the data-driven nature of the technology. The study highlights the nuanced role of digital literacies in shaping community-level technology adoption, revealing counterintuitive gaps that challenge assumptions about data-driven tool engagement. This work can inform further investigations into the educational interventions and community outreach strategies necessary to bridge literacy gaps and enhance equitable technology integration across diverse populations.

Wang, T., Lund, B. D., Marengo, A., Pagano, A., Mannuru, N. R., Teel, Z. A., & Pange, J. (2023). Exploring the potential impact of artificial intelligence (AI) on international students in higher education: Generative AI, chatbots, analytics, and international student success. Applied Sciences, 13(11), 6716.

Keywords: AI Chatbots in Education, Personalized Learning, Student Success Measures

This study explores how artificial intelligence (AI) can enhance the educational experiences of international students by examining applications such as personalized learning, adaptive testing,

predictive analytics, and AI chatbots. It also identifies key challenges including privacy, language barriers, and cultural and ethical considerations. The study provides a comprehensive analysis of both the potential benefits and risks of integrating AI into international student education, offering practical insights for institutions aiming to implement supportive technologies. This research can support further studies on AI-driven educational equity, cross-cultural AI adaptation, and the development of ethical AI frameworks tailored to diverse student populations.

Teel, Z. A., Wang, T., & Lund, B. (2023). ChatGPT conundrums: Probing plagiarism and parroting problems in higher education practices. College & Research Libraries News, 84(6), 205-208.

Keywords: AI Plagiarism, Stochastic Parroting, AI Adoption in Academic Settings

This paper highlights the rapid advancements in Natural Language Processing (NLP), focusing on the emergence of ChatGPT, a powerful large-scale language model developed by OpenAI, known for its human-like text generation capabilities across diverse tasks. ChatGPT's widespread adoption marks a pivotal moment in both academic and practical applications of NLP. This work underscores the transformative role of ChatGPT in pushing the boundaries of what NLP systems can achieve, serving as a benchmark for future innovations. This study lays the groundwork for further research in areas such as human-AI interaction, contextual language understanding, and the ethical deployment of generative AI systems.

Lund, B., & Shamsi, A. (2023). Examining the use of supportive and contrasting citations in different disciplines: a brief study using Scite (scite. ai) data. Scientometrics, 128(8), 4895-4900.

Keywords: Citation Analysis, Supporting vs Contrasting Citations, Academic Disciplines

This study analyzes citation data from Scite (scite.ai) to examine the frequency of supporting, contrasting, and mentioning citations across various academic disciplines. It highlights that fields like medicine have more contrasting citations, which can be crucial for identifying flawed hypotheses, while fields like mathematics tend to have fewer such citations. The study provides insights into how different academic disciplines use citations and introduces the Scite tool's potential for citation analysis, which could enhance research practices. This study could support further research on citation patterns across other fields and the development of tools like Scite to better understand and optimize citation use for different academic disciplines.

Mannuru, N. R., Shahriar, S., Teel, Z. A., Wang, T., Lund, B. D., Tijani, S., ... & Vaidya, P. (2023). Artificial intelligence in developing countries: The impact of generative artificial intelligence (AI) technologies for development. Information Development, article 02666669231200628.

Keywords: AI and Sustainable Development, Technological Gap, Access

This paper examines the impact of Generative Artificial Intelligence (AI) on developing countries, exploring both positive and negative outcomes across information, culture, and

industry. It emphasizes how generative AI could drive inclusive development while addressing challenges like limited access to technology and infrastructure. The study highlights the need for adequate infrastructure and support in developing countries to harness the benefits of Generative AI for equitable progress. This research could support further exploration of AI's role in education, healthcare, and economic growth in developing countries, focusing on overcoming technological gaps and fostering sustainable development.

Lund, B. (2023). The prompt engineering librarian. Library Hi Tech News, 40(8), 6-8.

Keywords: Prompt Engineer, AI Literacy, AI Accessibility

This paper examines the potential role of librarians in educating the public on prompt engineering, a crucial skill for effective interaction with AI models. It argues that librarians, with their expertise in literacy and information management, are well-positioned to take on the emerging role of "prompt engineering librarians." The study highlights the untapped potential for librarians to bridge the gap in AI literacy by integrating prompt engineering into their educational responsibilities, ultimately contributing to better AI accessibility. Future research could explore the development of training programs for librarians in prompt engineering, as well as the effectiveness of such education in improving public understanding and use of AI systems.

Lund, B. D., & Naheem, K. T. (2024). Can ChatGPT be an author? A study of artificial intelligence authorship policies in top academic journals. Learned Publishing, 37(1), 13-21.

Keywords: AI in Academic Publishing, Academic Journals and AI Guidelines, Scholarship

This study examines the AI authorship policies of 300 top academic journals in 2023, revealing that over half of these journals have guidelines for acknowledging AI usage in manuscript preparation, with differences based on publisher and discipline. The study provides valuable insights into how academic publishers are adapting to the rise of AI tools in scholarly writing and the varying policies across disciplines and publishers. Future research could explore the impact of these AI authorship policies on academic publishing trends and the ethical implications of AI's involvement in scholarly work.

Lund, B. D., & Teel, Z. A. (2024). Fear of AI, Christianity, and the modern library. The Christian Librarian, 67(1), article 5.

Keywords: AI and Religion, Christian Perspectives on AI, AI and Ethics

This paper examines the fears and misunderstandings surrounding artificial intelligence (AI) within religious communities, specifically focusing on Christian traditions. It highlights the role of libraries and librarians in facilitating informed discussions about AI, while addressing both secular and theological concerns. The study emphasizes the importance of informed discussions about AI in religious communities, aiming to bridge gaps between technology and theology. Future research could explore the intersection of AI, ethics, and religion, as well as the role of libraries and community leaders in promoting informed, faith-based dialogues on emerging technologies.

Lund, B. D., Khan, D., & Yuvaraj, M. (2024). ChatGPT in medical libraries, possibilities and future directions: An integrative review. Health Information & Libraries Journal, 41(1), 4-15.

Keywords: AI in Health Information Retrieval, Chatbots in Medicine, Healthcare Information

This review explores the current use of ChatGPT in medical libraries, highlighting its potential for improving information retrieval, answering user queries, and recommending resources. It also identifies challenges and ethical concerns that need further exploration. The study synthesizes existing knowledge and identifies gaps, encouraging further research into the integration of ChatGPT into medical library services. Future research could focus on refining the ethical guidelines, exploring the impact on user satisfaction, and developing methods to enhance the chatbot's accuracy and relevance in medical contexts.

Saeidnia, H. R., Kozak, M., Lund, B. D., & Hassanzadeh, M. (2024). Evaluation of ChatGPT's responses to information needs and information seeking of dementia patients. Scientific Reports, 14(1), article 10273.

Keywords: AI in Dementia Care, AI in Healthcare Support, Information Behavior

This study evaluates ChatGPT as a tool for supporting informal caregivers of dementia patients by addressing their information needs. Results showed that while informal caregivers rated ChatGPT positively for non-specialized information, it struggled with more specialized clinical inquiries. The study highlights the potential of ChatGPT to support informal dementia caregivers in obtaining useful, non-specialized information, though further development is needed for more clinical accuracy. Future research could explore improving large language models like ChatGPT for delivering specialized clinical information and assess its integration with healthcare professionals to enhance its accuracy and trustworthiness for formal caregivers.

Saeidnia, H. R., Hashemi Fotami, S. G., Lund, B., & Ghiasi, N. (2024). Ethical considerations in artificial intelligence interventions for mental health and well-being: Ensuring responsible implementation and impact. Social Sciences, 13(7), article 381.

Keywords: Ethical AI in Mental Health, Mental Health Interventions, AI Transparency

This systematic review examines the ethical concerns related to AI interventions in mental health, identifying key considerations such as privacy, informed consent, transparency, and fairness, as well as recommendations for ensuring ethical practices. The study aims to highlight the importance of responsible AI deployment in mental health services to ensure positive outcomes while minimizing harm. The study provides a comprehensive framework for addressing ethical issues in the development and use of AI technologies in mental health, emphasizing privacy, bias, and ongoing evaluation. Future research could focus on developing more robust ethical guidelines for AI applications in mental health, exploring ways to integrate stakeholder feedback into AI design, and assessing the long-term effects of AI interventions on mental health outcomes.

Lund, B. (2024). Bothorship: AI chatbot authorship after two years. Library Hi Tech News, 42(2), 6-7.

Keywords: AI Authorship, AI in Scholarly Publishing, AI and Non-Native English Speakers

This paper examines the growing role of artificial intelligence (AI) in scholarly publishing, particularly focusing on "bot authorship" or Bothorship, which enhances writing quality and efficiency. It reviews the benefits and challenges AI tools bring to writing, including their ability to assist non-native English speakers in navigating the publishing process. The study highlights Bothorship's potential to improve writing quality and ease the publication process, particularly for non-native English authors. This study lays the groundwork for exploring the ethical, practical, and technological implications of AI in academic publishing, encouraging further research on AI's evolving role in scholarly communication and manuscript preparation.

Shahriar, S., Lund, B. D., Mannuru, N. R., Arshad, M. A., Hayawi, K., Bevara, R. V. K., ... & Batool, L. (2024). Putting gpt-4o to the sword: A comprehensive evaluation of language, vision, speech, and multimodal proficiency. Applied Sciences, 14(17), article 7782.

Keywords: GPT-4o Evaluation, Multimodal Capabilities, AI Performance Assessment

This study evaluates the capabilities of GPT-4o across language, vision, speech, and multimodal tasks. It highlights GPT-4o's high performance in many areas but also identifies limitations in handling complex or ambiguous inputs, particularly in vision and audio. The study provides a comprehensive assessment of GPT-4o's abilities, offering insights into its strengths and areas needing improvement, especially for multimodal tasks. Future research could focus on improving models' ability to handle complex inputs, expand datasets, and enhance few-shot learning techniques, as well as develop more robust evaluation frameworks for AI systems.

Lund, B. D., Mannuru, N. R., & Agbaji, D. (2024). AI anxiety and fear: A look at perspectives of information science students and professionals towards artificial intelligence. Journal of Information Science, article 01655515241282001.

Keywords: Fear of AI, AI Adoption, Demographic Factors and AI Anxiety

This study investigates the levels of AI anxiety and fear among information science students and professionals, analyzing how factors like age, gender, ethnicity, educational achievement, and geographic location influence these emotions in the context of the fourth industrial revolution. The study provides valuable insights into the demographic factors that contribute to AI anxiety, offering opportunities to address these concerns through targeted education and awareness efforts. Future research could explore how interventions like specialized training programs or workshops could alleviate AI-related anxiety, or how these factors affect AI adoption in various professional fields.

Lund, B. D., Agbaji, D., & Mannuru, N. R. (2024). Perceptions of the Fourth Industrial Revolution and AI's Impact on Society. Perspectives on Global Development and Technology, 23(5-6), 385-406.

Keywords: Industry 4.0, Public Perceptions of AI, AI and Society

This study explores public perceptions of artificial intelligence and the Fourth Industrial Revolution (Industry 4.0) using surveys and interviews, uncovering both concerns—such as job loss, privacy, and misinformation—and perceived benefits like problem-solving and convenience. Participants' views also varied on the role of government regulation and the broader societal impacts of increased automation and digital integration. It provides nuanced insights into how diverse individuals understand and emotionally respond to the rapid advancement of AI and Industry 4.0 technologies. These findings can inform further interdisciplinary research on policy development, AI ethics, workforce adaptation, and public education strategies around emerging technologies.

Lund, B. (2025). Diffusion of innovations: still a relevant theory for studying library technology in the age of AI? Library Hi Tech News. Early-View.

Keywords: Diffusion of Innovations Theory, Tech Adoption in Libraries, Adopter Categories

This study critically examines Rogers' diffusion of innovations theory – particularly the concept of adopter categories – in the context of modern library technology adoption influenced by emerging technologies like generative AI. It finds that traditional adopter classifications may no longer accurately reflect user behavior, especially among populations like students and faculty. The study offers a timely refinement to a widely used theoretical model, making it more applicable to the fast-evolving technological landscape of the fourth industrial revolution. This work can inform future studies in technology adoption across education, library sciences, and digital information systems by encouraging the development of more nuanced and empirically grounded models of user behavior.

Saeidnia, H. R., Hosseini, E., Lund, B., Tehrani, M. A., Zaker, S., & Molaei, S. (2025). Artificial intelligence in the battle against disinformation and misinformation: a systematic review of challenges and approaches. Knowledge and Information Systems. Early-View.

Keywords: AI and Misinformation, Algorithmic Detection of Misinformation, Human Oversight

This systematic review analyzes the application of artificial intelligence (AI) in identifying and mitigating misinformation from 2014 to 2024, drawing insights from 76 peer-reviewed studies. It highlights advances in natural language processing and algorithmic detection, while underscoring the need for human oversight and cross-sector collaboration. The study offers a consolidated understanding of how AI technologies are evolving to combat misinformation, serving as a foundational resource for developing ethical and efficient AI-based verification systems. This review can support future investigations into hybrid human-AI models, adaptive misinformation detection frameworks, and cross-linguistic or platform-specific misinformation dynamics.

Lund, B., Orhan, Z., Mannuru, N. R., Bevara, R. V. K., Porter, B., Vinaih, M. K., & Bhaskara, P. (2025). Standards, frameworks, and legislation for artificial intelligence (AI) transparency. AI and Ethics. Early View.

Keywords: AI Legislation, Ethical AI Deployment, Cross-Border AI Regulation

This study examines and compares global frameworks and legislation for AI transparency, focusing on how major regions such as the U.S., EU, China, and Japan approach ethical and trustworthy AI deployment. It identifies shared principles like risk-based transparency, iterative documentation, and stakeholder-specific explanations while addressing common regulatory challenges. The study provides a comprehensive comparative analysis that informs policymakers and developers on best practices and regulatory gaps in AI transparency across jurisdictions. These findings support further research into sector-specific transparency requirements, automated compliance tools, and cross-border harmonization of AI governance policies.

Lund, B. D., Lee, T. H., Mannuru, N. R., & Arutla, N. (2025). AI and academic integrity: Exploring student perceptions and implications for higher education. Journal of Academic Ethics. Early-View.

Keywords: Ethical Beliefs and Academic Misconduct, Academic Ethics, University Policy

This study examines how university students perceive academic misconduct in the context of generative AI tools like ChatGPT, revealing significant variation in views on AI-assisted work and strong concern about AI being used to write entire papers. Students generally recognize academic integrity policies, but their perceptions of misconduct severity depend more on ethical beliefs than demographic factors. The study offers timely insight into student attitudes toward AI use in academia, highlighting the crucial role of ethical education in shaping perceptions of academic misconduct. These findings can inform future investigations into the effectiveness of academic integrity training, the development of AI use policies, and the broader ethical implications of AI integration in higher education.

Shubha, T. A., Vaidya, P., Ali, P. N., & Lund, B. D. (2025). Integration of AI-based applications in education: how students feel about the ChatGPT era? Global Knowledge, Memory and Communication. Early-View.

Keywords: AI in Education, Graduate Students and ChatGPT, AI Adoption in India

This study explored the awareness, use, and perceptions of AI tools among graduate students in Northeast India, revealing that male students were generally more familiar with AI in academic contexts and highlighting popular tools like ChatGPT, QuillBot, and Grammarly. The research also uncovered both enthusiasm and skepticism regarding AI's educational benefits, citing challenges such as inadequate infrastructure and technical skills. The study provides pioneering, region-specific insights into the adoption of AI in higher education within a geographically and demographically unique part of India. These findings can support future research on targeted interventions for AI literacy, policy development in digital education, and comparative studies across other underrepresented or rural academic regions.

Bevara, R. V. K., Mannuru, N. R., Lund, B. D., Karedla, S. P., & Mannuru, A. (2025). Beyond ChatGPT: How DeepSeek R1 may transform academia and libraries? Library Hi Tech News. Early-View.

Keywords: DeepSeek in Academia, ChatGPT vs DeepSeek, AI in Academic Libraries

This study evaluates the performance and ethical dimensions of DeepSeek R1 compared to ChatGPT in academic settings, highlighting its superior reasoning capabilities, metadata handling, and adaptability. The paper also addresses concerns around privacy, content filtering, and the responsible use of AI in scholarly contexts. The research provides a critical and structured comparison between two major AI tools, offering practical guidance for academic institutions seeking to adopt AI ethically and effectively. These findings lay the groundwork for future studies into long-term institutional integration of customizable AI tools and the ongoing evolution of ethical AI governance in education.

Bevara, R. V. K., Lund, B. D., Mannuru, N. R., Karedla, S. P., Mohammed, Y., Kolapudi, S. T., ... & Kolapudi, S. T. Prospects of Retrieval Augmented Generation (RAG) for Academic Library Search and Retrieval. Information Technology and Libraries. In-Press.

Keywords: RAG in AI Systems, AI in Academic Libraries, RAG System Integration in Libraries

This study explores the application of Retrieval Augmented Generation (RAG) systems in academic libraries, highlighting their potential to enhance information discovery by combining large language models with structured retrieval tools. It details the technical and ethical considerations necessary for integrating RAG into existing library infrastructures to improve user experience and search precision. The paper offers a foundational framework for implementing RAG systems in academic libraries, bridging advanced AI capabilities with trusted library practices to modernize scholarly research tools. This work paves the way for further investigations into scalable RAG deployments, cost-effective architecture optimization, and development of ethically responsible AI-assisted research tools in educational institutions.

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