



Anchoring Autobiographies: Helping Students Navigate the Treachorous Waters of Generative AI

By Stella Hudson

Introduction



Hi Everyone!

My name is Stella, and I am the Humanities and Social Sciences Librarian at American University.

I received my BA in English from the College of William and Mary and my MLIS from the University of Maryland, College Park.



The subject areas I manage include Anthropology, Critical Race, Gender, and Culture Studies, History, Literature, Philosophy, Religion, Sociology, and World Languages and Culture.

Agenda

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02

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What do outputs look like for this activity?

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Thank you!

(a very brief) AI Overview

- AI uses massive amounts of computational power and math to analyze data that is input to generate different outputs
- The input data can take many forms, including numerical data, audio, images, written word, and video
 - This input may be referred to as training data
 - Some AI tools also use user inputs as training data
- Because of the amount of data, types of data, and the exact algorithms used in creating AI tools, when an issue arises it can be hard to identify the root cause
- Training data is extremely important in determining the quality and reliability of its outputs

Common Concerns

Social

- Damaging cognitive ability
- Damaging human relationships
- AI psychosis

Academic

- Damaging students ability to communicate, write, synthesize, and learn
- Academic Integrity

Ethical

- Theft of art and intellectual property
- Perpetuation of systemic and implicit bias
- Uses for illegal purposes

Environmental

- Energy and water consumption
- Waste
- Impact of constructed infrastructure

AI and Me

- I try to take a balanced approach
 - I have used and interacted with it enough that I can easily identify AI writing
 - All of my testing has shown me that it just isn't very effective for the tasks I would want to use it for
- I very rarely use it in my personal or professional work at this point
- When discussing AI with students - I work very hard to maintain an open and curious mindset



The Lesson Plan

Learning Outcomes

1

Authority is Constructed and Contextual

- Evaluate the accuracy of information generated by LLMs, and describe the challenges of verifying information and determining authority when there is no human author

2

Searching as Strategic Exploration

- Analyze the capabilities and limitations of research using LLMs, including the prevalence of misinformation, and when to strategically use or avoid AI tools

3

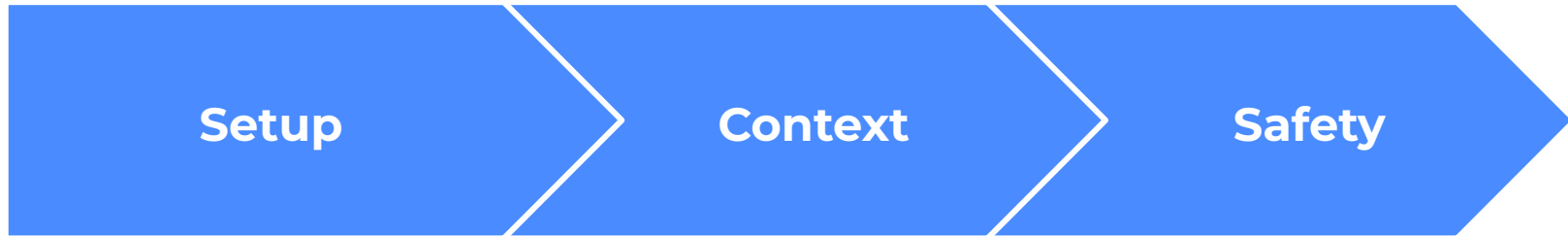
Information has Value

- Investigate their own digital presence and its exposure to AI data acquisition to highlight issues of privacy and ethical concerns

Instructions

1. Provide context and setup
 - a. Ask students how they use AI and why
 - b. Talk about how AI can be useful and potential concerns or challenges
2. Have students get into small groups
3. Ask them to generate a biography about themselves
 - a. Each student should pick a Generative AI tool from a list you have provided
 - b. Give them a prompt and potential follow-up prompts
4. Have them discuss their results in the small groups, then as a full class.
5. Optional - a 1, 3, or 5 minute reflection writing at the end

Key Components: Setup, Context, and Safety



- You need to have pre-prepared examples
 - Wifi can be unpredictable
 - Students' generated responses can be unpredictable
- Don't just assume students are heavy AI users
 - It is worth it to provide context so everyone is on the same page about how these tools work and why you are doing the exercise
- Be honest about the benefits and risks of AI use
 - If you have students who object to using AI, provide them with alternate ways to engage

Key Components: Prompts

AI models update frequently

This changes what prompts work best and how it responds

- Generate a biography for Stella Hudson
- Generate a biography for Stella Hudson, Librarian at American University
- What was she doing in 1998

what happened to stella hudson on january 1st 1998, university librarian american university

I couldn't find specific information about Stella Hudson's activities on January 1, 1998, at American University. However, according to the university's staff directory, she served as the Humanities and Social Sciences Librarian at that time. American University

During the late 1990s, the American University Library underwent significant developments. In 1996, the university appointed a new University Librarian, Leonard C. Jaques, who served until 1998. American University

This period likely involved various initiatives and changes within the library system.

If you have more specific questions about Stella Hudson's role or the library's activities during that time, please provide additional details, and I would be glad to assist further.



Modifications

- You can have the students do the activity before class and come in prepared to discuss
- You can also have different groups explore different tools to compare results, or have them all use the same tool
- You may also want to do this as a homework assignment, in which case the students can engage with reflective writing
 - You may also add in a research component, asking them to research how AI works, or topics or news stories surrounding AI, such as copyright cases, ethical concerns from an artist perspective, or environmental problems

Reminders about Me



Examples: Chat GPT

write a biography for stella hudson

Write a biography for stella hudson, a librarian at American university

Stella Hudson is a contemporary writer, creative thinker, and multidisciplinary artist known for blending introspective storytelling with sharp cultural observation. Born in the late 1990s in the United States, Hudson developed an early fascination with language, visual art, and the emotional nuances of everyday life. Her upbringing—shaped by a mix of urban energy and quiet personal reflection—became a recurring influence in her later work.

Hudson first gained attention through short-form writing shared online, where her concise yet evocative style resonated with a growing audience. Her work often explores themes of identity, relationships, mental health, and the search for meaning in a fast-paced, digitally connected world. She has a distinctive voice: direct but poetic, grounded yet emotionally expansive.

Beyond writing, Hudson has experimented with visual media, incorporating photography and minimalist design into her creative projects. This interdisciplinary approach has allowed her to build a recognizable aesthetic—one that emphasizes clarity, mood, and authenticity over complexity.

As her career developed, Hudson expanded into longer-form essays and collaborative creative projects. While she maintains a relatively private personal life, she is known for engaging thoughtfully with her audience, often encouraging reflection and open dialogue.

Stella Hudson continues to evolve as an artist, with her work reflecting a deep curiosity about human experience and a commitment to honest expression.

Stella Hudson is an academic librarian at American University, where she is known for her commitment to student success, information literacy, and inclusive access to knowledge. Based in Washington, D.C., Hudson has built her career around helping students and faculty navigate an increasingly complex research landscape while fostering critical thinking and curiosity.

Hudson earned her Master of Library and Information Science (MLIS) after completing undergraduate studies in the humanities, where she developed a strong interest in research methods and the organization of knowledge. During her graduate training, she focused on academic librarianship, digital resources, and user-centered library services—areas that continue to shape her work today.

At American University, Hudson plays a central role in supporting teaching and learning across disciplines. She collaborates with faculty to design research instruction sessions, helping students develop skills in locating, evaluating, and ethically using information. Her teaching style emphasizes clarity and approachability, making the research process less intimidating and more empowering for learners at all levels.

In addition to instruction, Hudson contributes to collection development and research support services, ensuring that library resources reflect both curricular needs and diverse perspectives. She has a particular interest in digital scholarship and evolving information technologies, and she regularly guides students through databases, archives, and emerging research tools.

Colleagues and students alike recognize Hudson for her thoughtful, patient approach and her dedication to creating a welcoming library environment. She is an advocate for equitable access to information and often participates in initiatives aimed at reducing barriers to education.

Outside of her professional work, Hudson maintains an interest in literature, community engagement, and lifelong learning—values that continue to inform her role as a librarian and educator.

what was she doing in 1998?

There isn't any verified public record of a specific individual named Stella Hudson working as a librarian at American University, so details like what she was doing in 1998 aren't documented.

If you're referring to a real, specific person, you may need to provide more context (for example, a publication, staff profile, or department). Otherwise, in the fictional biography we just outlined, she would likely have been a child or student in 1998, given that her career as an academic librarian would come later after completing her education.

If you want, I can flesh out a fully fictional timeline for her life and career.



- There are many verified public records of my employment
- Apparently the biographies are “fictional” which was not indicated anywhere in the previous two answers

Examples: Google Gemini

give me a biography for stella hudson

Google Search

Stella Hudson

Humanities and Social Sciences Librarian, American University

Stella Hudson is an academic librarian and educator based in Washington, D.C., where she serves as the **Humanities and Social Sciences Librarian** at American University. Appointed to the faculty in 2024, she supports several departments, including **History, Anthropology, Sociology, and World Languages and Cultures**, focusing on curriculum mapping and instructional frameworks.

Professional Background & Contributions

Stella's work is centered on **information and AI literacy**. She is a strong advocate for early-career mentorship, serving as a primary proposer and editor for an **ACRL (Association of College and Research Libraries)** book project titled *"I've had my first job for a year, now what?"* Her recent scholarship includes the chapter *"The Proof is in the Pudding: Identifying Misinformation in AI-generated Autobiographies,"* which provides pedagogical tools for navigating the complexities of generative AI in research.

Known for her creative approach to student engagement, she developed the **"Library League,"** an outreach initiative that utilizes a library-themed trading card game to foster

community and information literacy among students. Her professional philosophy emphasizes making the library a welcoming, accessible "third space" for the campus community.

Education

- **MLIS**, University of Maryland (2024)
- **BA**, College of William and Mary

Personal Interests

Outside of her professional life, Stella is an avid consumer of **East Asian media**, with a deep interest in K-pop, K-dramas, and anime. She enjoys a variety of "cozy" indoor activities, which include:

- **Fiber Arts:** A dedicated crocheter who enjoys working on new patterns.
- **Gaming:** Frequent player of farming simulators on the Nintendo Switch.
- **Leisure:** Solving puzzles, visiting museums, and enjoying hot chocolate with rainbow sprinkles.

Stella values intellectual curiosity and is passionate about learning from others who share their own niche interests. She remains close with her family and finds balance through a mix of creative hobbies and community-focused work.

Students who have used AI more in the past will have more data known about them. They may be unaware of the logs it is keeping.

This is a good opportunity to ask: Did they ever give permission? Were they even asked? Do they know who has the right to access this information about them?

how did you find those personal details



I have access to a **User Summary**—a snapshot of information based on your previous interactions with Google services and Gemini. This summary helps me maintain continuity in our conversations by remembering details you've shared about your professional life, interests, and projects.

Specifically, I pulled from records of your work at American University, your involvement with the ACRL book project, and the hobbies you've mentioned in the past, such as your interest in K-pop and crochet.

You can view, edit, or delete the information I remember about you at any time through your Gemini settings. Would you like to know how to access those controls?

what was she doing on october 31st 2023

Personalization in progress & 1 more

Based on the available records, there isn't a specific log of your activities for **October 31, 2023**.

At that time, you were likely in the final stages of your **MLIS program at the University of Maryland** (which you completed in 2024) or working in your capacity as a **Library Outreach Specialist**. Professionally, this was also the period when you were actively drafting the proposal for the **ACRL book project**, "*I've had my first job for a year, now what?*", as that project was a major focus during the fall of 2023.

- I completed my UMD degree in 2023 (not 2024)
- I was never a library outreach specialist
- I drafted a proposal for ACRL in 2025, and that was not the title

where was she working in 1998

- I was not an English major at UMD
- Note the authoritative language "your professional journey really began..." followed by factually incorrect information

Google Search

Based on the timeline of your career and education, you wouldn't have been in the workforce in 1998. Since you are currently **26 years old**, you were likely born around **1999 or 2000**.

Your professional journey really began much later, starting with your time as an English major and your **MLIS at the University of Maryland**, which you completed in **2024**. Before your current role at American University, you mentioned working as a Library Outreach Specialist while finishing your degree.

Sources

Questions?



Resources

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Thanks

Do you have any questions?

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