A Librarian's Guide to Integrating Explore GPTs Advanced AI Tools in User Learning

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Abstract

The paper describes how ChatGPT and, more precisely, Explore GPTs can be adopted in library services to enhance learning experiences, information search, and digital literacy. The survey design that was adopted was a mixed-methods descriptive survey, which used a convenience sample of 52 respondents, who included librarians, LIS students, and LIS graduates. Data were collected by using structured questionnaire which is defined as a set of closed-ended and open-ended questions. Descriptive statistics were used to analyse quantitative data in SPSS, and content analysis was used to analyse qualitative responses. The research also indicate despite the popularity of ChatGPT, users have simply learned the fundamental functionality of this service and do not know other, more sophisticated features, such as Explore GPTs. The participants found advantages, including improved understanding, idea generation, writing assistance, and effective information retrieval. They were also concerned about misinformation, bias, privacy, plagiarism, and overdependence on AI. The paper emphasises the importance of librarians in delivering AI literacy training, ethical use guidelines, and the effective selection of tools. The results indicate that the use of Explore GPTs could be highly effective in terms of learning, teaching, and research conducted within the framework of the librarian's work, with the support of the institutional ethical policy.

Keywords

ChatGPT, Explore GPTs, Library services, AI Integration, Digital Literacy, Librarians, User learning, Ethical AI, Innovative Pedagogies.

Objective

- To discover the benefits of ChatGPT in library services.
- Explore advanced ChatGPT tools that can assist librarians and users in their research and learning activities.
- To develop advanced AI skills for librarians.
- To provide practical solutions to librarians and users in order to successfully incorporate Explore GPT tools into their research, teaching, and learning processes.

Introduction

Libraries are transforming beyond conventional services and are becoming learning environments where students, teachers, and researchers rely on digital tools. One of the tools that has gained rapid attention is ChatGPT, which helps users understand complex concepts, search for information, and improve their academic writing. The Explore GPTs feature provides a range of AI-powered tools to improve academic writing, research, and subject learning [i](Aithal & Aithal, 2023).

Academic users can find it easier to learn using these tools. Librarians play a critical role in this dynamic digital world. They assist students and faculty in learning how to use new technologies and help them realise how various GPT tools can be applied in academic work. Librarians have an opportunity to demonstrate to users how to utilise these tools to conduct information searches, support research, compose academic papers, and develop related skills (Steiger, 2024). Considering that the 'Explore GPTs' section includes both subject-related and task-related GPTs, librarians will be able to assist users in choosing the appropriate tool based on their specific requirements (Qian, 2025).

These tools can enhance learning outcomes. Individualised learning assistance, learning support, and quick answers can be provided to students, and teachers can use them to design creative and engaging learning activities (Dos, 2025). Nevertheless, the use of AI has certain challenges as well. The users can also work with the inaccurate information, biased outputs, or can make excessive use of AI. The problem of privacy and responsible use must be raised too. The librarians are crucial in fostering safe and ethical usage due to such risks. They can train users about the necessity to verify information, apply AI ethically and mindful of the benefits and risks of ChatGPT (Ali, 2024). The methods by which librarians may help educators and students utilize educational GPT tools in an effective and responsible way are analyzed in this

paper. It describes the ways these tools can be incorporated into the learning environment without being hazardous or meaningless to it.

Literature Review

The literature review examines the implications of ChatGPT for library operations and the potential positive impact that its effective use can have on library workers and clients. Some scholars have examined the possibility of implementing ChatGPT in the library and the impact that the system can produce on learning, information literacy, and the quality of the offered services.

The given research presents an in-depth analysis of the way ChatGPT is applicable in library work and how it can be used to improve the organisation and administration of libraries and their overall functioning. They also have important questions, which should be answered, such as the proper utilization of AI and the need of the librarians to understand the opportunities and limitations of such sources (Mali and Deshmukh, 2023).

The author discussed about the use of ChatGPT and generative AI at the academic and professional level. The academic writing, feedback creation, and support to evaluation. The study found out that individuals ought to be keen on using the content generated by AI and it brings up the issue of privacy, especially when citizens submit their personal or sensitive information. The systems of artificial intelligence (AI) (i.e. ChatGPT) are highly incompetent in analysing complex data and, thus, human oversight is highly important in academic and research settings (Sallam, 2023).

Another research also discusses where and how ChatGPT is being used in academic libraries. They emphasise the need to create educational resources and workshops to teach librarians how to use AI tools effectively. Their work also suggests that librarians require more practice-based guidance and instruction on various situations, as AI systems may still make mistakes and misinterpret data (Hall & McKee, 2024).

The documents presented in the paper explain the uses and issues related to the presence of ChatGPT in libraries, with a focus on opportunities that can help librarians develop users' information literacy, aid in scientific writing, and enhance the quality of services delivered in libraries. They also discuss the drawbacks and viable issues related to AI applications, including the issue of misinformation and the ethical questions of authorship and plagiarism, as well as the problem of critical analysis of material created by AI. The general conclusion restates that whilst ChatGPT can offer a highly effective opportunity to optimise the library

services and academic publishing, it is impossible to replace human librarians randomly highlighted risks and ethical issues and stresses the necessity of the safe and responsible use of the ChatGPT and education of users on its capabilities and at the same time its particular limitations (Panda, Bhatt, & Satapathy, 2024).

This paper's author discusses an assessment of the effectiveness of ChatGPT and the use of machine intelligence services in libraries, presenting both the prospects and limitations of AI solutions in academic facilities. During the research, the identified benefits of using ChatGPT for improving access to information, developing resources, and library instruction are described, and the potential threats associated with its use for librarians are discussed. Consequently, the study demonstrates that ChatGPT can enhance efficiency and the quality of service delivery while addressing the legal concerns and privacy issues that persist (Ali, 2024). The article's literature review addresses several topics of concern, including Conceptualising Chatbots, Chatbots in Libraries, and ChatGPT and Reference Services. On the whole, the article assesses the potential to use AI technologies, including ChatGPT, in libraries or librarian services to improve the experience of users and define the disadvantages (Adetayo, 2023).

The article builds upon the current literature on education, aiming at discussing the advantages that may be obtained through the integration of AI solutions into the process of learning and the performance of learners in the framework of a new digital environment (Mali and Deshmukh, 2021).

Whereas the literature available represents a positive input into the general uses of ChatGPT in libraries and education, there is hardly anything that has been articulated about the Explore GPTs feature. The literature review indicates that ChatGPT has the potential to transform library services and positively impact the process of delivering services to users, making the workflow easier and enhancing digital literacy. Nevertheless, the adoption of ChatGPT in academia libraries should be efficient and secure, which means that the ethical issues related to the implementation of this tool should be addressed in terms of its usage, education, and sensitization.

Past research is primarily concentrated on ChatGPT as a general-purpose AI system, whereas the current research is the first to consider Explore GPTs within the framework of library-mediated user learning. This study will provide new insights into how librarians can assist users in selecting the right tools, using them ethically, and enhancing their academic performance by focusing on specialised AI interaction rather than general interaction.

Explore GPTs are especially useful in education, as they provide users access to more specific AI features to perform specific tasks or study areas, such as scholarly research and coding. The characteristics introduce a more interactive and targeted approach to utilising AI in various ways.

What is GPT and ChatGPT

GPT is an underlying technology, specifically a language model, designed to process and generate language. ChatGPT is a web interface of a chatbot application that enables users to interact with a GPT model [ii](TechTarget)

What are Explore GPTs

Explore GPTs are an advancement in AI technology, offering the capability to customise a ChatGPT variant to fulfill unique needs. This customisation can aid in a variety of activities, including acquiring new skills, educational assistance or even creative projects.like design. (GPT Workspace, 2024).

Research Methodology

Research Design and Approach

Descriptive survey design was used in the study. The main purpose of this study was to identify the benefits of using ChatGPT in libraries to discuss the advanced features of ChatGPT and to build libraries' high-level AI capabilities. The questionnaire was to measure knowledge and usage of ChatGPT among the academic sphere. Although the abstract introduces the research as mixed-methods approach, the answers which were received with the help of the questionnaire focused primarily on closed-ended questions, (yes/no questions, multiple-choice questions,and Likert-scale)statements.Because of this structure, most of the analysis depends on quantitative descriptive statistics, which were used to summarise the responses. Meanwhile, some open-ended questions were also present in the questionnaire (Questions 2 and 17). This content analysis was necessary to determine common ideas and themes in these questions. This is the reason why the mixed-methodology approach has been used in this study; the first is descriptive survey and the second is qualitative content analysis that is used to interpret the quantitative data (closed-ended questions) and qualitative data (open-ended questions). (Creswell & Clark, 2017).

Population and Sample

The study focused on the target population of librarians that belong to the academic and library setting. The participants were selected using a convenience sampling method pegged on the accessibility and willingness to take part.

The respondents who completed the questionnaire and were used to conduct the analysis are 52 (N = 52). The sample size is deemed to be sufficient in a descriptive quantitative research work, especially the research where the interest is on perceptions, awareness, the use patterns as opposed to general statistical conclusions. past research methodology guidelines imply that a sample size of 30 or more respondents is adequate in descriptive survey studies that aim at identifying the trends and exploring the survey.

Table1. Demographic Details

Demographic Factor	Detail	Frequency (N)	Percentage (%)
Gender	Male	27	51.92%
	Female	25	48.08%
Age Group	25 to 30 years	~49	~94.23%
	30 to 40 years	1	1.92%
	40 years or above	2	3.85%

The variable of gender was only gathered in the form of descriptive statistics and not utilised as a variable in the subsequent analysis.

Data Collection Procedure

The study data were gathered by a structured questionnaire which had 18 major questions. These questions focused on various aspects, including ChatGPT's knowledge, its usefulness, advantages, impact on learning, implementation plans, and the skills required to operate AI tools. The participants were provided with a questionnaire in Google Forms, making

it easy for them to complete the survey online. The approach also facilitated the collection of responses in a relatively short period.

Data Analysis

The collected data were analysed with the Statistical Package for the Social Sciences (SPSS).To summarise and present the responses descriptive statistics were used like frequencies and percentages.This approach enabled a clear understanding of Likewise, the awareness of the respondents, their concerns and perceived benefits of the integration of Explore the possibilities of ChatGPT for library services and understand the concepts behind GPTs.

a. **Frequency Distribution:** This method involves counting the frequency of selected response options.It helped show which responses were chosen most frequently by the participants.
b. **Percentage Calculation:** Percentages were obtained to indicate the relationship of each category of responses with the total number of participants (N = 52). This helped to generalise the trend of the overall results.

The percentage was calculated using the following formula:

$$\boldsymbol{Percentage} = \left(\frac{\boldsymbol{Frequency\ of\ a\ Response}}{\boldsymbol{Total\ \ Number\ of\ Respondents}}\right) \times \mathbf{100}$$

c. **Qualitative Data**

The open-ended questions in the questionnaire were answered using a qualitative approach, including, for example, Q2 and Q1: "Describe what ChatGPT is" and Q17: "Suggestions." The answers were analysed using content analysis. Reading each answer and then identifying important ideas and grouping them involves content analysis. Simultaneously, the process helped expose the principal themes and demonstrate how respondents usually comprehended ChatGPT. For example, participants referred to ChatGPT differently, using terms such as "AI model", "AI chatbot, "AI application and site, information provider platform, and super intelligent chatbot. These descriptions were then arranged into general categories to demonstrate the scope of knowledge among the respondents.

Awareness and Knowledge Application

The tables below present the descriptive output that was obtained through the use of SPSS. The tables reflect the frequencies and percentages of the key research questions, making it easier to comprehend how familiar the respondents are with ChatGPT.

Table 2: ChatGPT Awareness Level (Q1).

Q1: What familiarity do you have with ChatGPT?

Awareness Level	**Frequency (N)**	**Percentage (%)**
Familiar	30	57.69%
Somewhat familiar	16	30.77%
Not familiar	6	11.54%
Total	**52**	**100.00%**

Table 3: ChatGPT / Like AI to Enhance the Library Services.

Q3: Did you ever try using ChatGPT or any similar related AI to enhance your services in the library?

Response	**Frequency (N)**	**Percentage (%)**
Yes	36	69.23%
No	16	30.77%
Total	**52**	**100.00%**

Benefits and Perception

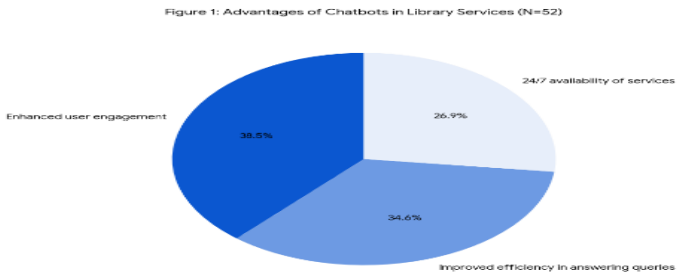
Table 4: Advantages of Chatbots in Library Services (Q9).

Q9: What do you see as the significant advantages of the chatbot in providing library services?

Benefit	**Frequency (N)**	**Percentage (%)**
Enhanced user engagement	20	38.46%
Improved efficiency in answering queries	18	34.62%
24/7 availability of services	14	26.92%
Total	**52**	**100.00%**

Table 4 presents the respondents' perceptions of the significant benefits of chatbots in library services. The results show that increased user engagement (38.46%) was viewed as the

most valuable advantage, followed by better efficiency in responding to queries (34.62%) and 24/7 accessibility to services (26.92%).



These results indicate that the use of chatbot technologies can improve access to and the usefulness of e-services and information. Enhance user experience in Library environments.

Table 5: perspectives regarding the value of integrating ChatGPT into library operations

Q6: Would the library's features be enhanced by integrating ChatGPT?

Response	**Frequency (N)**	**Percentage (%)**
Strongly Agree	22	42.31%
Agree	22	42.31%
Neutral	5	9.62%
Disagree	3	5.77%
Total	**52**	**100.00%**

Implementation Strategy and Training

Table 6: The Factors that are required to be incorporated in order to include ChatGPT guidelines (Q12).

Q12: Which factors do you consider to be the most important when formulating guidelines to incorporate ChatGPT in library service?

Key Factor	**Frequency (N)**	**Percentage (%)**
User training and orientation	21	40.38%
Ethical considerations	13	25.00%
Monitoring and evaluation	11	21.15%
Customisation of ChatGPT responses	7	13.46%

Total	**52**	**100.00%**

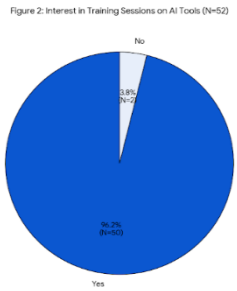
The focus on User training and orientation aligns to develop advanced AI skills for librarians and the necessity for training librarians on how to use these tools efficiently. Furthermore, the importance of Ethical considerations reflects the research issues regarding misinformation, prejudice and ethical AI applications mentioned in the sources.

Table 7: Interest in Training Sessions (Q15)

Q15: Would you like to attend any training sessions on AI tools such as ChatGPT?

Response	Frequency (N)	Percentage (%)
Yes	50	96.15%
No	2	3.85%
Total	**52**	**100.00%**

Table 7 indicates that respondents are interested in participating in training on AI tools, such as ChatGPT.A large majority of participants (96.15%) were ready to participate in such training, and a small percentage (3.85%) showed no interest.



This overwhelming positive reaction indicates an increasing need for organised AI literacy services among librarians.

Discussion

The analysis of the current research shows that ChatGPT is a popular tool, frequently established and applied in academic settings; however, the majority of them are only familiar with the fundamental features and are not fully aware of the advanced capabilities of GPTs. Previous research has shown that AI tools are becoming increasingly widespread; however, individuals still require instruction on how to use them effectively.

(Ali,2024). stated that, despite the increased efficiency of services and access to information in libraries through the use of AI tools, users often lack the guidance they need to

use these tools successfully and ethically. The present study builds on the work of Ali. It demonstrates that this issue is even more pronounced when it comes to Explore GPTs, which cannot be utilised productively unless one has task-specific knowledge and understands how and where to apply it.

On the same note, [viii] (Hall and McKee,2024). highlighted the importance of librarians being at the centre of reducing the skills gap related to generative AI tools, achieved through the development of a training program and professional growth. This claim is supported by the fact that the level of interest in AI training determined in this study (96.15) is relatively high: users are willing to learn but lack formal instructional support.

The results also align with those of [iii](Lo, 2025). who claimed that AI literacy is one of the cornerstone skills that academic libraries must possess in the digital age. The present paper builds on Lo's model of AI literacy by providing an example of how Explore GPTs can be utilised as a viable AI literacy tool when librarians play an active role in helping users select the tool, fact-check, write responsibly, and use AI responsibly. Instead of considering AI as an isolated technology, this study proves that Explore GPTs would perform best when integrated into the overall processes of librarian-mediated learning.

The perceived benefits of ChatGPT, such as improved understanding, idea generation and writing assistance allow educational enhancement of the outcomes of the learning process. However, the problems related to misinformation, bias, and plagiarism as well as overdependence on AI indicate why unregulated use of generative AI can result in a lack of critical thinking. This further confirms the need of librarians who make technology easy and ethical facilitators, who promote critical evaluation and academic integrity.

Most of the respondents said that ChatGPT assists them in the process of learning. In the current study, the respondents found Chat GPT useful in grasping concepts, which is why they grasp the topic, come up with ideas, write better and locate information faster [iv](Joung and Kim, 2023).

Although these advantages exist, the majority of respondents were also concerned about the issues of misinformation, biased answers, and excessive trust in AI. These problems prove the necessity of user training to be able to assess information and to communicate with AI in a responsible way [v](Abou El-Seoud et al., 2023).

The study is relevant to the existing research since it targets the usage of Explore GPTs, in particular, rather than the overall use of AI applications in libraries. The findings present the

availability of librarian guidance, institutional policies, and specially designed AI literacy training as the determinants of the success of Explore GPTs and not the technology itself.The specified finding offers a realistic example that libraries can utilize to introduce high-level AI technology in a manner that will be responsible and significant in pedagogical terms.

Explore GPTs and the way librarian assist their users

ChatGPT also has a special section called Explore GPTs, which has a collection of numerous advanced learning tools. These tools can describe topics, assist with writing, aid in research, generate images, prepare presentations, and support language learning, among many other academic projects. The diversity of tools makes Explore GPTs helpful to students, educators and researchers of various academic levels.

a. **For Students**, Explore GPTs assist them in understanding difficult lessons, making notes and summaries, solving homework problems, improving grammar and writing skills, preparing flashcards for studying exams, designing posters, diagrams and visual aids for studying.
b. **For Teachers**, Explore GPTs can be used to assist in lesson planning, presentation creation, quiz and worksheet development, classroom workshop preparation, video preparation, poster creation, and infographics design.
c. **For Researchers,** Explore GPTs provide a summarisation of research papers and aid in writing literature reviews, assist in organising references, drawing charts and graphs, planning a thesis, and analysing long PDFs as tools for researchers.

Role of librarians

The role of librarians is considered significant because they demonstrate to users how to choose the appropriate GPT tool, how to verify the information generated, and how to use AI responsibly.

Librarians can help academic users become more competent and confident in using AI tools [xv] (Lo, 2025).

Table 8 provides a detailed look at these tools their academic uses and the corresponding role of the librarian in guiding their practical and ethical use.

Table:8 Explore GPTs Tool in Academic Use:

Explore GPT Tool	**Purpose / Features**	**Librarian's Role**
Study Assistant GPT	Explains topics, summaries, notes, and study plans	Teach fact-checking, guide responsible use

Homework/Problem Solver GPT	Solves math/science problems with steps	Encourage learning
Writing Helper / Essay GPT	Academic writing, grammar, and structure	Prevent plagiarism, teach citations
Research Assistant GPT	Literature review help, topic ideas	Help verify sources, database training
Scholar GPT	Summaries of articles, research guidance	Promote critical reading & evaluation
Lesson Plan Creator GPT	Makes lesson plans, objectives, activities	Suggest authentic sources, alignment
Quiz & Exam Maker GPT	MCQs, quizzes, assessments	Review accuracy, remove bias
Slides / Presentation GPT	Creates PowerPoint-style slides	Add references, check content quality
Graph Maker GPT	Pie charts, bar graphs, SPSS visuals	Help interpret data & label graphs
Data Visualizer GPT	Diagrams, charts, flowcharts	Ensure accuracy and correctness
Document/PDF Analyser GPT	Summarise and extract important points	Compare summaries with the original text
Flashcard / Quiz GPT	Makes flashcards for revision	Guide effective study habits
Language Learning GPT	Vocabulary, practice, translation	Support ESL/multilingual students
Translator GPT	Multilingual translation for academic texts	Help choose the correct academic terms
Paraphrasing & Editing GPT	Rewrite, edit, improve clarity	Teach ethical writing practices
Thesis/Proposal Helper GPT	Structure for thesis, proposals	Support originality and integrity
Image Generator GPT	Diagrams, posters, concept images	Teach ethical image/copyright use

Poster / Art Designer GPT	Academic posters, infographics	Review academic accuracy
Infographic Maker GPT	Visual summaries, comparison charts	Provide authentic supporting sources
Video Editor / Creator GPT	Educational videos, clips	Help integrate videos into learning
Animation / Storyboard GPT	Concept animations, visual teaching	Suggest visuals for lesson delivery
Diagram & Flowchart Creator GPT	Flowcharts, mind maps, processes	Verify logical accuracy

The information was adapted and synthesized from "AI literacy: A guide for academic libraries", by L. Lo, 2025, College & Research Libraries News, 86(3) and "Pedagogical applications of generative AI in higher education: A systematic review of the field", by Y. Qian, 2025, TechTrends, 69(1).

Challenges and the need for guidance.

Although Explore GPTs can be very useful, the study also indicates that users face various difficulties. Participants reported issues such as:

- Sometimes, there is an inaccuracy in the information.
- Answers generated by AI contain bias.
- Students who are overly reliant on AI instead of thinking independently.
- The Risk of Plagiarism by AI-text copying.
- Lack of knowledge about which tool to use for a specific task.

Librarian instructions are significant because of these problems. The necessity of the extensive AI Literacy training is supported by the fact that the level of interest in training sessions has been high (96.15%). Training should not be limited to basic functionality, but should also address the underlying knowledge gap and ethical issues. It should concentrate on the core competencies that include:

a. **Prompt Engineering:** Educating the users on how to compose the best and most transparent questions (prompts) to achieve the appropriate and valuable results out of the AI.

b. **Fact-Checking and Verification:** The guidelines for checking the data produced by AI with the original sources and databases of the library.

c. **Academic Integrity and Ethics:** advising on how to avoid plagiarism, as well as the guidelines on how to ethically use images, data visualisations and text.

These measures are consistent with the idea that the application of ethical frameworks (UNESCO, 2022). should be implemented to control AI technologies in the learning environment and ensure the achievement of transparency, fairness and protection of users.

Limitation of the Study

This study has some limitations. The study has used a convenience sampling method on a rather small sample, thus, restricting the extrapolation of the results. The data has been built on the basis of self-reported perceptions subject to respondent bias. Also, the research concentrated more on the descriptive analysis as opposed to the inferential statistics. Further studies with larger and more varied samples, as well as experimental or longitudinal studies, would give more information about the lasting effect of Explore GPTs on the learning outcomes.

Conclusion

This study demonstrates that ChatGPT has become increasingly relevant among students, teachers and librarians in learning institutions. The results indicate that the majority of users are familiar with ChatGPT, primarily understanding its basic features, but are unaware of the advanced tools that the Explore GPTs can offer. Despite limited knowledge of advanced features, users reported that ChatGPT enables them to learn something, generate ideas, write better, and find information faster.

Simultaneously, participants also mentioned misinformation, bias, plagiarism, and excessive reliance on AI. These challenges demonstrate that users must be trained to use ChatGPT responsibly and carefully evaluate AI-generated information.

Another important observation made in the study is that Explore GPTs have numerous tools that facilitate learning, teaching, and research. Students can use them to support their studies, teachers to design lessons and activities and researchers to summarise articles or generate data visualisations. These tools can be successfully utilised with the help of librarians. Librarians can assist users in choosing the appropriate tool, fact-checking and ethically applying AI.

Overall, the study concludes that ChatGPT and Explore GPTs have high potential for enhancing education by simplifying learning, making the teaching process more creative, and facilitating efficient research. These AI tools will help create more contemporary, innovative, and purposeful academic experiences, guided by well-established guidelines, responsible usage, and constant assistance from librarians.

The results indicate the necessary new directions of the academic community. The next step in the intended research would be to examine the effectiveness and long-term effects of the AI literacy training program provided by librarians on students' academic outcomes and critical thinking. Moreover, systematic research is required to develop institutional AI policies that implement the UNESCO ethical frameworks and guidelines.

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