

INF105 - 01
Uavhengig Datateknologi

David Grellscheid

Introduksjon

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CERN
ICTP
CMS
ALICE
ATLAS

Din tur...

Snakk med naboene...

- Hvem er du?
- Hvorfor dette bachelorprogramm?
- Forventninger / bekymringer til INF105?

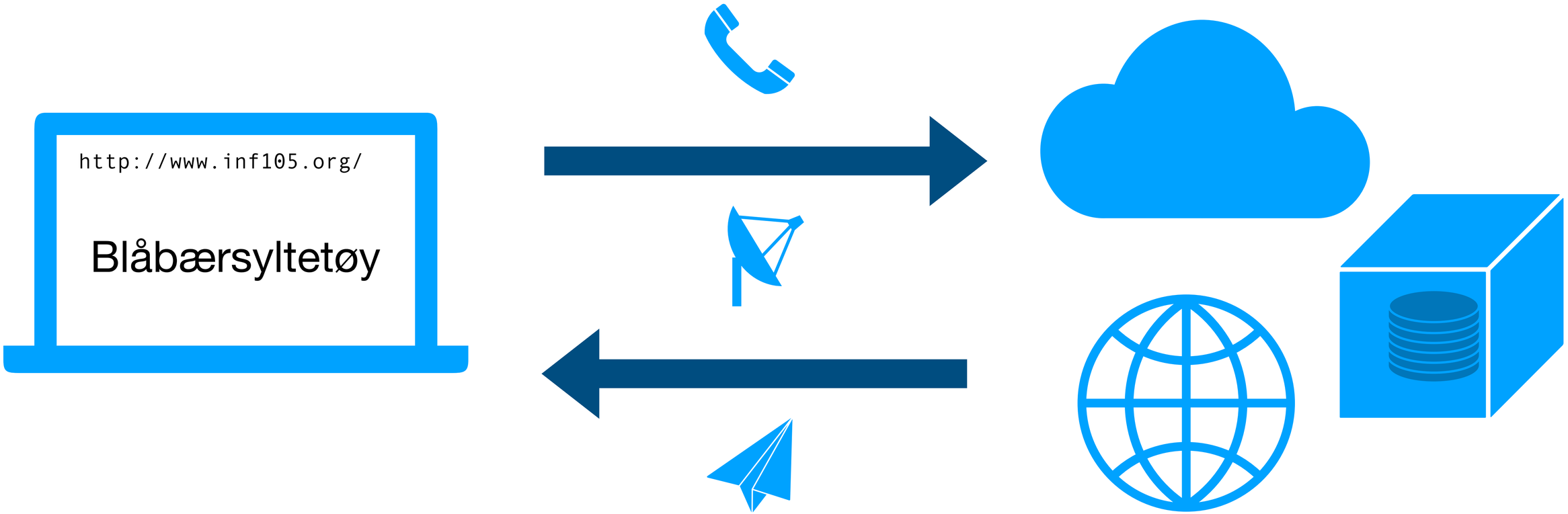


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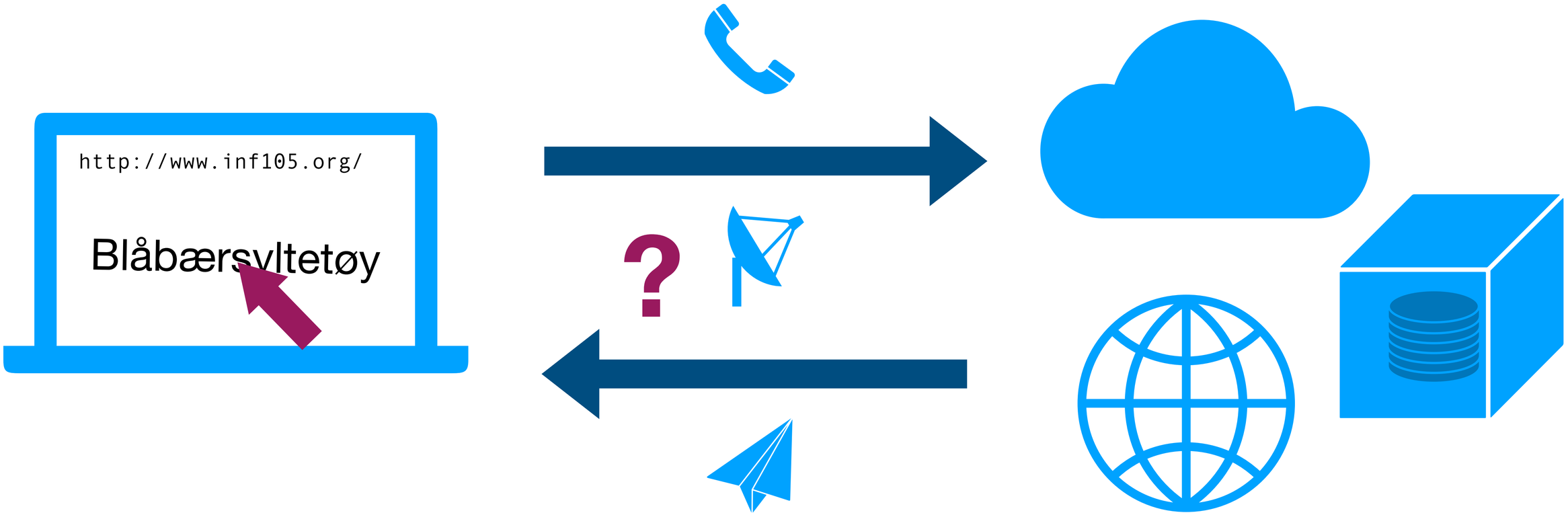
Uavhengig Datateknologi

Independent Computing

Rød tråd



Rød tråd



Course overview

- mitt.uib.no
- www.inf105.org
- bli med i Discord



mitt.uib.no

LLM-diskusjon

misforstått evne

Ressursbruk

kommersiell hype

Effektivitet

Opphavsrett

Avhengighet

negativ effekt på læring

LLM og læring

Cognitive ease at a cost: LLMs reduce mental effort but compromise depth in student scientific inquiry

Matthias Stadler [a,*], Maria Bannert [b], Michael Sailer [c]

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[b] *Chair for Teaching and Learning with Digital Media, Technical University of Munich, Germany*
[c] *Learning Analytics and Educational Data Mining, University of Augsburg, Augsburg, Germany*

A B S T R A C T

This study explores the cognitive load and learning outcomes associated with using large language models (LLMs) versus traditional search engines for information gathering during learning. A total of 91 university students were randomly assigned to either use ChatGPT3.5 or Google to research the socio-scientific issue of nanoparticles in sunscreen to derive valid recommendations and justifications. The study aimed to investigate potential differences in cognitive load, as well as the quality and homogeneity of the students' recommendations and justifications. Results indicated that students using LLMs experienced significantly lower cognitive load. However, despite this reduction, these students demonstrated lower-quality reasoning and argumentation in their final recommendations compared to those who used traditional search engines. Further, the homogeneity of the recommendations and justifications did not differ significantly between the two groups, suggesting that LLMs did not restrict the diversity of students' perspectives. These findings highlight the nuanced implications of digital tools on learning, suggesting that while LLMs can decrease the cognitive burden associated with information gathering during a learning task, they may not promote deeper engagement with content necessary for high-quality learning per se.

LLM og læring

Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task△

Nataliya Kosmyna [1]
MIT Media Lab
Cambridge, MA

Eugene Hauptmann
MIT
Cambridge, MA

Ye Tong Yuan
Wellesley College
Wellesley, MA

Jessica Situ
MIT
Cambridge, MA

Xian-Hao Liao
Mass. College of Art and Design (MassArt)
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MIT
Cambridge, MA

Iris Braunstein
MIT
Cambridge, MA

Pattie Maes
MIT Media Lab
Cambridge, MA

United States

As the educational impact of LLM use only begins to settle with the general population, in this study we demonstrate the pressing matter of a likely decrease in learning skills based on the results of our study. The use of LLM had a measurable impact on participants, and while the benefits were initially apparent, as we demonstrated over the course of 4 sessions, which took place over 4 months, the LLM group's participants performed worse than their counterparts in the Brain-only group at all levels: neural, linguistic, scoring.

We hope this study serves as a preliminary guide to understanding the cognitive and practical impacts of AI on learning environments.

Misforståelser rundt LLM

- Masterprosjekt hos UiB
- https://llms.no/

“It really just wanted to talk about whales”

Addressing Misconceptions About LLMs Among Lay Audiences

Author: Carl Richard Alexander Kvernberg-Höpner

Hvor mange datamaskiner har du med deg nå?