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## Oppretting UPED659B Leveraging Large Language Models and Artificial Intelligence for Teaching and Learning

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### Bakgrunn

Etter en stor studieprogramrevisjon i universitetspedagogikk i 2020-2021, har underviserne i UPED-programmet opplevd et behov for nye kurs. Det skyldes delvis nye utviklinger (som KI-chatbotten ChatGPT siden 2021 o.l.). Delvis har fagmiljøet forstått at det eksisterende programmet, særlig plikt-kursene 600, 601 og 602 ikke kan dekke noen temaer som vises som viktige for UiB-undervisere (som forandringer i studentmassen). Det er grunnen til at instituttet ønsker å opprette et nytt valgfritt kurs (15 timer) om hvordan LLM-(KI)-systemer som ChatGPT kan brukes i undervisning. Kurset er opprettet som valgfritt kurs og skal tilbys ca. hvert annen semester.

Emne er planlagt å gå første gang våren 2024:

Kurset vil gå inn i kursporteføljen til UPED og vil gå uregelmessig og ved behov, det vil derfor ikke utløse mer bruk av ressurser.

UU ved institutt for pedagogikk behandlet saken i møte 25. oktober (18/23) med følgende vedtak: *Undervisningsutvalget ved IPED godkjenner emnebeskrivelsene for UPED659B*

KUE behandlet saken i møte 15.11.23 med følgende vedtak:

*KUE støtter forslaget om oppretting av emnene UPED659B Leveraging Large Language Models and Artificial Intelligence for Teaching and Learning KUE forutsetter at dette skjer innenfor instituttets ressursrammer*

Kurset blir holdt på engelsk både på grunn av sammensetning av ansatte i fagmiljøet og fordi internasjonale vitenskapelige ansatte som ikke enda kan et skandinavisk språk også tar UPED-kurs.

### Forslag til vedtak:

Fakultetsstyret vedtar å opprette emnene UPED659B Leveraging Large Language Models and Artificial Intelligence for Teaching and Learning. Det forutsettes at dette gjøres innenfor instituttets og fagmiljøets ressursrammer.

Norman Anderssen  
dekan

Ove Chr. Borge

fakultetsdirektør

<b>Course Code / Title</b>	<b>UPED 659B: Leveraging Large Language Models and Artificial Intelligence for Teaching and Learning</b>  ***Elective Course in Technology
<b>Goals and Content</b>	<b>Goals:</b> The primary objective of this course is to empower university educators at the University of Bergen to conceptualize, design, and implement applications of Large Language Models (LLMs) and Artificial Intelligence (AI), such as ChatGPT or Bing Chat, in their teaching practices. In fostering a critical perspective on their use, and by adopting a project-based approach complemented by academic readings and spaced across three meetings, participants will: <ul style="list-style-type: none"> <li>• Gain hands-on experience with LLMs, especially ChatGPT and Bing Chat.</li> <li>• Develop and critically assess a use case or integration of LLMs in their teaching.</li> <li>• Implement their LLM-based tools or methods in their courses during spring 2024.</li> <li>• Engage in iterative feedback, evaluation, and reflection on the ethical and pedagogical implications of LLMs</li> </ul> <b>Content:</b> The course will comprise: <ul style="list-style-type: none"> <li>• Introductory exposure and hands-on interaction with LLMs, especially ChatGPT and Bing Chat.</li> <li>• Guided brainstorming sessions to identify potential pedagogical applications.</li> <li>• Critical reading and discussions of key publications on LLMs.</li> <li>• Workshops to assist in the development, implementation, and assessment of participants’ teaching projects.</li> <li>• Peer review and critique sessions focused on the critical evaluation of integrating LLM to teaching.</li> </ul>
<b>Learning Outcomes</b>	At the completion of the course, the participants will be able to:
	<b>Knowledge</b>
	<ul style="list-style-type: none"> <li>• Understand the mechanics, potential, and criticisms of LLMs in their educational contexts.</li> <li>• Be familiar with academic discussions and debates surrounding LLMs in pedagogy.</li> </ul>
	<b>Skills</b>

	<ul style="list-style-type: none"> <li>• Directly operate and integrate LLM use into their teaching materials or platforms.</li> <li>• Design and implement use cases that utilize LLMs, assessing their efficacy and implications based on real-world classroom experiences.</li> <li>• Analyze academic literature on LLMs and apply its insights to their pedagogical practices.</li> </ul>
	<b>General Competencies:</b> participants will develop:
	<ul style="list-style-type: none"> <li>• Confidence in critically assessing, adapting, and including LLM tools in their live teaching scenarios.</li> <li>• An informed perspective on the ethical and pedagogical debates surrounding LLMs.</li> <li>• Collaborative skills in both development and critical discourse contexts.</li> </ul>
<b>Teaching and Learning Methods</b>	The course blends project-based learning with critical academic exploration over three meetings. Participants are introduced to LLMs, engage in critical readings based on assigned academic publications, and partake in brainstorming and workshop sessions. Between meetings, they will integrate LLMs into their teaching modules and gather feedback. The third meeting involves critical reflection and peer reviews based on their implementation experiences.
<b>Forms of Assessment</b>	<p>The course's assessment will reflect both the practical and critical components:</p> <ul style="list-style-type: none"> <li>• <b>LLM Project Presentation:</b> During the third meeting, participants will showcase their LLM integration or application, explaining its purpose, design, and real-world outcomes.</li> <li>• <b>Teaching Implementation Report:</b> A written reflection (4-5 pages) on their experiences of integrating the LLM into their courses, challenges faced, student feedback, and lessons learned.</li> <li>• <b>Peer Feedback:</b> Active participation in brainstorming, development, and feedback sessions, showcasing both practical and critical perspectives on LLMs in pedagogy.</li> </ul>
<b>Hours</b>	15