



Kunstig intelligens og høyre utdanning

Barbara Wasson

Professor & Director, Centre for the Science of Learning & Technology
Co-Director, AI Centre for the Empowerment of Human Learning

<http://slate.uib.no>

Utdanning i Bergen, 11 November 2025



Bakgrunnserfaring

- Masters & PhD i KI – Canada, 1990
- Director, Centre for the Science of Learning & Technology (SLATE)
- Co-director, AI Centre for the Empowerment of Human Learning (AI LEARN)
(Nasjonalt senter for KI og læring)
- Europarådets ekspertgruppe for kunstig intelligens og utdanning
- Europarådets ekspertgruppe for politikk for høyere utdanning
- KDs ekspertgruppe om digital læringsanalyse - NOU 2023:19
- KDs ekspertgruppe for kunstig intelligens i høyere utdanning – NOU 2026
(midtveis rapport nå før jul)

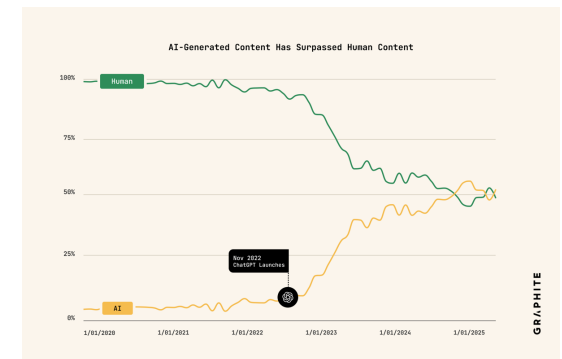
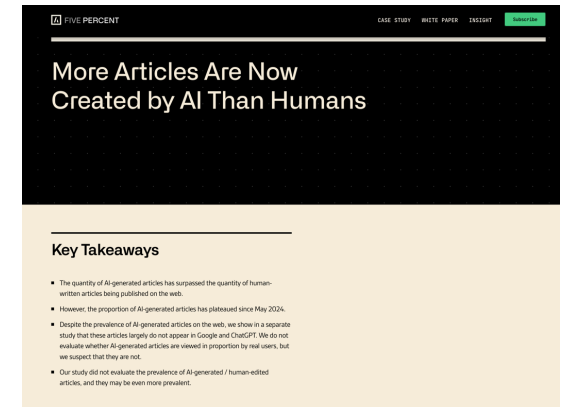
Hvor står vi nå?

Generativ KI

- Raskest voksende teknologi i verden (800 Mio brukere, Okt 2025)
- Er knyttet til sterke kommersielle og geopolitiske interesser
- Forskyver og sentraliserer maktstrukturer på nettet

Internett

- Vippepunkt i november 2024: mer KI-genererte artikler enn menneske-genererte artikler på nett
- Sterk voksende mengder av syntetisk innhold («AI slop»)



Kilde: <https://graphite.io/five-percent/more-articles-are-now-created-by-ai-than-humans>
[Accessed 23. Oktober 2025]

(lånt fra Anja Salzmnn)

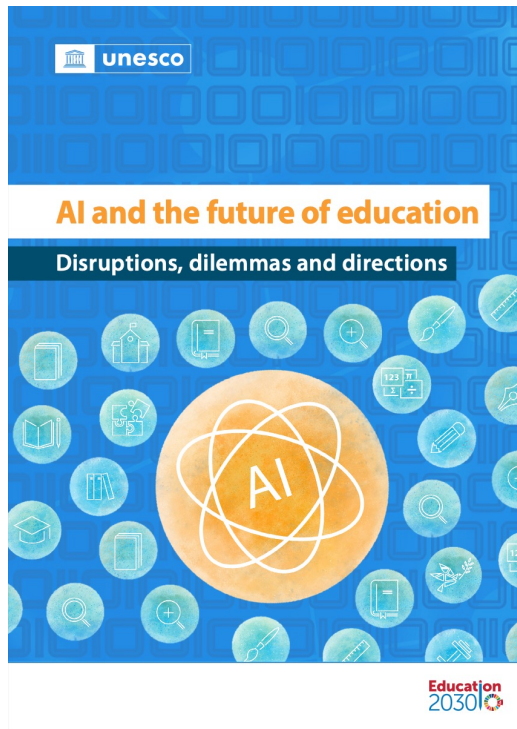
AI slop

Article [Talk](#)

From Wikipedia, the free encyclopedia

AI slop is [digital content](#) made with [generative artificial intelligence](#), specifically when perceived to show a lack of effort, quality or deeper meaning, and an overwhelming volume of production.^{[1][4][5][6]} Coined in the 2020s, the term has a pejorative connotation similar to [spam](#).^[4]

Wikipedia, 9.nov 2025



Kilde: UNESCO (2025), AI and the future of education. Disruption, dilemmas and directions, retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000395236>

“Education is increasingly becoming a battleground for commercial frontier AI models that promise speed, efficiency and scale while also threatening the slowness where deep learning, reflection and human connection flourish.”

Stefania Giannini
Assistant Director General for Education
UNESCO 2025, p.6

KI

KI OG UTDANNING

DATA & AI LITERACY

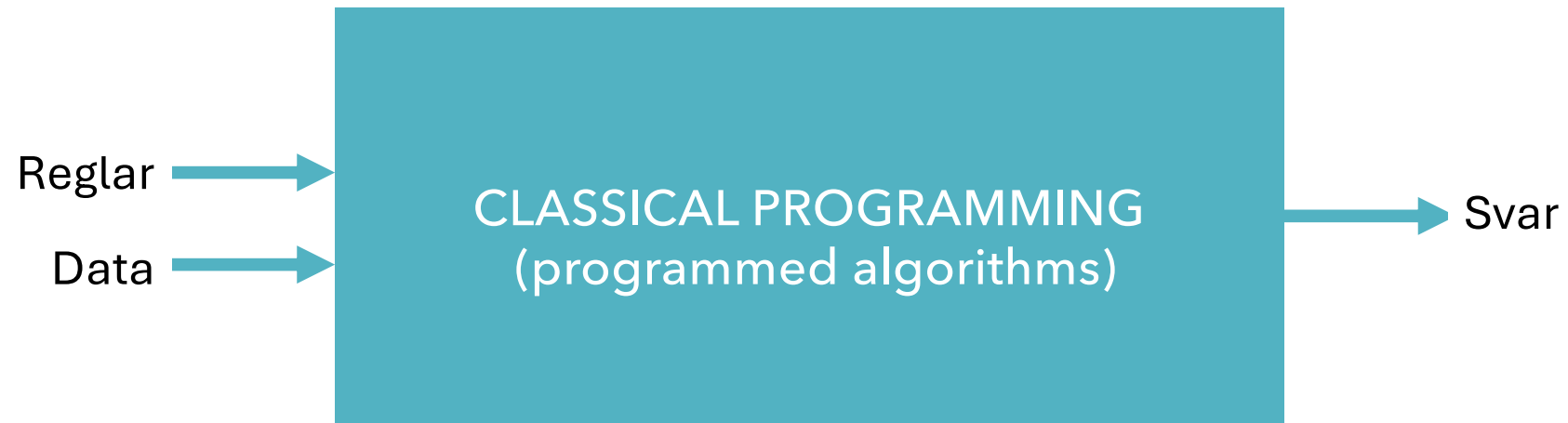
KUNSTIG INTELLIGENS

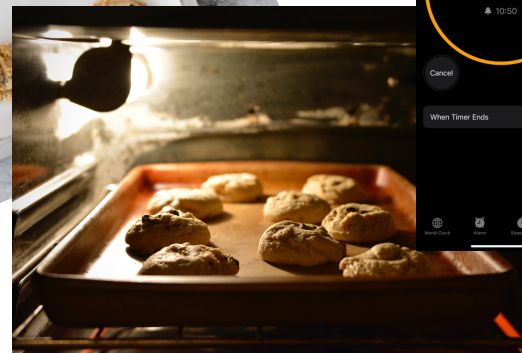
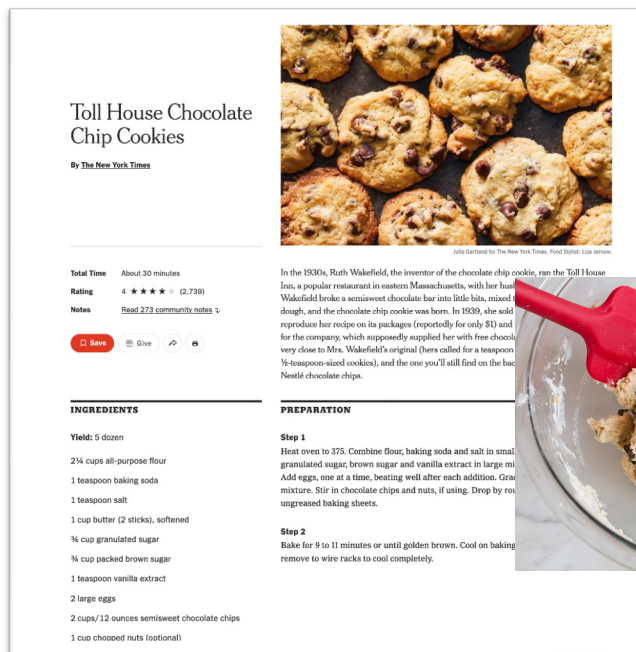
UNESCO's approach to AI focuses on the imitation of human intelligence: “machines capable of imitating certain functionalities of human intelligence, including such features as perception, learning, reasoning, problem-solving, language interaction, and even producing creative work”

(UNESCO, 2019)

AI refers to machine-based systems that can, given a set of human-defined objectives, make predictions, recommendations, or decisions that influence real or virtual environments. AI systems interact with us and act on our environment, either directly or indirectly. Often, they appear to operate autonomously, and can adapt their behaviour by learning about the context.

(UNICEF, 2021)





Bakt for litebakt?
For mye smør?
For lite mel?
For lav temperatur i ovnen?



Algoritme

Oppdatere regler (øke temperaturen)
Legg til ny regel (hvis norsk mel, tilsett 125 ml mel ekstra)

...

Oppdater kunnskapsbasen vår

Toll House Chocolate Chip Cookies

By The New York Times

Total Time: About 30 minutes

Rating: 4 ★★★★★ (2,739)

Notes: Read 273 community notes

Save Give Print Share

INGREDIENTS

Yield: 5 dozen

- 2 1/4 cups all-purpose flour
- 1 teaspoon baking soda
- 1 teaspoon salt
- 1 cup butter (2 sticks), softened
- 3/4 cup granulated sugar
- 3/4 cup packed brown sugar
- 1 teaspoon vanilla extract
- 2 large eggs
- 2 cups/12 ounces semisweet chocolate chips
- 1 cup chopped nuts (optional)

PREPARATION

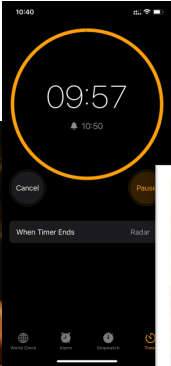
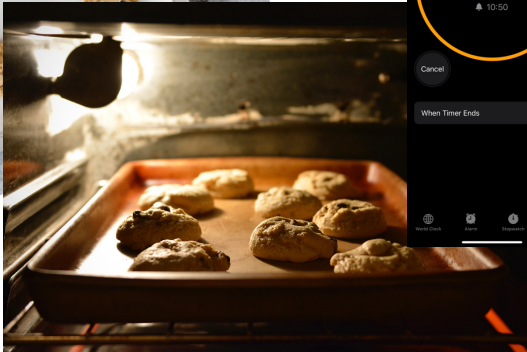
Step 1
Heat oven to 375. Combine flour, baking soda and salt in small bowl. In large bowl, cream butter and sugars until light and fluffy. Add eggs, one at a time, beating well after each addition. Gradually mix in chocolate chips and nuts, if using. Drop by rounded tablespoonfuls onto ungreased baking sheets.

Step 2
Bake for 9 to 11 minutes or until golden brown. Cool on baking sheet for 2 minutes, then remove to wire racks to cool completely.



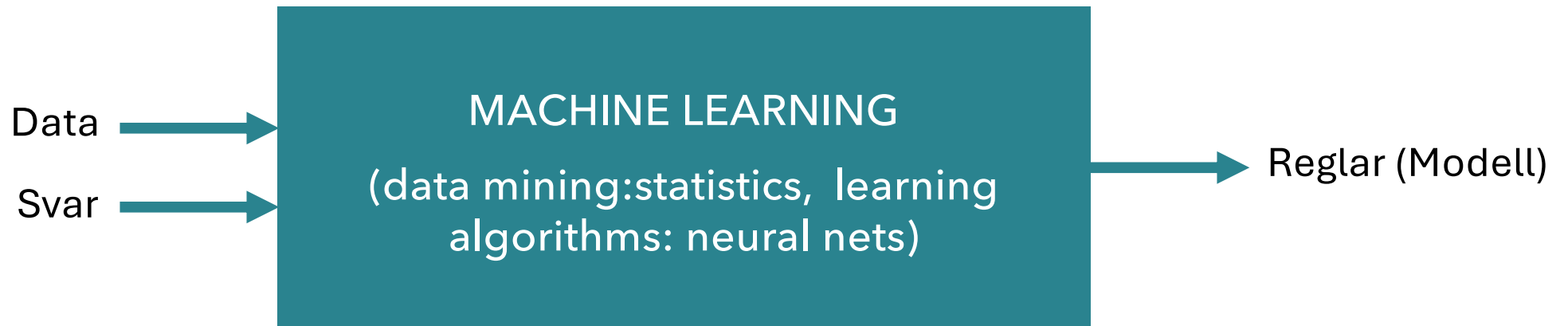
John Gachem for The New York Times; Food Model: Lisa Jensen

Algoritme med oppdatert reglar



PERFEKT !!





Maskinlæring er en spesialisering innen kunstig intelligens hvor man bruker statistiske metoder for å la datamaskiner finne mønstre i store datamengder. Vi sier at **maskinen «lærer» i stedet for å bli programmert.**

Store norske leksikon

NB: Data brukes for å bygge algoritmer

MASKINLÆRING: MASKINSYN



MUFFINS OR CHIHUAHUA?

<https://www.freecodecamp.org/news/chihuahua-or-muffin-my-search-for-the-best-computer-vision-api-cbda4d6b425d/>

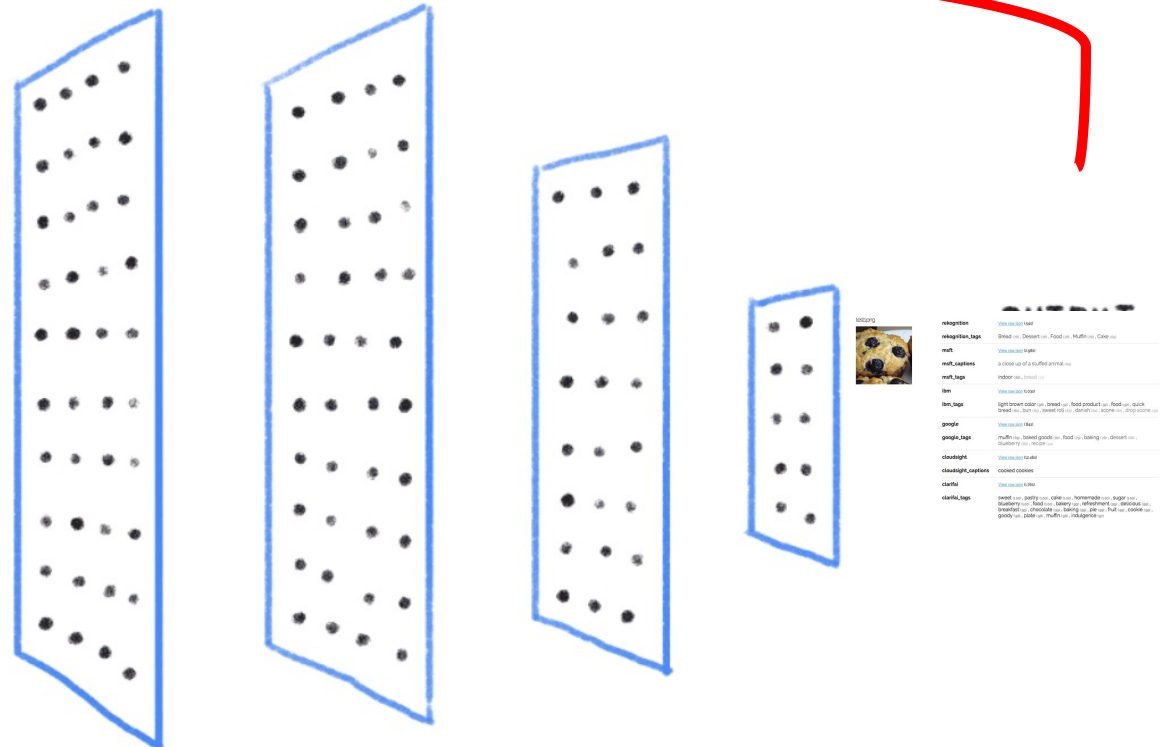
HVIS gjenkjenning er ikke godt nok, trenger mer treningsdata

MUFFIN
CAT

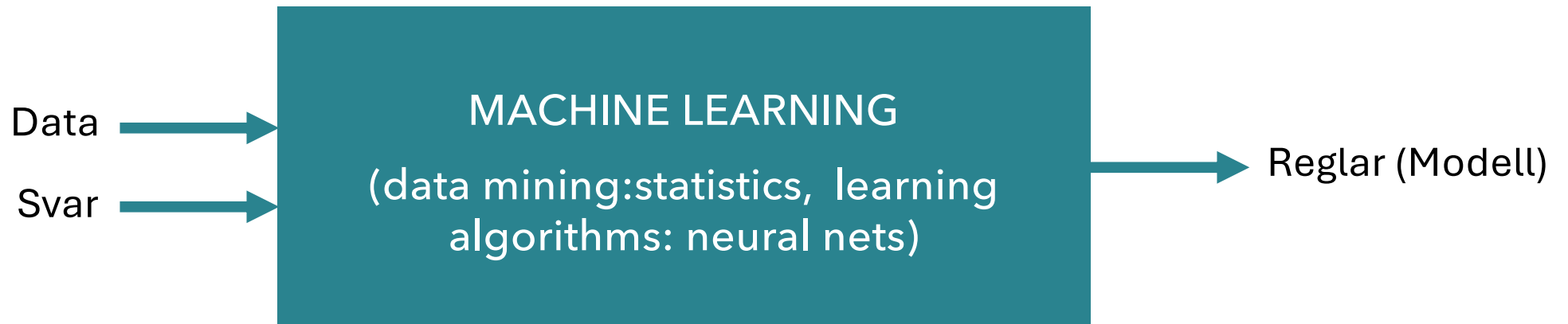
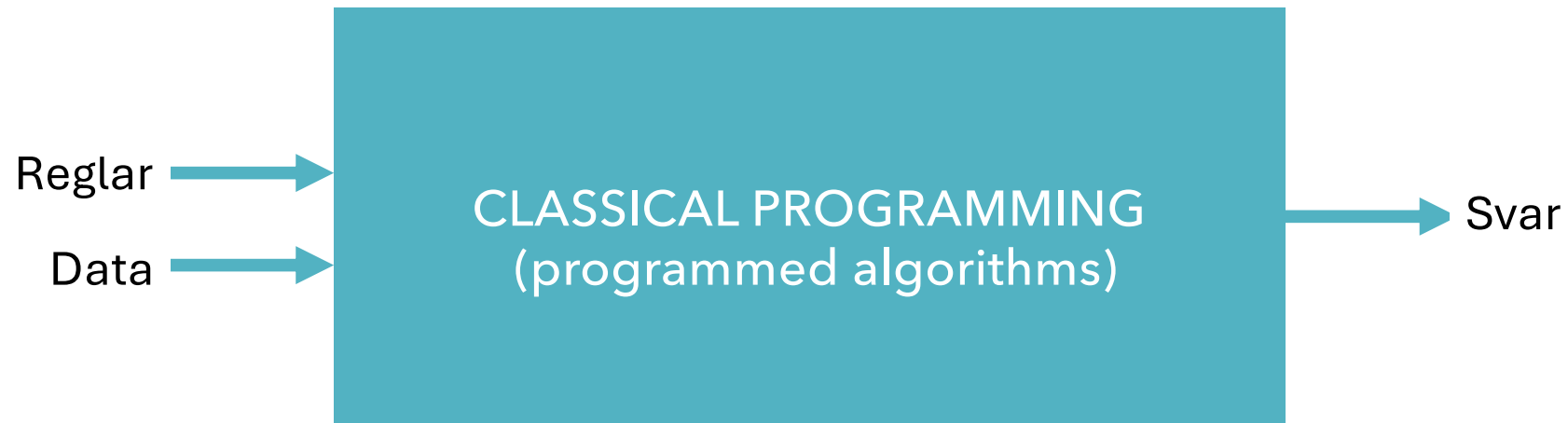


(LAELED)
PHOTOS

CHIHUAHUA
DOG

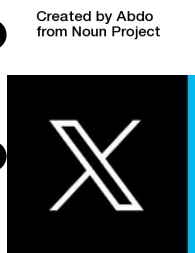
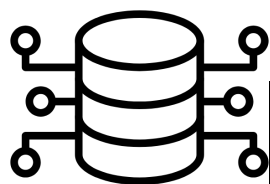
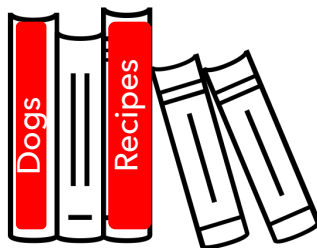


ekstraherte funksjoner i det nevrale nettet



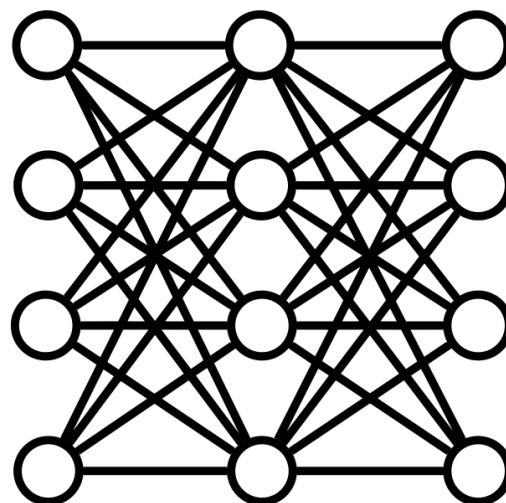
GENERATIVE LANGUAGE MODELS

LaMDA, PaLM, GPT, etc.



+++?

Neural Network



➡ Språkmodell

GPT3: 60-80 milliarder nevroner

GPT4: 1 trillion (500x større)

GPT5: 10-15 trillioner

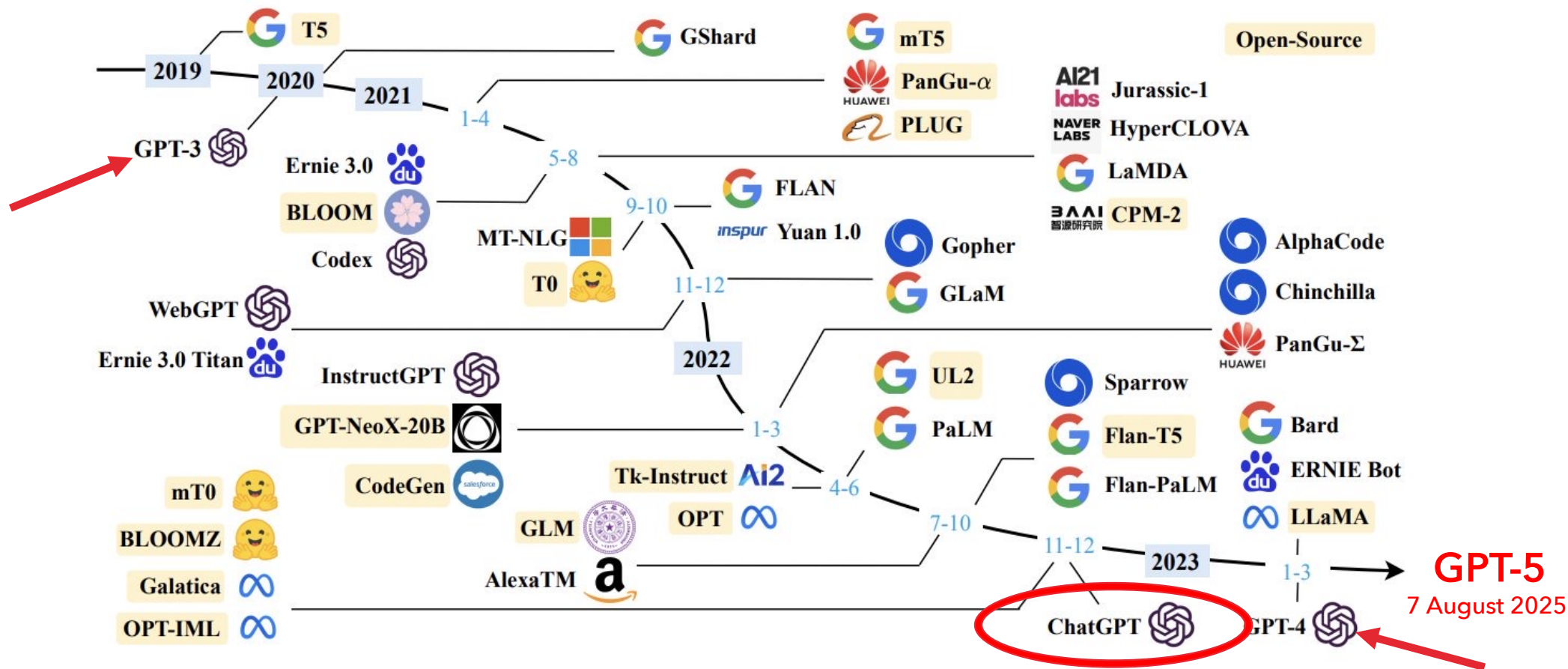
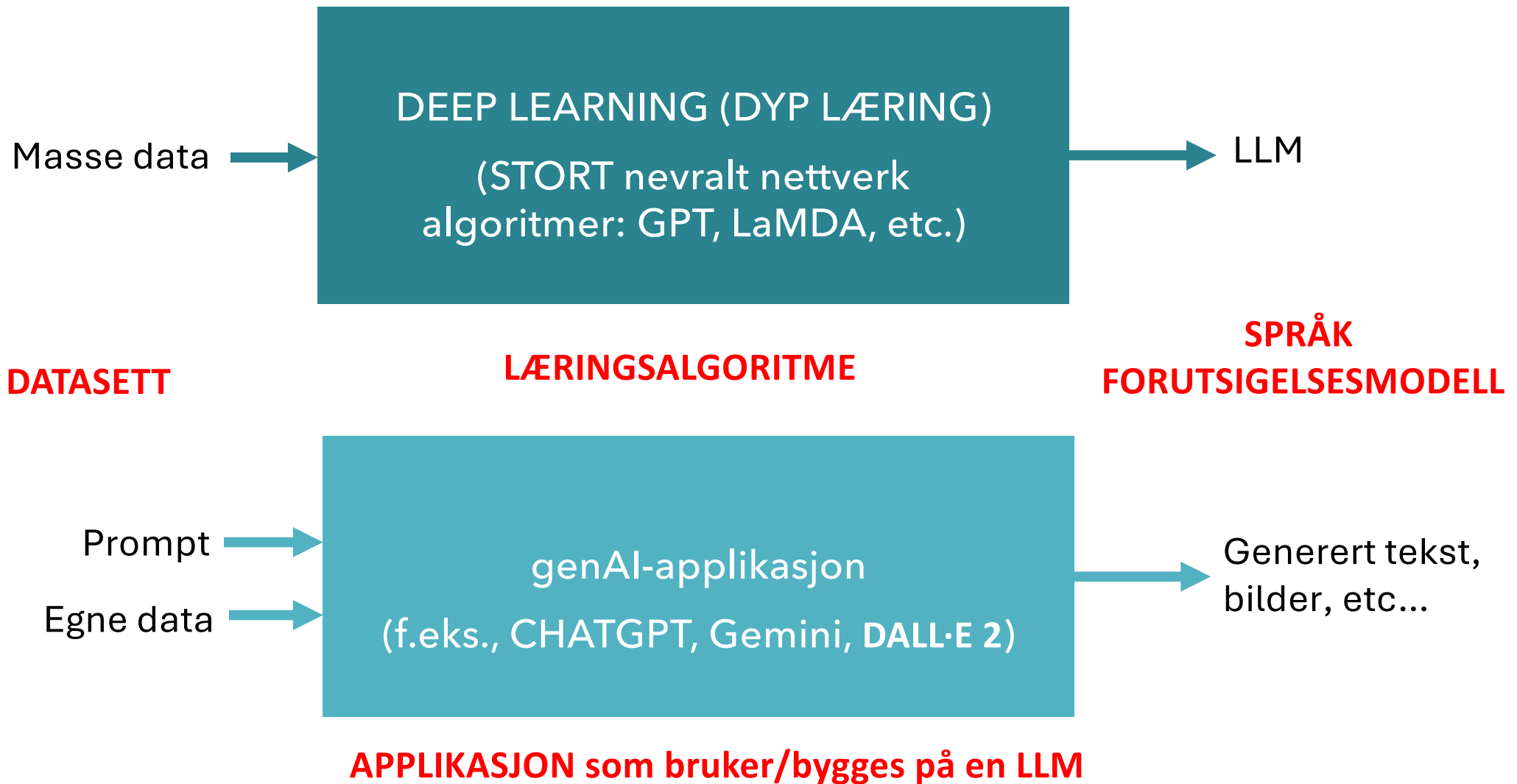


Fig. 1. A timeline of existing large language models (having a size larger than 10B) in recent years. We mark the open-source LLMs in yellow color.

<https://www.nextbigfuture.com/tag/large-language-models/page/3>



ChatGPT 3.5 ▾

januar 2024



You

How can you tell the difference between a chocolate chip muffin and a Chihuahua?



ChatGPT

Well, one might argue that the smell could give it away. A chocolate chip muffin would likely smell sweet and chocolaty, while a Chihuahua, well, probably doesn't smell like chocolate at all! Also, if it's moving around and barking, it's more likely to be the Chihuahua. But hey, mistakes happen, so it's always good to double-check!



→ it can only generate text that is its training data

How can you tell the difference between a chocolate chip muffin and a Chihuahua?

BA



Excellent question! While both may be small and cute, telling them apart is usually straightforward once you observe a few key differences:

1. Texture and appearance:

- A **chocolate chip muffin** is typically soft, crumbly, and has a baked, rounded top. It may have visible chocolate chips and a golden-brown exterior.
- A **Chihuahua** has fur, four legs, a tail, ears that often perk up, and expressive eyes. It moves, breathes, and reacts to its surroundings.

2. Behavior:

- A muffin does nothing unless eaten or touched.
- A Chihuahua may bark, wag its tail, sniff, or seek attention.

3. Context:

- Muffins are found in bakeries, kitchens, or packaged on shelves.
- Chihuahuas are usually with owners, on leashes, or in homes.

4. If in doubt:

- Gently poke it (with caution!). A muffin will crumble; a Chihuahua will likely yelp or move.
- Offer food: A muffin won't care, but a Chihuahua might get excited.

So, unless someone baked a very realistic—and concerning—pastry, you should be able to tell them apart easily! 😊



How can you tell the difference between a chocolate chip muffin and a Chihuahua?

BA

🌟 While I appreciate your creative question, there are some very clear differences between a chocolate chip muffin and a Chihuahua:

1. Appearance: A chocolate chip muffin is a small, round baked good with chocolate chips. A Chihuahua is a small dog breed with large, expressive eyes and various coat colors.
2. Texture: Muffins are soft and spongy, while Chihuahuas have fur.
3. Movement: Muffins don't move on their own, while Chihuahuas are active little dogs.
4. Sound: Muffins are silent, but Chihuahuas can bark and make other dog noises.
5. Smell: Muffins have a sweet, baked aroma, while Chihuahuas have a natural dog scent.
6. Interaction: You can eat a muffin, but a Chihuahua should be petted and played with.
7. Lifespan: Muffins last a few days before going stale, while Chihuahuas can live for 12-20 years.

In most situations, it would be very difficult to confuse a chocolate chip muffin with a Chihuahua, as they are completely different things. If you're ever unsure, just remember: if it barks, it's probably not a muffin!



How can you tell the difference between a chocolate chip muffin and a Chihuahua?

BA

🌟 Well, that's an amusing comparison! While chocolate chip muffins and Chihuahuas may both be small and brown, there are quite a few key differences:

1. Texture: A muffin is soft and spongy, while a Chihuahua has fur.
2. Sound: Muffins are silent, but Chihuahuas can bark and make other dog noises.
3. Movement: Muffins don't move on their own, while Chihuahuas are quite active little dogs.
4. Eyes: Chihuahuas have eyes, muffins do not.
5. Legs: Chihuahuas have four legs, muffins have no legs.
6. Edibility: Muffins are meant to be eaten, while Chihuahuas are pets and definitely not for consumption!
7. Lifespan: A muffin might last a few days if stored properly, while Chihuahuas can live for 12-20 years.
8. Interaction: You can pet and play with a Chihuahua, but you wouldn't do that with a muffin.
9. Chocolate chips: Muffins often have these, Chihuahuas should never eat chocolate as it's toxic to dogs.
10. Legal status: Chihuahuas are considered animals and are subject to pet ownership laws, while muffins are simply food items.

If you're ever unsure, just remember: if it barks, it's probably not a muffin!



CHALLENGES & CONTROVERSIES (UNESCO + others)

BRUK AV INNHOLD
UTEN SAMTYKKE

BLIND FOR VERDIER &
DEN VIRKELIGE VERDEN

BIAS

DATA
SIKKERHET

STØRRE SKADE FOR
MILJØET
OG ØKOSYSTEMENE

AI-GENERERT INNHOLD
SOM FORURENSER
INTERNETT

UFORKLARLIGHET

VURDERING / EKSAMEN

GENERERING AV
«DEEP FAKES»

BESKYTTELSE AV
SPRÅKLIG &
KULTURELL
MANGFOLDIGHET

DATAMANGEL
FORVERRRER DIGITAL
FATTIGDOM

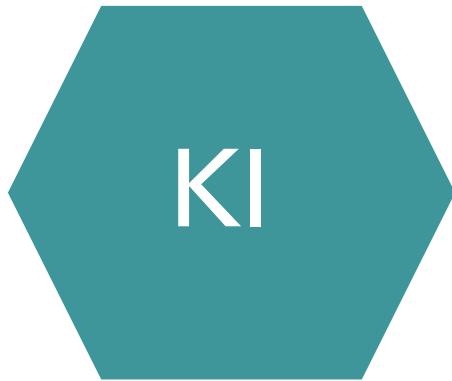
FOR LANGSOM
REGULERING

<https://aiavisen.no/norgpt/>



Oppdatert 30. januar, 2024

KI & UTDANNING



Mange teknologier

Tale til tekst

Tekst til tale

Maskinsyn

Ansiktsgjenkjenning

Søking

Plannlegging

NLP

osv.

Generativ KI

(tekst, bilder, animasjoner, ...)



KI og utdanning

For teachers/instructors

- Automatic feedback generation
- Forum monitoring
- Essay scoring
- Quiz generation
- Lesson planning
- Rubric generation
- Smart curation of learning materials

Administrative systems

- Admission Systems
- Plagiarism detection
- Summative assessment
- Dropout prediction
- Course recommendation
- Support for well-being
- Program recommendation
- AI detection

For learners

- Intelligent tutoring systems (adaptive...)
- Dialogue-based tutoring
- Exploratory Learning Environments
- Essay generation
- Essay critiquing
- Learning Companions
- Collaborative Learning support
- Language learning apps
- College recommendations
- Writing applications for college
- Mental health support

CHATBOTS

AGENTS

AGENTER

En chatbot kan bare chatte med deg, men en «agent» kan planlegge og utføre en rekke oppgaver, som å bygge nettstedet ditt, foreta en reservasjon, lage en presentasjon eller utforske oppgavelistene dine, e-post og arbeidsflyt, og deretter finne informasjon på datamaskinen din.

INQ-ITS: PERSONALISED ONLINE LABS

(e.g., Gobert et al, 2013 ...; Dickler, R., Li, H., & Gobert, J. (2019)

komplekse,
patenterte algoritmer
basert på
reglar,
maskinlæring

NLP



inqits.com

Vitenskapelig metode

Simuleringslab
(interagerer)

modellering i sanntid

automatisk vurdering av
elevens «investigations»

fremdrifts «monitoring»

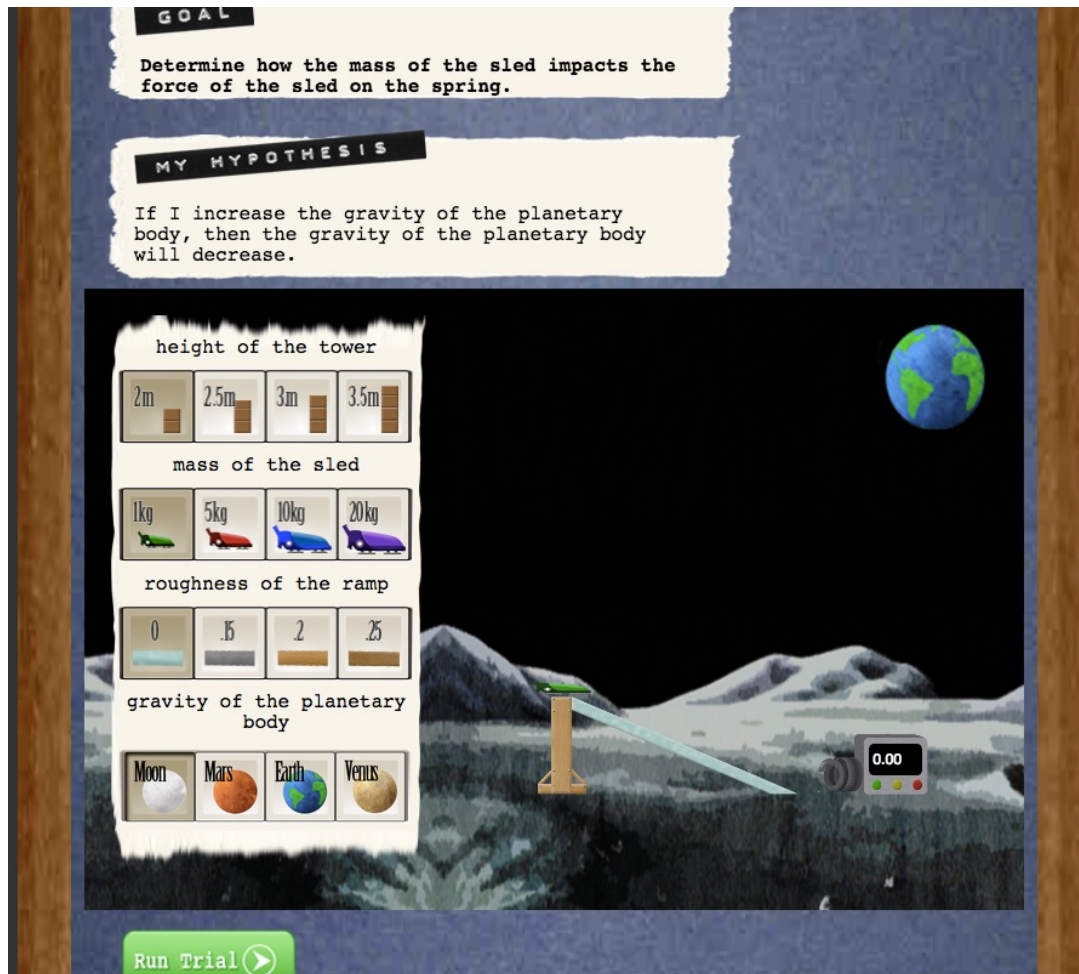
personlig tilpasset støtte

“Stealth assessment”

INQ-ITS: PERSONALISED ONLINE LABS

(e.g., Gobert et al, 2013 ...; Dickler, R., Li, H., & Gobert, J. (2019)

Anbefalt av
US Ministry
of
Education
50 delstater
&
12 land



inqits.com

Inq-ITS
vurderingsalgoritmer
er validert med
tusenvís av studenter
og **matcher**
menneskelig
vurdering med omtrent
95% nøyaktighet

Duolingo bruker KI til å tilpasse læringsopplevelsen basert på dine prestasjoner og fremgang



Free language education for the world



Sign up with Facebook



Sign up with email

Duolingo offers courses in:



Spanish



English



French



German

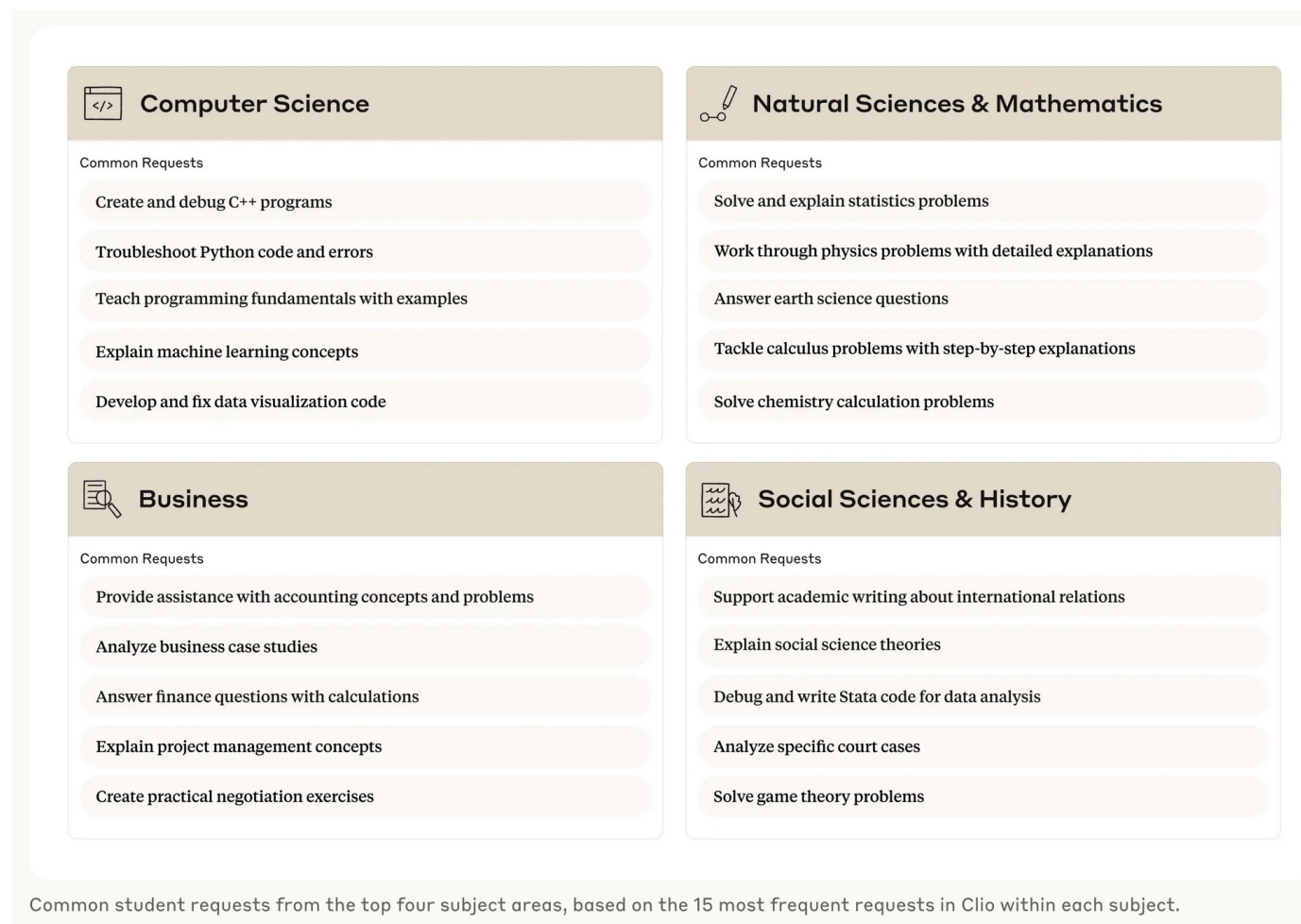


Portuguese



Italian

GenAI bruk



Handa, K, Bent, D. et al (2025, April 8) Anthropic Education Report: How University Students Use Claude. <https://www.anthropic.com/news/anthropic-education-report-how-university-students-use-claude>

Entusiastiske barn **roper engelske ord** til en storskjerm der et romskip kan erobre en annen planet **hvis uttalelsen er “nesten riktig”**! En **virtuell engelsklærer** veileder dem fra skjermen gjennom dette spennende spillet, mens **læreren i klasserommet** hjelper barn som trenger litt mer støtte.



Fra Inge Molenaar

Maskinlæring som «matcher» studenter basert på ferdigheter

BRAINLY

FOR PARENTS

ASK QUESTION

LOG IN

JOIN FOR FREE

Your 24/7 homework helper

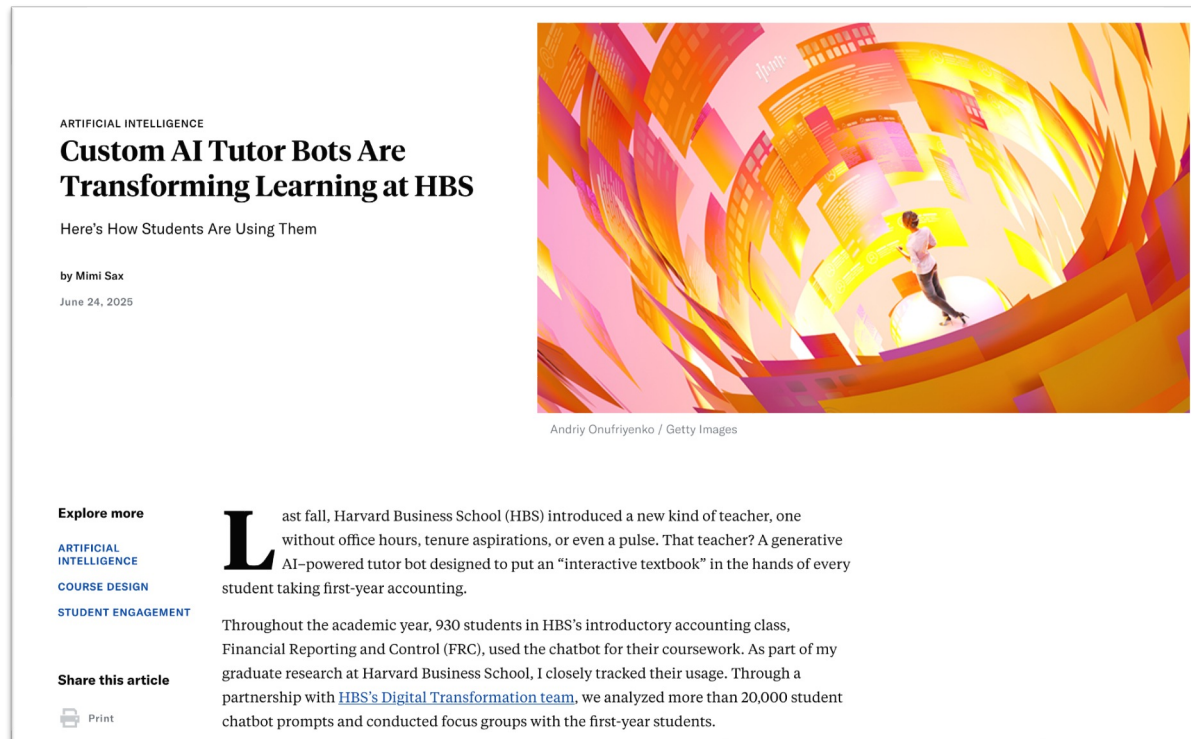
- ✓ Ask 350 million teachers and students any school question
- ✓ Get expert-verified answers fast
- ✓ Pair up student and parental accounts **NEW**

JOIN FOR FREE

DISCOVER BRAINLY FOR PARENTS



 S L A T E



<https://hbsp.harvard.edu/inspiring-minds/ai-tutor-bots-harvard-business-school>

930 students
20 000 prompts

Better prepared and better midterms

- 45% understanding fundamental concepts and jargon
- 42% practice questions
- 6% formulas and metrics calculations
- Only 12% became power users

"Many of us have taught these cases many times, and it's clear we now go through the technical accounting topics quicker," he said. "This gives us more room to discuss interesting judgment questions that come after you understand basic accounting. This is where the case method really shines. This semester has been one of the most successful semesters of FRC in the course's history."

Charles Wang, Tandon Family Professor of Business Administration

 PALS

Assignment HubResourcesConversation GuidesExample ConversationsPALS PodcastsBonus TracksMake PALS!CRM PALSEchFlow

Personalized AI Learning Simulations

Your personalized learning path begins with a single conversation

👉 First time here? [Visit Resources to get started](#) →



👉 Click the image to launch

Company Launch Pad

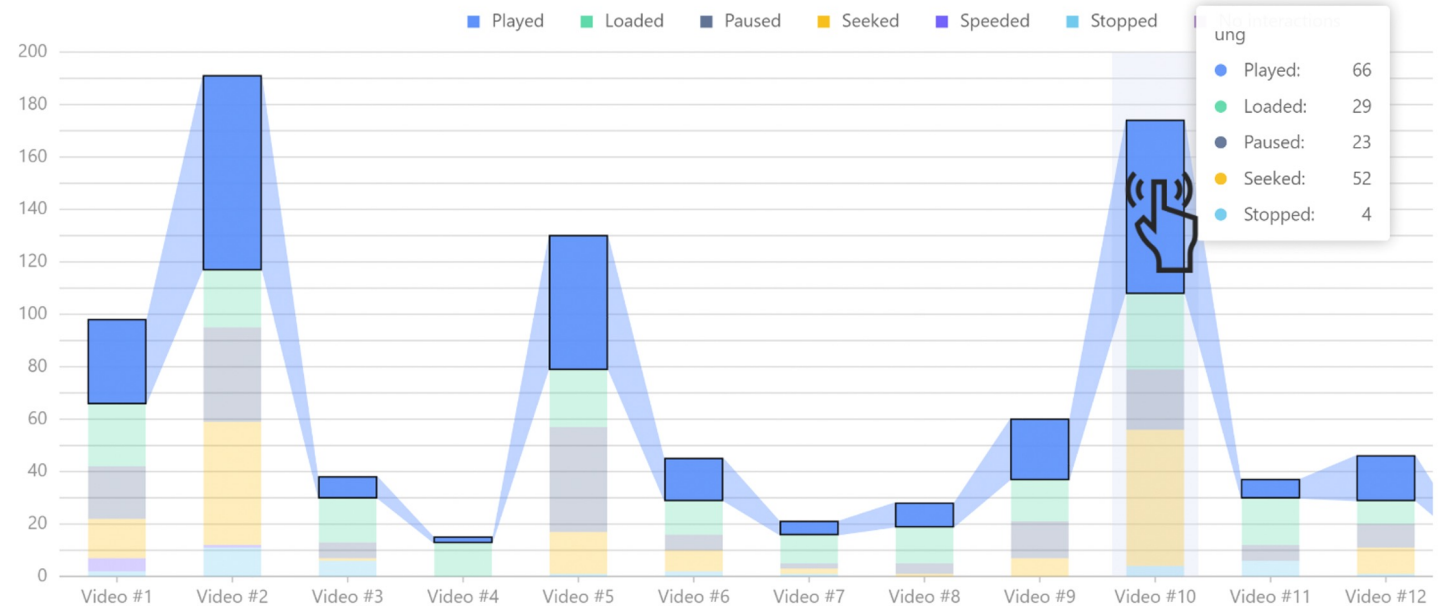
Through a guided conversation, create a unique company profile that shapes your entire learning journey. Your responses will personalize every future assignment, making each interaction uniquely yours.



<https://sites.google.com/view/psbpals/assignment-hub>



- Σ Course stats
- 🗨 Forums stats
- 📄 Video views 
- 📅 Time on platform
- 👤 Network
- 🕒 Survey report
- 🕒 Session & count over time
- 📍 Students process model
- 👤 Student types
- 📊 Problem stats
- π Sentiment analysis



Learning Design

Course Recommendation System for Exchange Students



SLATE

Task 3: Search

Task 3: Selected Courses

Step 9 out of 10

Search by key words, insert a course description or try to describe a course

Norwegian Language and Culture



PRESS FOR INSTRUCTIONS

Name	Link	Credits	Semester	Department	Description	Select
All	All	All	All	All	All	All
Language, Culture and the Construction of National Identity in Scandinavia - Scandinavian Area Studies	SAS1	15	Spring	Department of Linguistic, Literary and Aesthetic Studies	The course gives an introduction to the role of language and culture in the construction of national identity in Scandinavia. The primary focus is on the period from the 19th century to the present, but reference will also be made to earlier periods, for example the Viking era. Among the topics that will be covered are the following: the historical evolution of the Scandinavian languages, including the emergence of the two varieties of standard Norwegian (bokmål and nynorsk), different dialects and sociolects, and ideological debates over language planning and culture. In order to explore the issue of a distinct Scandinavian identity, we will also look at the relationship between the Scandinavian countries and their Nordic neighbors (Finland, Iceland, Greenland, the Faroe Islands and the Åland Islands). In addition, the languages and cultures of the indigenous people in Scandinavia will be addressed. Throughout the course of the 19th century, different attempts were made to forge a distinct Norwegian, Swedish or Danish national identity, often by focusing on what set one of the countries apart from the other two. At the same time, one can also find an intellectual movement that stressed brotherhood and unity among the three Scandinavian countries, which were often likened to three branches growing out of the same tree. Through a focus on language and culture, SAS1 traces the evolution of these two opposing tendencies - the desire for a separate national identity as well as for a specifically Scandinavian identity - up until the current moment.	REMOVE

Suschevskiy & Khalil (2021)

INEZ – a talking dialogic chatbot (Human-Human-AI system)

INEZ asks questions to an innovation group to stimulate creativity - the enabler for innovation

Dr Ingunn Ness, SLATE & AI LEARN



Image is co-created by Ingunn Ness and ChatGPT

AI Assistance for Faculty Tasks

(See <https://teachingnaked.com/prompts/> for all of the prompts)

- What's unclear about these instructions?
- Provide five ideas for how to introduce X
- Design a classroom exercise where students will need to...
- Write a convincing proposal to get this new course approved by department X (or approved to count for this gen ed requirement). The format is Y and should include 5 learning outcomes that align with Z...
- Why might I want to keep using this old code/software?
- Improve this assignment so it is harder to cheat using AI
- Can you put this into simpler terms for beginning students?
- Analyze typical assignments for college-level data science courses and adapt or create 5 new assignments that need to be done with AI assistance. Provide instructions. If the assignment can be done by AI alone then start over.
- Analyze these successful grant applications and identify common elements, ideas, methods, structures, or language that might have contributed to their success. Recommend how I might adapt my current proposal to be more successful.
- Pretend you are a faculty member on a search committee for a new dean. Read the uploaded position description, my cover letter and CV. How might the committee react to my materials? List missing elements and suggest ways for me to improve my application.
- Who are the other major figures in this field who might be potential reviewers of this article? What work of theirs should I be sure to cite?

José Bowen

Building an AI-Ready Workforce: A Look at Student ChatGPT Adoption in the US (2025).

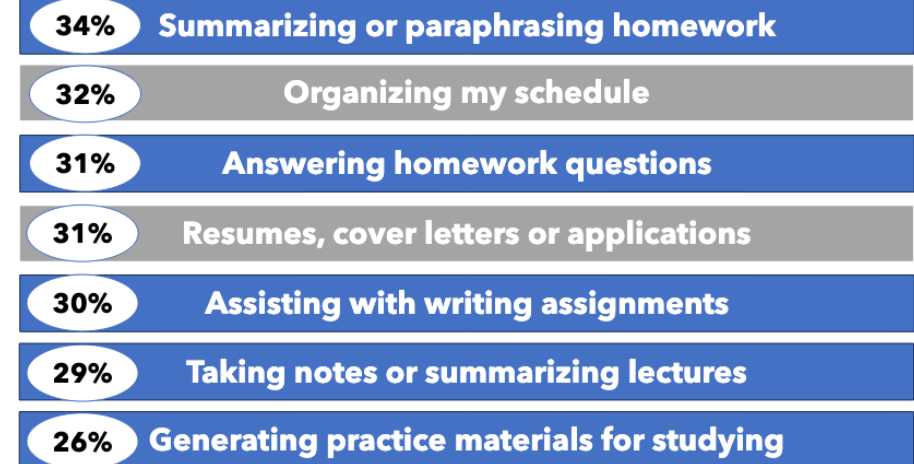
Art & Science HS Student Poll May 2024

55% worry that other students using AI will negatively impact their chance of getting into their desired college

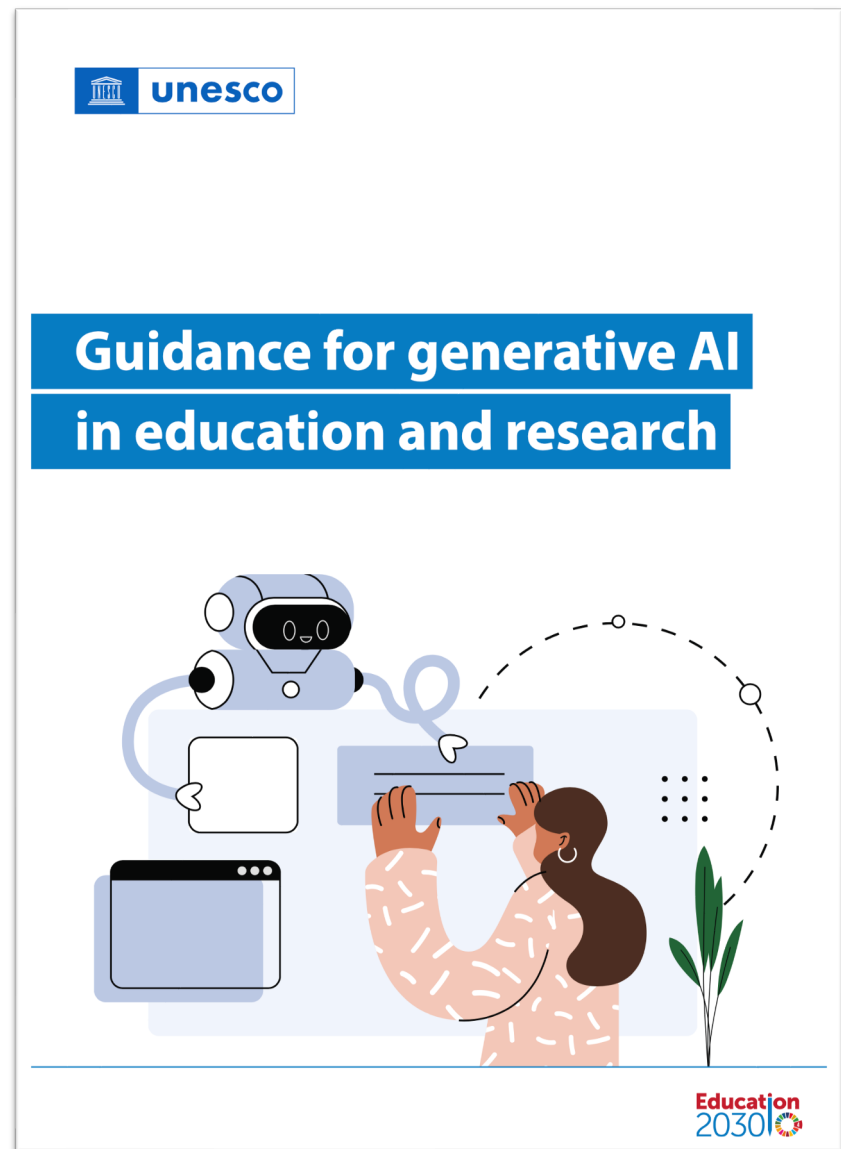
53% assume they will be taught in college how to use AI tools effectively and ethically

OpenAI. (Survey of 1229 18-24 year-olds plus usage data from Jan 2025)

What do you use AI for in your studies? (Select all that apply)



José Bowen



Will Chatbots Teach Your Children?

New A.I. tools could enable a Silicon Valley dream: bots that customize learning for pupils. Prior attempts have not lived up to the hype.

Share full article



156



I fjør spådde Sal Khan (Khan Academy) at AI-veiledningsroboter snart ville revolusjonere utdanningssektoren. Ledere i store teknologiselskaper har lignende visjoner.

“There’s a **rush to proclaim the authority and the usefulness** of these kinds of chatbot interfaces and the underlying language models that power them,”

“**But the evidence that A.I. chatbots can deliver those effects does not yet exist.**”

Professor Ben Williamson
University of Edinburgh

Ben Williamson talks about “precision learning” that will allow for the collection and production of 'intimate data' about students' psychological, neuroscience and genetic characteristics. The challenges of a growing convergence of, for example, digital technologies and neuroscience research are also receiving increasing attention, with a particular focus on the implications for education and learning (bio-digitalism).

 UNSAFE AT ANY SEED

AI search engines cite incorrect news sources at an alarming 60% rate, study says

CJR study shows AI search services misinform users and ignore publisher exclusion requests.

BENJ EDWARDS – 13 MAR 2025 22:16 |  140



 Credit: Wong Yu Liang via Getty Images

The study highlighted a common trend among these AI models: **rather than declining to respond when they lacked reliable information, the models frequently provided plausible-sounding but incorrect or speculative answers**—known technically as confabulations [otherwise known as bullshit].

<https://arstechnica.com/ai/2025/03/ai-search-engines-give-incorrect-answers-at-an-alarming-60-rate-study-says/>



Higher education (HE) faces a complex landscape of digital technology services, shaping educators' labour and working conditions in new ways. Two particular issues are **ownership of intellectual property (IP)** and **academic freedom** when using digital education services such as edtech platforms. Edtech platforms complicate questions of academic ownership of content and teaching materials and can impact educators' academic freedom in teaching.

The headline finding of this study is that **the increasing digitalisation and 'platformisation' of HE is resulting in a complex, messy combination of technical, legal and financial factors relating to academic IP and academic freedom**, which are often complicated further by different governance and copyright regimes across national borders and individual institutions.

<https://www.ei-ie.org/en/item/28484:behind-the-platforms-safeguarding-intellectual-property-rights-and-academic-freedom-in-higher-education>



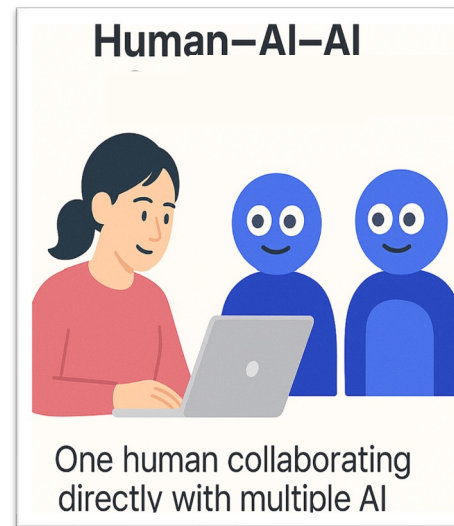
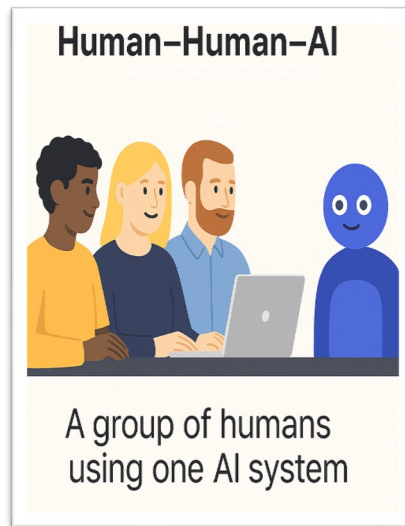
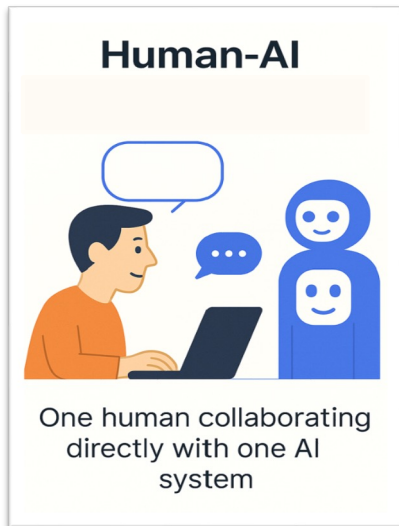


AI CENTRE FOR THE EMPOWERMENT OF HUMAN LEARNING

NASJONALT SENTER FOR KI OG LÆRING

HUMAN-AI SYSTEMS

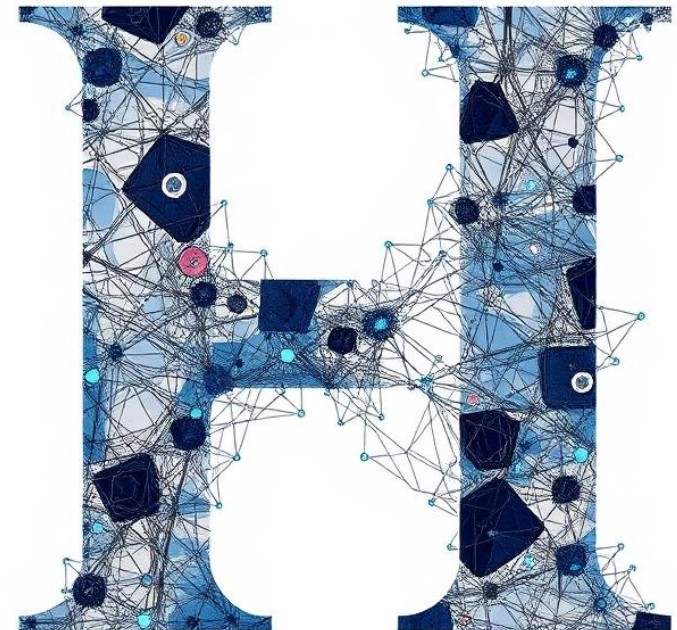
(co-learn, co-work, co-create, co-lead...)



Images co-created by Ingunn Ness & ChatGPT

Hybrid intelligence seeks to create sociotechnical ensembles in which human and machine capabilities are meaningfully integrated and mutually enhancing.

As such, a **hybrid intelligence lens** enables critical investigation into the ethical, technological, and practical complexities that arise when AI intertwines with human activity.



KARRIEREVEILEDNING & SOSIALPEDAGOGISK RÅDGIVNING

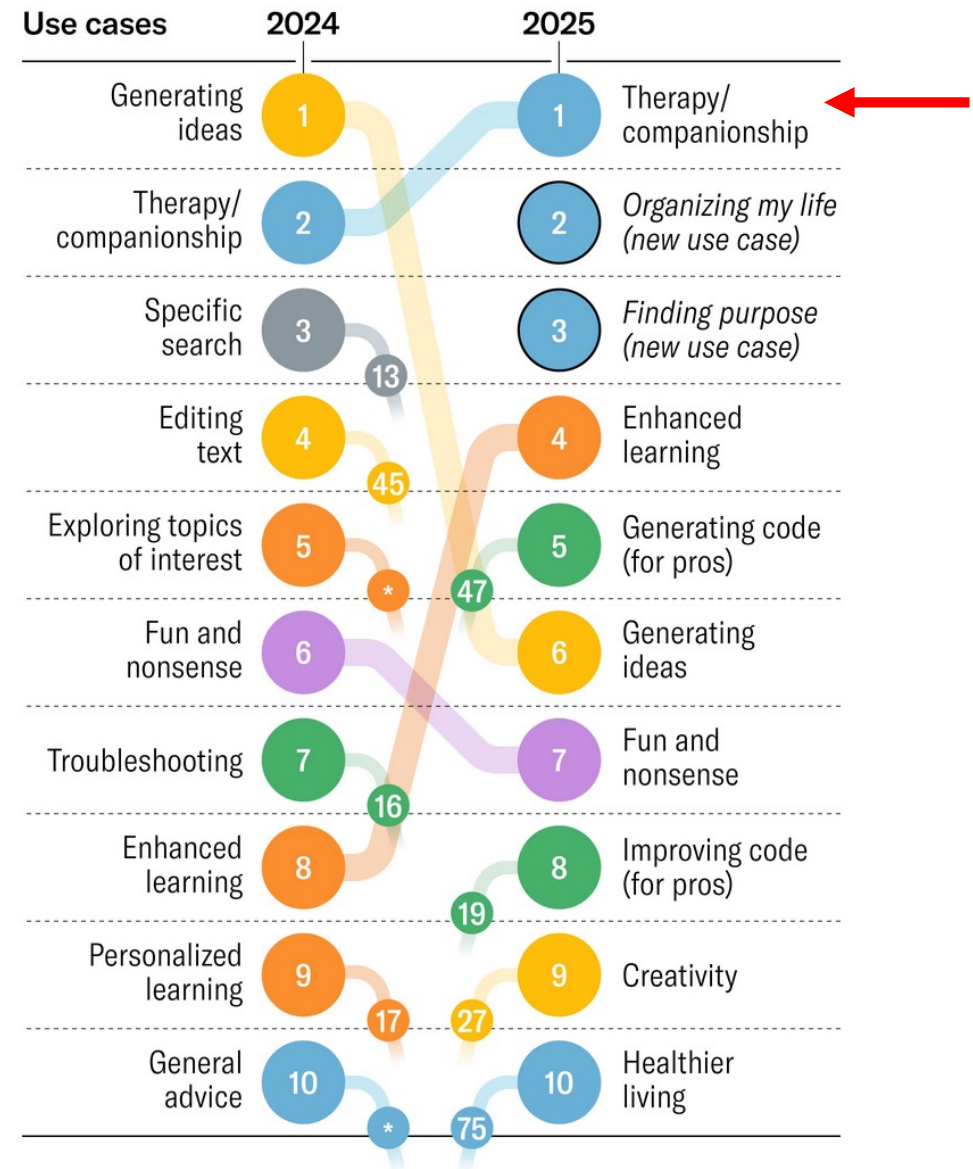
Top 10 Gen AI Use Cases

The top 10 gen AI use cases in 2025 indicate a shift from technical to emotional applications, and in particular, growth in areas such as therapy, personal productivity, and personal development.

Themes

PERSONAL AND PROFESSIONAL SUPPORT	TECHNICAL ASSISTANCE AND TROUBLESHOOTING
CONTENT CREATION AND EDITING	CREATIVITY AND RECREATION
LEARNING AND EDUCATION	RESEARCH, ANALYSIS, AND DECISION-MAKING

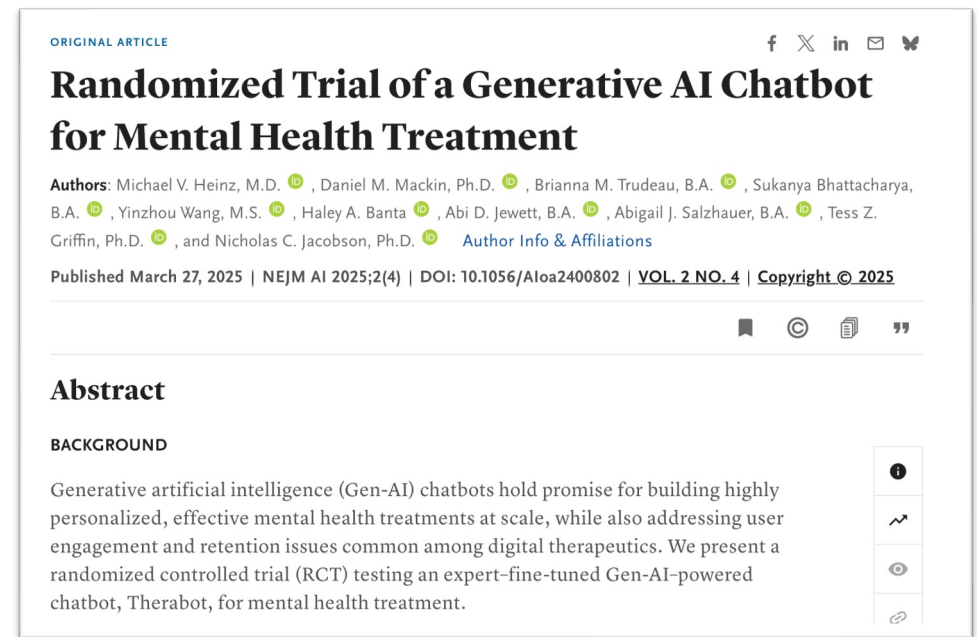
Harvard Business School:
<https://hbr.org/data-visuals/2025/04/top-10-gen-ai-use-cases>



THERABOT – psykisk helse

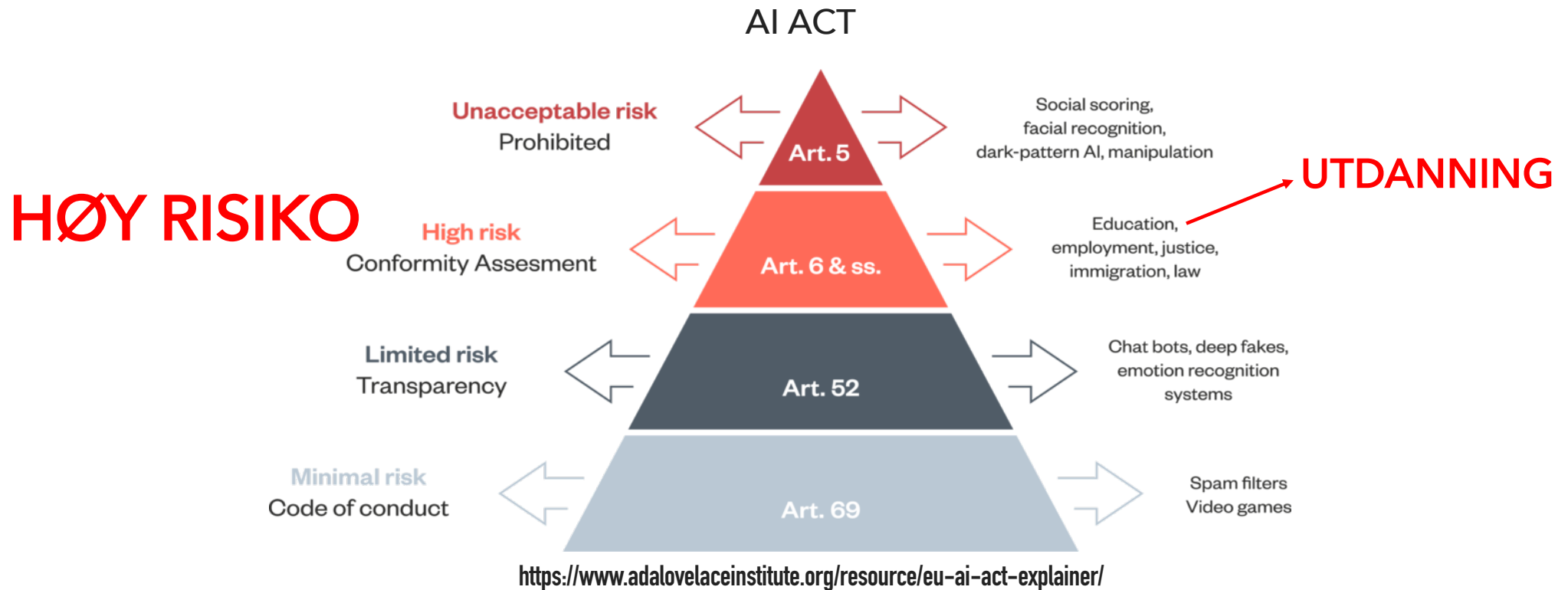
“... significantly greater reductions in symptoms (Dartmouth RCT study, N=210) when treating clinical-level mental health symptoms

- major depressive disorder
- generalized anxiety disorder
- clinically high risk for feeding and eating disorders



“Therabot was well utilized (average use >6 hours), and participants rated the therapeutic alliance as comparable to that of human therapists.”

Forordning om kunstig intelligens (KI-forordningen)



**minimere risikoen for feilaktige eller partiske AI-assisterte beslutninger
beskytte barns sårbarhet**

Noen **AI-systemer bruk i utdanning** er kategorisert av EUs AI-lov, art. 6 og følgende, som **applikasjoner med høy risiko**:

- (a) AI-systemer som brukes til å avgjøre tilgang til utdanningsinstitusjoner (på alle nivåer)
- (b) AI-systemer for vurdering og/eller bruk i styring av læringsprosesser og utdanningsløp for studenter
- (c) AI-systemer som brukes til å kartlegge en persons utdanningsnivå
- (d) AI-systemer som brukes til å overvåke og oppdage uønsket atferd hos barn eller elever/i klasserommet eller i vurderingssituasjoner

Du kan ikke gi juridisk ansvar til en AI.

AI Can Help You Choose A College

By **Brennan Barnard**, Contributor. ⓘ Brennan Barnard writes about the nuance... ▾

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Published Apr 05, 2025, 06:46am EDT, Updated Apr 07, 2025, 10:52am EDT

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<https://www.forbes.com/sites/brennanbarnard/2025/04/05/ai-can-help-you-choose-a-college/>

NEWSLETTER

On Tech

Applying to College? Here's How A.I. Tools Might Hurt, or Help.

ChatGPT might change the application essay forever.

[Share full article](#)



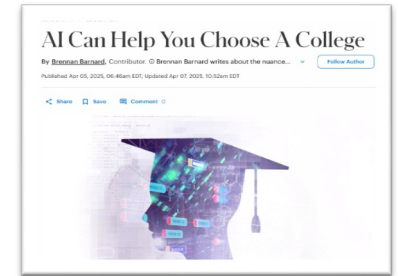
Kendrick Brinson for The New York Times

By **Natasha Singer**

Sept. 1, 2023

<https://www.nytimes.com/2023/09/01/technology/ai-chatbots-college-applications.html>

“Transform my difficult decision between [specific college/university options] into a clear decision matrix. Reveal hidden risk, long-term consequences, and psychological factors influencing my decision that I am completely blind to.”



They identified five recurring themes:

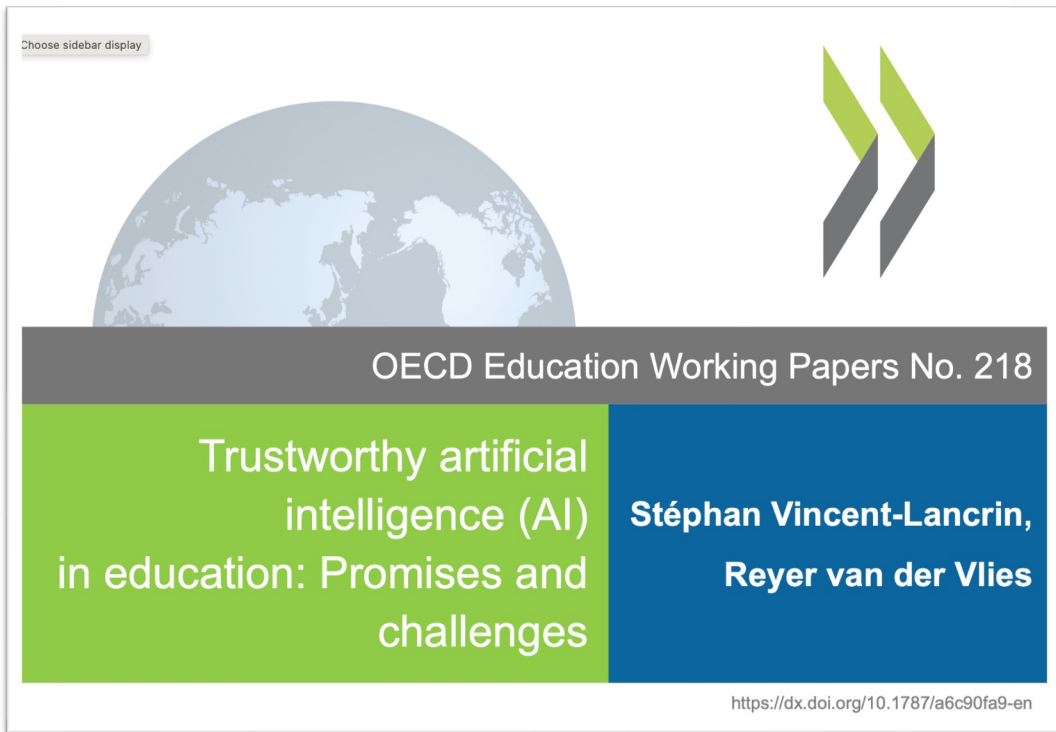
- comparing financial aid packages
- weighing program strengths for specific majors
- brainstorming questions for campus tours
- gauging real-world career outcomes
- clarifying factors like location or student life.

In most cases, they simply found AI to be a quicker way of aggregating info that might otherwise require multiple Google searches.

<https://www.forbes.com/sites/brennanbarnard/2025/04/05/ai-can-help-you-choose-a-college/>

Når den allsidige GenKI brukes i alle prosesser:

**Karriereveiledning &
Sosialpedagogisk
rådgivning ?**



Reaching the full potential of AI requires that stakeholders **trust not only the technology, but also its use by humans.**

Vincent-Lancrin & van der Vlies, 2020

OVELSE:

Du er en 18 år gammel norsk elev som søker opptak til universitetet. Du er interessert i å studere xxx.

Bruk GenAI til å finne 5 programmer du kan søker opptak til ved et norsk universitet.

DATA & AI LITERACY





Digital kompetanse for arbeidslivet (DIGI)

Trenger du mer digital kompetanse? UiB tilbyr en rekke små, nettbaserte emner om data og digitalisering, kunstig intelligens, personvern og GDPR, IKT-sikkerhet, med mer. DIGI-emnene er åpne for alle interesserte.



Estetikk: Illustrasjonskilde

✓ DIGI610 Fantastiske data

✓ DIGI612 IKT-sikkerhet (undervises på engelsk)

✓ DIGI614 Grunnkunnskap om kunstig intelligens

DIGI610 Fantastiske data

Oppstart: Mandag 9. februar 2026

DIGI610C Fantastiske data for lærere (høst 2026)

Fakta om DIGI-emner

- Rekke med flere små mikroemner
- 2,5 studiepoeng per emne
- Nettbasert undervisning over 6-9 uker per emne
- 500-1000 studieplasser per emne
- Ingen studieavgifter, kun semesteravgift kr 650,- per semester
- Nye emner starter hvert semester
- Vi åpner for påmelding til vårens emner mandag 17. november

Du kan også holde deg orientert om ledige plasser og kommende DIGI-emner, ved å melde deg på vårt nyhetsbrev:

Kompetanse
Norge

SLATE &
Digital Norway



These have contributed content to DATAREISEN:

Professor Barbara Wasson, **SLATE**, UiB

Researcher Jeanette Samuelsen, SLATE, UiB

Researcher Fredrik Breien, SLATE, UiB

Postdoc Anja Salzmänn, SLATE

Associate Professor Malgorzata Cyndeka, Juridisk Fakultet UiB og SLATE (personvern og GDPR)

Associate Professor Leonora Onarheim Bergsjø, Høgskolen i Østfold (Digital etikk)

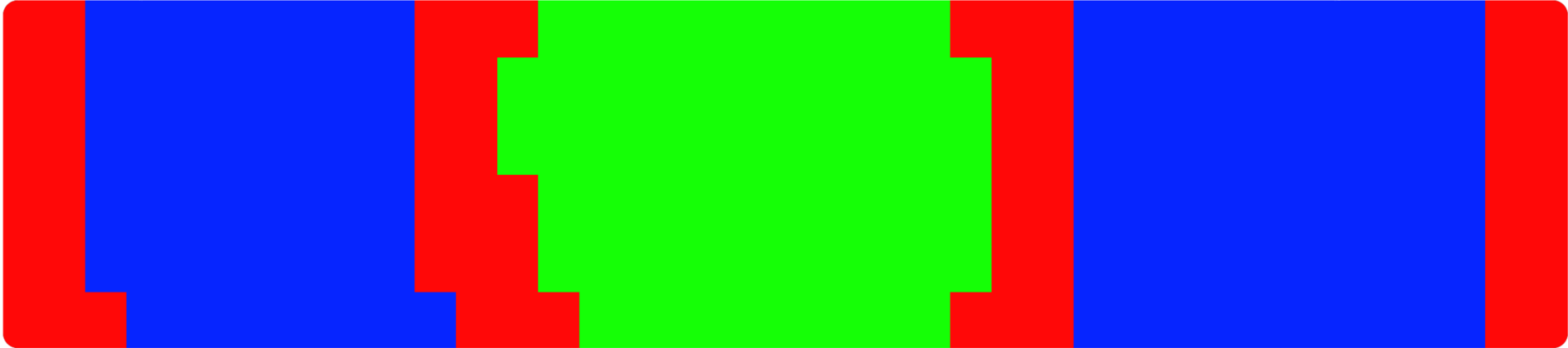
Text writer Mikael Lunde + others, NewsLab AS, Oslo



datareisen.no

 Data Journey

No ● En 



Welcome to the Data Journey

Log in

Register

Chapter 1: Why Data is Worth Its Weight in Gold (and Worth Protecting)

Chapter 2: Technology and Beyond

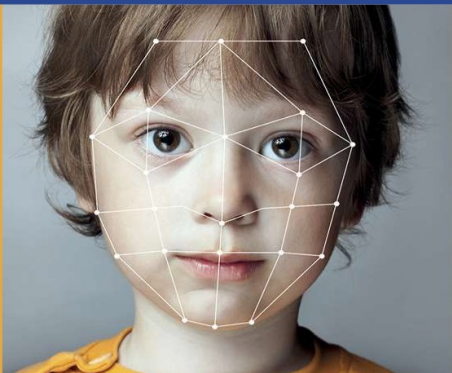
Chapter 3: How We Get a Hold of Data

Chapter 4: Making Data Useful

Chapter 5: Putting Data to Use

ARTIFICIAL INTELLIGENCE AND EDUCATION

A critical view through the lens of human
rights, democracy and the rule of law



Provisional edition



**We need the application and teaching
of AI in education to prioritise and
facilitate human rights, democracy
and the rule of law.**

**Wayne Holmes,
Jen Persson,
Irene-Angelica Chounta,
Barbara Wasson &
Vania Dimitrova (2022).**

<https://rm.coe.int/artificial-intelligence-and-education-a-critical-view-through-the-lens/1680a886bd>



TAKK!

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