

25.05.23

Lehren und Lernen mit KI

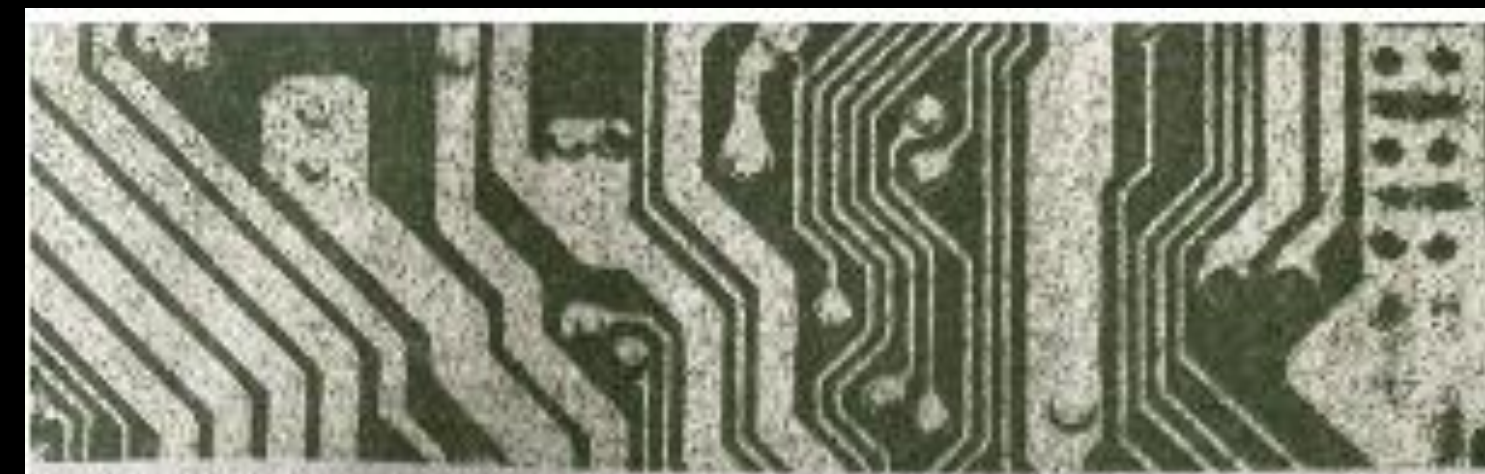
**VIVIAN GUNSER
KREATIVES SCHREIBEN**

- **Besprechung Übungsaufgaben**
- **Input Vivian Gunser**
- **Diskussion**
- **Kurze Übersicht Projekte**
- **Übungsaufgaben**

BESPRECHUNG ÜBUNGSAUFGABEN

AUFGABE ZU DIESER WOCHEN

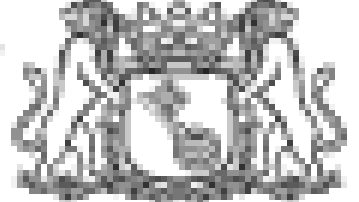
- **Schreibt einen Veranstaltungshinweis in Form eines kurzen Blogs. Nehmt dazu an, Ihr wollt Werbung für eine Veranstaltung bei Euch in der Schule, Hochschule oder für Euch privat machen. Nutzt dazu aber *nicht* ChatGPT, sondern ein speziell auf Texterstellung ausgerichtetes Tool Eurer Wahl, wie etwa [Neuroflash](#).**



che Sprachmodelle können mit weniger neuronalen Verbindungen
viel mehr Wissen speichern als das menschliche Gehirn

»Es entsteht
Bedeutung ohne Geist –
dumme Bedeutung«

Hannes Bajohr,
Literaturwissenschaftler

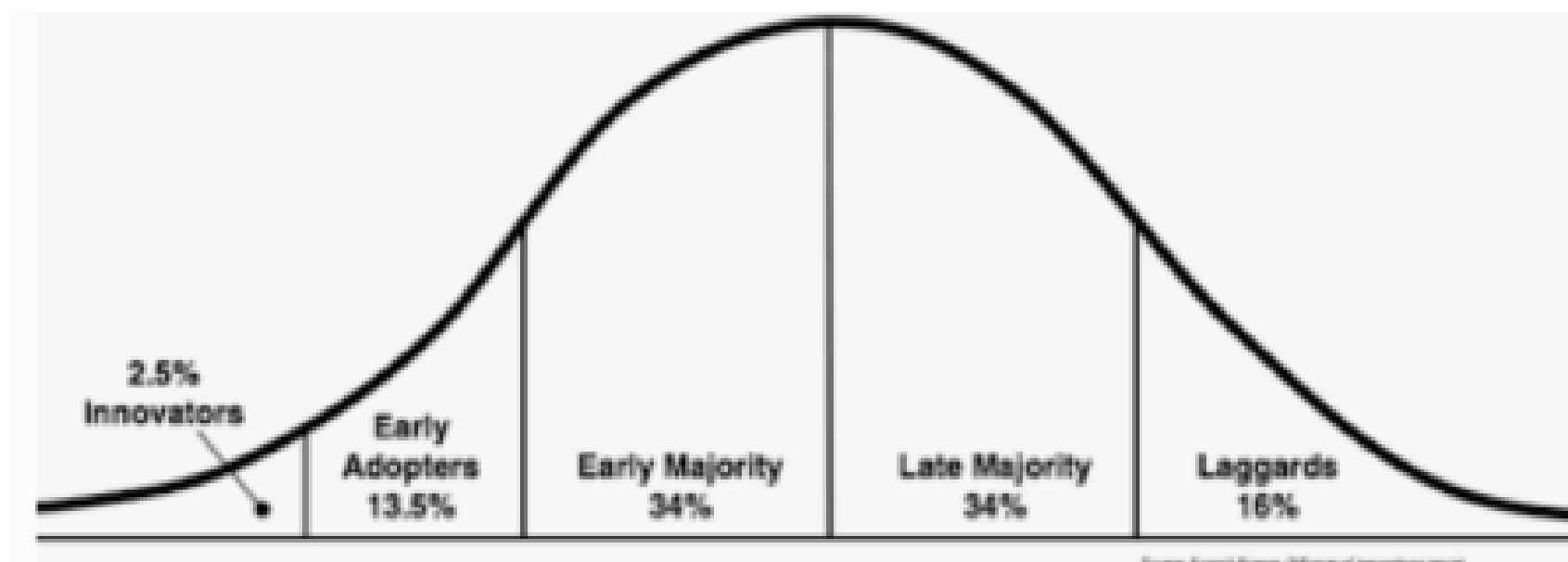
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Ausgabe 21/2023

Late Majority & Laggards' Diffusion Reasoning

The diffusion of innovation theory explains how new products, services, or ideas spread through a society or market.

During this process, individuals' knowledge, attitudes, and behavior influence the adoption of an innovation. According to Rogers' diffusion of innovations theory, the social system's adoption of an innovation is comprised of five different groups: innovators, early adopters, early majority, late majority, and laggards. (Shaw et al., 2015)



The late majority and laggards are the last groups of individuals to adopt the innovation.

The reasoning of the late majority and laggards during the diffusion of innovations can be influenced by various factors. These individuals often adopt an innovation only after it has become well-established and popular within society. (Sabot et al., 2017)

The late majority tends to be more risk-averse and cautious in their decision-making process, preferring to rely on the experiences of others before making a decision. On the other hand, laggards are often resistant to change and may feel nostalgic for traditional methods or products. Therefore, they may be skeptical of the value or benefits that an innovation can offer and may resist adopting it until they see clear advantages to doing so. In effect, the late majority and laggards require more convincing to adopt an innovation due to their inherent skepticism toward new ideas; therefore, they benefit from clear demonstrations of the benefits and proven success

JENNI.AI'S ANTWORT

of the innovation through case studies, testimonials, and other persuasive tactics. Furthermore, the late majority and laggards may also be reliant on their social networks for decision-making processes. (Wen et al., 2011)

Therefore, influencers within their social circles and trusted sources of information can play an essential role in persuading them to adopt the innovation.

It is important for innovators and early adopters to understand the reasoning of the late majority and laggards during the diffusion of innovations so that they can tailor their marketing and communication strategies to address the specific concerns of these groups. By understanding the factors that influence the adoption of an innovation, they can develop tactics to overcome resistance and skepticism among these groups and ultimately accelerate its diffusion throughout the market.

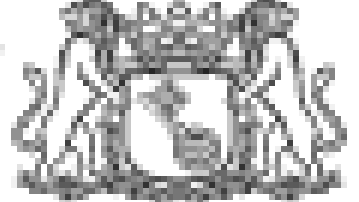
Ressources

Shaw, Kelsey et al. (2015, January 1). Agriculturists Personal and Business Use of Online Communication Tools. *Journal of Applied Communications*, 99(2). <https://doi.org/10.4148/1051-0834.1045>

Sabot, K., Wickremasinghe, D., Blanchet, K., Avan, B. I., & Schellenberg, J.. (2017, October 23). Use of social network analysis methods to study professional advice and performance among healthcare providers: a systematic review. *Systematic Reviews*, 6(1). <https://doi.org/10.1186/s13643-017-0597-1>

Wen, Yu et al. (2011, January 31). Diffusion patterns of new anti-diabetic drugs into hospitals in Taiwan: the case of Thiazolidinediones for diabetes. *BMC Health Services Research*, 11(1). <https://doi.org/10.1186/1472-6963-11-21>



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Darin also liegt die neue Denkaufgabe für den Menschen: dass uns in Wahrheit weder eine künstliche noch dumme Intelligenz herausfordert. Sondern etwas Neues, für dessen Fähigkeiten uns noch die passenden Begriffe fehlen.

KREATIVITÄT

(=/**=TEMPERATUR**)



Menschliche Kreativität unterscheidet sich von der Kreativität von KI-Systemen wie ChatGPT aufgrund folgender Aspekte:

1. Das Bewusstsein und individuelle Erfahrungen, auf denen menschliche Kreativität aufbaut.
2. Intuition und emotionale Intelligenz, die menschliche Kreativität prägen.
3. Die subjektive Natur und Originalität menschlicher Kreativität im Gegensatz zu generischen Antworten von KI-Systemen.
4. Das tiefe Verständnis des Kontexts, das Menschen haben, im Vergleich zur begrenzten Kontextfähigkeit von KI-Systemen.

INPUT VIVIAN: ‚KREATIVES SCHREIBEN‘

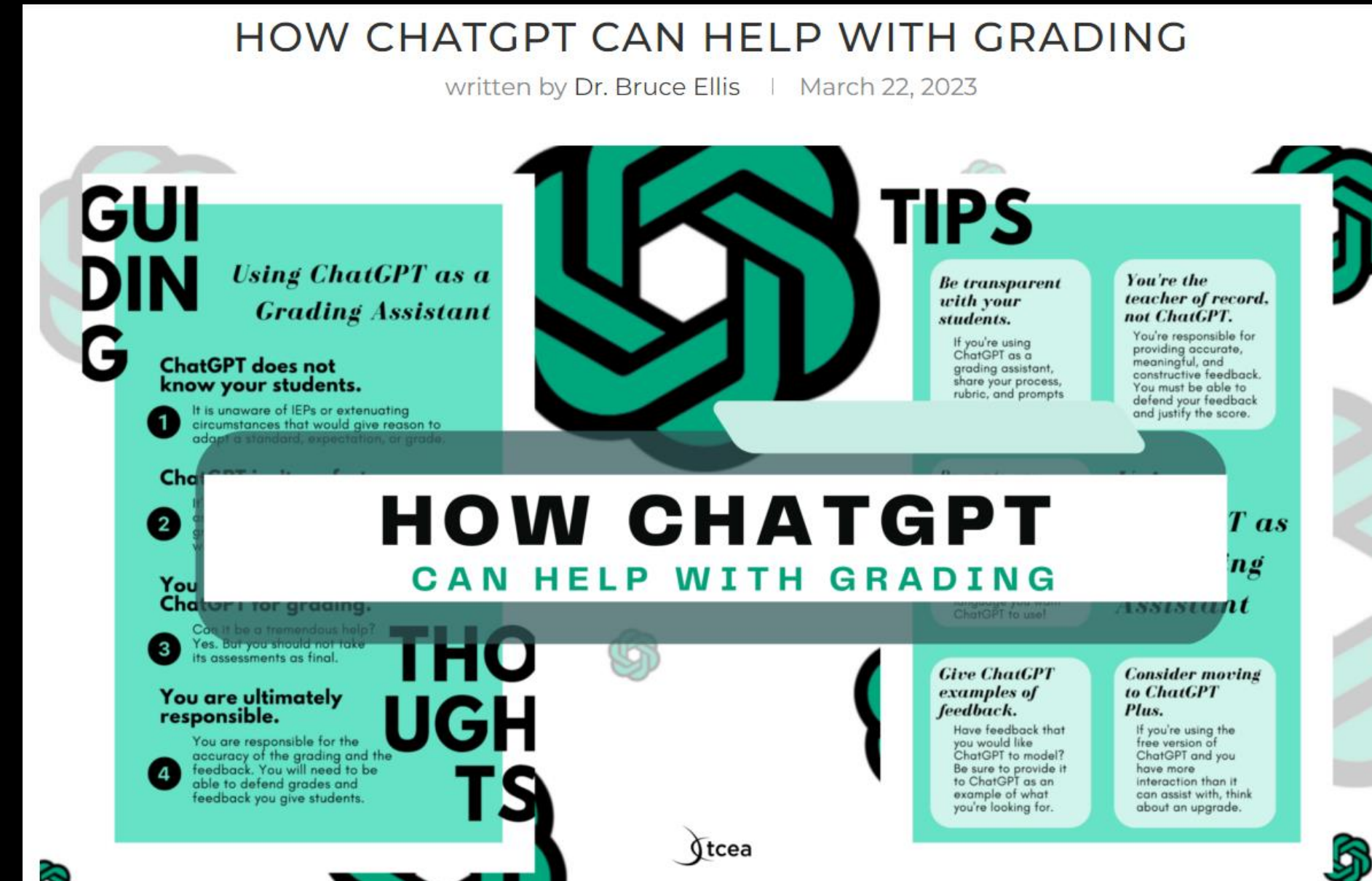
DISKUSSION

PROJEKTE

- **Henrik:** **Kinderbuch**
- **Anja, Kelvin:** **Literatur-Bot**
- **Thomas:** **Vortragserstellung mit ChatGPT4**
- **Dirk:** **Weboberfläche für AutoGPT**
- **Paul, Lisa:** **Anleitung für Trendsportarten**
- **Jeremy:** **Unterstützungstool für ReferendarInnen**

AUFGABEN ZUR NÄCHSTEN WOCHEN

- Lest folgenden Blogartikel:



<https://blog.tcea.org/chatgpt-grading/>

- Probiert die zwei dort vorgestellten Prompts an einem Thema Eurer Wahl aus.

PROMPTS

- (1) Create a rubric for a 5-paragraph opinion essay based on the Texas Essential Knowledge and Skills for grade 10. The rubric should include 3 categories: 1. organization, 2. development of ideas, and 3. use of language/conventions. Each category is worth a maximum of 4 points for Exemplary, 3 points for Meeting, 2 points for Approaching, and 1 point for Beginning.
- (2) Act as an expert educator who is able to read information, analyze text and give supportive feedback based on a rubric that I will give you. Students were given the following assignment: [paste student assignment here] When you are ready, I will give you the rubric. I will then begin to give you the student work to evaluate and you will provide specific, constructive and meaningful feedback in a first-person, supportive voice. If the score given is less than [total points for the rubric] points, provide a brief paragraph on specific steps the student can do to improve the work and earn full credit based on the rubric. Do you understand?