

START OF QUIZ

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Question 1

Topic: Lecture 7

Source: Lecture 7

What is the intuition behind active learning? (1)

Question 2

Topic: Lecture 8

Source: Lecture 8

Explain why diversity sampling is important when performing AL? (1)

Question 3

Topic: Lecture 5

Source: Lecture 5

Describe the difference between parallel and pseudo-parallel. (1)

Question 4

Topic: Lecture 8

Source: Lecture 8

How does ICL differ from fine-tuning? (1)

Question 5

Topic: Lecture 5

Source: Lecture 5

Why do MLLMs tend to eventually see a decrease in quality on HRLs? (1)

Question 6

Topic: Lecture 6

Source: Lecture 6

In the lab, you likely saw that a certain part took much longer than others, and produced noisy output. How might you adjust your strategy, speed up the methodology, and what simple tools could you use to decrease noise? (2)

Question 7

Topic: Lecture 6

Source: Lecture 6

L1 interference is a phenomenon whereby L2 language learners make use of properties of their L1 when speaking an L2. Phonetically, this can present as an accent, but it can also impact syntax. Describe this process as if humans were doing projection. (2)

Question 8

Topic: Lecture 7

Source: Lecture 7

We discussed active learning with respect to classification, but what about regression tasks? What similarities / differences might make active learning suitable or unsuitable to regression? (2)

Question 9

Topic: Long

Source: Lecture 5

Imagine you're working on adapting a multilingual LLM for a government that wants it to operate fluently in 10 national languages, including both high- and low-resource languages, and avoid colonial-language bias. Describe a fine-tuning and evaluation pipeline that could help adapt the model fairly across languages. What ethical and linguistic challenges might arise, and how would you mitigate them? How would you include community feedback in the loop? (3)

END OF QUIZ