CS 461: Fall Reflective Activities

Prototype a web-based tool for creating and executing task-delineated, collaborative, AI-assisted assignments

Reflective Activity

Read ACM Queue Articles:

The article I read was “GPTS and Hallucination.” The primary topic covered in this article relates to the reason why LLMs occasionally seem to make up false information about certain topics. The primary reason for this has to do with crowdsourcing. Many LLMs are built on models that fit crowdsourcing, which is drawing common knowledge from many sources. Because of this, LLMs have an easy time correctly assessing common knowledge, but struggle when there aren’t clear answers within their training data. This is relevant to our topic as we are attempting to utilize LLMs within our project as an aid to students by supplementing them with academic guidance. However, due to the small nature of our project, it would likely be difficult to crowdsource enough accurate information for our LLM to be reliable on very specific academic topics, not to mention there might be topics covered within a teacher’s assignment our LLM would not be trained on. If we were to use an LLM without proper training, it would hallucinate answers and mislead students. As such, I think it is important for our LLM to be trained not necessarily to answer questions exactly, but rather guide students towards the proper areas and resources provided by the teachers. For instance, if a teacher’s assignment requires reading through a large body of text to solve a niche problem, rather than trying to train our LLM to solve it as well, we would want to train it to be able to identify where in the text to point a student towards.

Waldo, Jim, and Soline Boussard. “GPTs and Hallucination.” ACM Queue, queue.acm.org/detail.cfm?id=3688007. Accessed 25 Nov. 2024.