

Diàleg per una Intel·ligència Artificial al servei de l'Educació

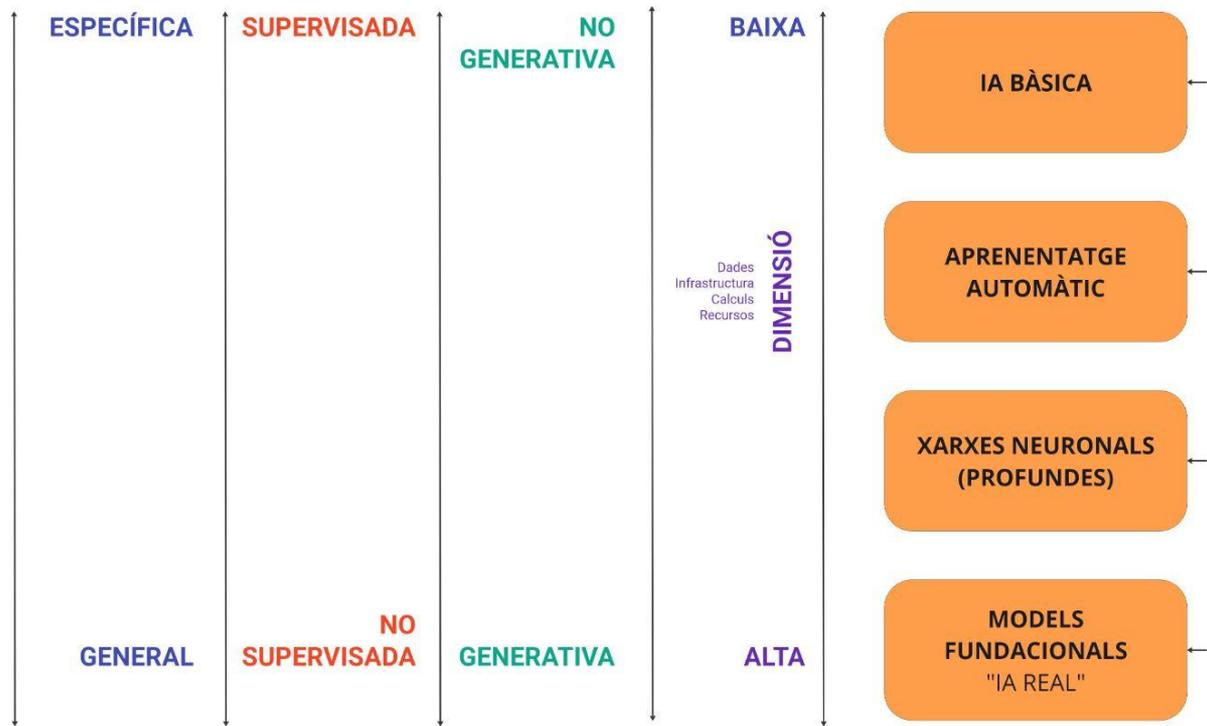
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“La IA fa referència als sistemes basats en màquines i algoritmes que poden, a partir d'una sèrie d'objectius definits per l'ésser humà, fer prediccions, recomanacions o prendre decisions que influeixin en entorns reals o virtuals.

Els sistemes d'IA interactuen amb nosaltres i actuen al nostre entorn, directament o indirectament. Sovint semblen funcionar de forma autònoma i poden adaptar el seu comportament aprenent sobre el context, UNICEF. (2021)”



Tipus d'intel·ligència artificial

*La IA és una
“caixa negra” ?*

*Estem caient en
el “bombo” ?*

*Funciona la IA
a l'Educació ?*

*La IA coneix el
nostre context ?*

*Gurús de la IA,
són expertes ?*

*La IA
generativa està
“desinformada”
?*

*Podem
relacionar-nos
amb IA d'una
manera segura i
privada ?*

*Quin és
l'impacte
ecològic de la IA
?*

*Interaccionem
amb IA's
desenvolupades
eticament ?*

*La pedagogia
instructiva de la
IA està
fonamentada ?
Ens aïlla ?*

Intel·ligència Artificial a Educació... Sí o No ? Alguns aspectes clau .

Models Table

Open the Models Table in a new tab | [Back to LifeArchitect.ai](#)

2024 LifeArchitect.ai data (shared) - NEW

(426) Permalink: <https://lifecycle.ai/models-table/> Timeline view: <https://lifecycle.ai/timeline> The Memo: <https://lifecycle.ai/memo>

Model	Lab	Playground	Parameters (B)	Tokens trained (B)	Ratio Tokens:Params (Chinchilla scaling)	ALScore (ALScore Sqr Root Any ALS)	MMLU -Pro	MMLU GPQA	Training dataset	Announce	Public?	Paper / Repo	Arch	Notes
Olympus	Amazon	https://lifecycle.ai	2000	40000						TBA				New related Titan details: '\$65m
GPT-5	OpenAI	https://lifecycle.ai	52500							TBA				Due 2024.
GPT-6	OpenAI	https://lifecycle.ai								TBA				Due 2025.
AuroraGPT (Scienc	Argonne National	https://lifecycle.ai	1000	30000						TBA	●			Three models targeted in Jul/2024
MAI-1	Microsoft	https://arstechnica.c	500	10000	20:1	7.5				TBA		https://www	Dense Due 2024. MAI=Microsoft artificial	
Grok-3	xAI	https://lifecycle.ai/grok/								TBA				MoE Training Jul-Dec 2024 on 100,000
Llama 3.2 90B	Meta AI	https://www.llama.cc	90	9000	100:1	3.0				Sep/2024	●	https://www	Dense Vision (VLM)	
Llama 3.2 3B	Meta AI	https://www.llama.cc	3.21	9000	2,804:1	0.6	63.4	32.8		Sep/2024	●	https://www	Dense Text (LLM). "Pre-training. [For Llar	
Molmo	Allen AI	https://molmo.allena	72	7000	98:1	2.4				Sep/2024	●	https://mol	Dense ViT: Llava as Qwen2 (or Olmo) + C	
Gemini-1.5-Pro-0C	Google DeepMin	https://aistudio.goog	1500	30000	20:1	22.4	75.8	59.1		Sep/2024	●	https://dev	MoE Sparse MoE. Context window=2M	
Qwen2.5	Alibaba	https://huggingface.c	72	18000	250:1	3.8	86.1	71.1	49	Sep/2024	●	https://qwe	Dense	
GRIN MoE	Microsoft	https://huggingface.c	60	4025	68:1	1.6	79.4			Sep/2024	●	https://hug	MoE 16x3.8B "only 6.6B activate pararr	
Data-Gemma	Google DeepMin	https://huggingface.c	27	13000	482:1	2.0				Sep/2024	●	https://doc	Dense RAG/RIG: "the LLM is fine-tuned t	
o1	OpenAI	https://chatgpt.com/					92.3	91	78.3	Sep/2024	●	https://ope	MoE	
Reader-LM	Jina AI	https://huggingface.c	1.54	2.5	2:1	0.0				Sep/2024	●	https://jina	Dense HTML->Markdown. Specialist smc	
Pixtral-12b-240910	Mistral	https://huggingface.c	12	6000	500:1	0.9	69.2			Sep/2024	●	https://misi	Dense "Pixtral was trained to be a drop-ir	
DeepSeek-V2.5	DeepSeek-AI	https://huggingface.c	236	10200	35:1	4.6				Sep/2024	●	https://gith	MoE "DeepSeek-V2.5 is an upgraded v	
Yi-Coder	01-ai	https://huggingface.c	9	6200	689:1	0.8				Sep/2024	●	https://01-	Dense 6B=3T tokens, 9B=+0.8T tokens, !	
OLMoE-1B-7B	Allen AI	https://huggingface.c	6.9	5900	856:1	0.7	54.1	23		Sep/2024	●	https://arxi	MoE Open Language (OL) Mixture of E	

Models Table (2024) | [About](#) | [Datasets Table \(2024\)](#) | [Chinese LLMs \(2023\)](#) | [Humanoids \(2024\)](#) | [Compute Table \(2024\)](#) | [GPT achievements](#) | [Labs](#) | [Aux](#)

Es la IA neutral ? <https://lifecycle.ai/models-table/>

Dataset	Lab	Total tokens (T) ▼	Total size (GB, uncompressed, ~4x to)	Web (CC/C4) data (GB, uncompressed)	Other data (GB, uncompressed)	ALQual (rates quality)	Announced	Public?	Model example	Paper
DCLM-Pool	International	240	1000000	1000000	0	☆☆☆☆☆	Jun/2024	🟡	DCLM-Baseline 7B	https://
GPT-5 dataset	OpenAI	70	281000	10097	60000	★★★★☆	Aug/2024	🔴	GPT-5	https://
RedPajama-Data-v2	Together AI	30	125000	125000	0	★★☆☆☆	Oct/2023	🟢		
Piper monorepo	Google	37.9	86000	0	86000	★★★★☆	Jun/2023	🔴	DIDACT	
MNBVC (Massive Never-	MNBVC.25387	30	40000	40000		☆☆☆☆☆	Oct/2023	🟢		https://
The Stack v2	BigCode	20.25	67500		67500	★★★★☆	Feb/2024	🟢	StarCoder 2	https://
Aurora	Argonne Natio	20	80000		80000	★★★★☆	Jul/2024	🔴	AuroraGPT-7B-A-S	https://
Claude-3.5 dataset	Anthropic	20	80000	20000	60000	★★★★★	Jun/2024	🔴	Claude 3.5 Sonnet	
FineWeb	HF	15	44000	44000	0	★★☆☆☆	Apr/2024	🟢		
GPT-4 dataset	OpenAI	13	40000			★★★★☆	Mar/2023	🔴	GPT-4	
FineWeb-Edu-score-2	HF	5.4	31500	31500	0	★★★★☆	May/2024	🟢		
CulturaX	UOregon	6.3	27000	27000	0	★★☆☆☆	Sep/2023	🟢		https://
HPLT (High Performance	Helsinki	5.6	50100	50100	0	★★☆☆☆	Mar/2024	🟢		https://
RefinedWeb	TII	5	23240	23240	0	★★☆☆☆	Jun/2023	🔴	Falcon	https://
MassiveText ML	DeepMind	5	20000	4544	15655	★★★★☆	Dec/2021	🔴	Retro	
Matrix	International	4.69	21600	2465	2112	★★★★☆	May/2024	🟢	MAP-Neo	https://
Cultura-Y	UOregon	4	16000			★★☆☆☆	Mar/2024	🟢	Vistral-7B-Chat	
DCLM-Baseline	International	4	13000	13000		★★★★☆	Jun/2024	🟢	DCLM-Baseline 7B	https://
PaLM 2 dataset	Google	3.6	13000			★★★★☆	May/2023	🔴	PaLM 2	

És la IA neutral ? Estudi de l'origen de les dades dels models IA generativa.

Table 1. Developmental pillars for life-long learning

Domain dependent	Domain independent		
Development of epistemic capacity	Development of personal agency	Development of interpersonal capabilities	Social progress
<ul style="list-style-type: none"> • skill • knowledge • experience 	<ul style="list-style-type: none"> • meta-cognition • self-efficacy • curiosity • motivation • interest • emotional control • executive function • self-reflection • grit 	<ul style="list-style-type: none"> • communication • collaboration • "emotional intelligence" 	<ul style="list-style-type: none"> • cohesion • participation • social and economic renewal • inter-cultural interaction

Contribueix la IA al desenvolupament personal ?

*Centrada a
l'alumne*

Sistemes de Tutoria Intel.ligents

*Aplicacions assistides per IA
(matemàtiques, aprenentatge d'idiomes)*

Xatbots

*IA per donar suport a alumnes
NEE*

Redacció automàtica d'assaigs

Simulacions assistides per IA

Avaluació formativa automàtica

*Aprenentatge d'orquestradors de
xarxa*

*Centrada al
docent*

Detecció de plagi

*Curat intel·ligent de materials
d'aprenentatge*

*Seguiment de l'Aula
(a temps real)*

*Avaluació Sumativa Automàtica
(redacció i retroacció)*

Auxiliar d'ensenyament

*Centrada a
l'escola*

Admissions

Programació d'Horaris

Identificació d'estudiants en risc

e-Proctoring

Cóm s'aplica la IA a Educació ? Taxonomia

Establir una comissió d'expertes en IA a Educació.

Comité ètic.

Definir una política ús d'IA a l'escola.

Establir estratègies per introduir la política a nivell escola, docent, alumne

Alfabetització de la IA a la comunitat educativa.

Avaluar les aplicacions i sistemes d'IA.

Compartir experiències entre centres....i avaluar-les.

Protegir les dades.

Compartir infraestructura i coneixement entre centres ?

Què podem fer la comunitat educativa ?



Què podem fer la comunitat educativa ? Guia

Download checklist for teachers

Responsible AI

Be sure to consider these questions as you're evaluating the safety of AI tools for education.

MERLYN MIND
CHECKLIST FOR TEACHERS

Audience & Usage

- Who is the primary audience for this tool?
 - Teachers
 - Students
- If the primary audience is students:
 - Do they use it at home, school, or both?
 - Do they use it with or without supervision?
 - If used with supervision who supervises?
 - Parent/Guardian
 - Tech Supervision Tool (Do Guardian or similar)
- What will this tool be used for?
(Lesson prep/planning, classroom management, instruction)
- Is the tool appropriate for your grade and content?
- Can you adjust the tool based on the age and content you teach?

Integration with Curriculum

- How well does the AI tool align with educational goals and curriculum standards?
- Does the AI tool enhance the learning experience without creating additional stress or pressure on students?
- How well does the AI tool align with the district/campus mission and vision?

Data Privacy & Security

- How is the AI tool designed to handle student data securely?
- How is student data stored, and what measures are in place to protect it from unauthorized access?
- Are there guidelines or safeguards in place to prevent the AI tool from being used inappropriately or unethically?

Explanation & Transparency

- Does the AI tool provide explanations for its recommendations or decisions?
- Can teachers easily understand and communicate to students how the AI tool functions and influence outcomes?

Technical Support & Maintenance

- What level of technical support is available for teachers using the AI tool?
- How quickly can issues or technical problems be resolved, and is there ongoing maintenance to ensure the tool's functionality and security?
- Is there a way to provide feedback about the product if something goes wrong?

Ethical Considerations

- Has the development team considered the ethical implications of the AI tool's use in the classroom?
- Are there guidelines or safeguards in place to prevent the AI tool from being used inappropriately or unethically?

Privacy

- Does the tool implement practices in accordance with COPPA, FERPA, and CCPA?
Remember that you should work closely with your legal counsel on any legal issues, such as data privacy and compliance, with COPPA and FERPA.

Impact

- What impact does this tool propose to have?
- Is this impact on teachers or students?
- What evidence is there to support the claim about this tool?
- What is the quality of this evidence?

Download checklist for administrators

Responsible AI

Be sure to consider these questions as you're evaluating the safety of AI tools for education.

MERLYN MIND
CHECKLIST FOR ADMINISTRATORS

Audience & Usage

- Who is the primary audience for this tool?
 - Teachers
 - Students
 - Administrators
 - Staff
 - Full Faculty & Staff
- If the primary audience is students, do they use it at home, school, or both?

Purpose of the Tool

- What impact does this tool propose to have?
- Is this impact on teachers or students?
- What evidence is there to support the claim about this tool?
- What is the quality of this evidence?

Data Collected by the Tool

- Does this tool collect and store data?
- What types of data does it collect?
- Does this tool collect data on teachers?
- Does this tool collect data on students?
- How is the data stored?
- How long is the data stored for?
- What is the data used for?

Algorithmic Bias & Fairness

- Are there any identifiable markers on the stored data?
- What security measures are in place to prevent unauthorized access to any data that is collected?

Compliance & Legal Considerations

- Does the AI tool provide explanations for its recommendations or decisions?
- Can teachers easily understand and communicate to students how the AI tool functions and influence outcomes?

Training Data & Model Updates

- How frequently is the AI model updated, and how are updates communicated to users?

User Authentication & Access Control

- Does the AI tool have robust user authentication mechanisms to prevent unauthorized access?
- Are there different levels of access control to ensure that only authorized individuals can use certain features or access specific data?

Implementation

- Do you have an implementation strategy in place?
- Who is the point person for this tool?
- Who should someone go to if they have questions or concerns?
- Does the tool utilize content filtering to remove inappropriate content?

District Policies for Evaluating the Tool

- Do you have an existing policy in place that addresses the use of AI tools in your district?
- If you do not have a policy, what needs to happen to get one in place?
- How well does this tool align with the policy?
- If you want to use a tool that does not align with your policy, what do you need to do to get it approved?
- Do you know what sources the tool uses to draw information from?
- Are the sources that the tool draws information from approved by your district?

Algorithmic Bias & Fairness

- What testing has been done to evaluate bias that might exist in the tool?

Technical Support & Maintenance

- What level of technical support is available for educators and administrators using the AI tool?
- How quickly can issues or technical problems be resolved, and is there ongoing maintenance to ensure the tool's functionality and security?

Privacy

- Does the tool implement practices in accordance with COPPA, FERPA, and CCPA?

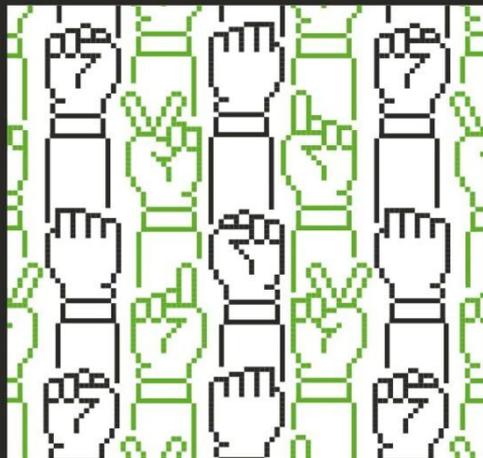
Què podem fer la comunitat educativa ? Qüestionaris abans de decidir-nos a fer servir aplicacions IA

Digitalització democràtica

*Sobirania digital
per a les persones*

Simona Levi

De com les institucions han permès que els nostres espais digitals quotidians siguin transformats en latifundis extractius privats... i de com revertir-ho.



CICLOGÈNESI 34 | RAIG VERD

Què podem fer la comunitat educativa ? Qüestionaris abans de decidir-nos a fer servir aplicacions IA