

# KI-Sprachassistenten in der Bildung

13. November 2023

## 1 Literatur

- Attwell, G. (2007). The Personal Learning Environments – The Future of eLearning? *eLearning Papers*, 2(1), 1–8.
- Bender, E. M., Gebru, T., McMillan-Major, A., & Shmitchell, S. (2021). On the Dangers of Stochastic Parrots: Can Language Models Be Too Big? *FACCT '21: Proceedings of the 2021 ACM Conference on Fairness, Accountability, and Transparency*, 610–623. <https://doi.org/https://doi.org/10.1145/3442188.3445922>
- Bergmann, J., & Sams, A. (2012). *Flip your classroom. Reach every student in every class every day*. Eugene, OR: International Society for Technology in Education.
- Buck, I., & Limburg, A. (2023). Hochschulbildung vor dem Hintergrund von Natural Language Processing (KI-Schreibtools). *die hochschullehre*, 9(6), 70–84.
- Busse, B., Kleiber, I., Eickhoff, F. C., & Andree, K. (2023). *Hinweise zu textgenerierenden KI-Systemen im Kontext von Lehre und Lernen*. Retrieved February 21, 2023, from [https://www.researchgate.net/publication/368033415\\_Hinweise\\_zu\\_textgenerierenden\\_KI-Systemen\\_im\\_Kontext\\_von\\_Lehre\\_und\\_Lernen](https://www.researchgate.net/publication/368033415_Hinweise_zu_textgenerierenden_KI-Systemen_im_Kontext_von_Lehre_und_Lernen)
- ChatGPT Generative Pre-trained Transformer & Zhavoronkov, A. (2022). Rapamycin in the context of Pascal's Wager: Generative Pre-Trained Transformer Perspective. *Oncoscience*, 9, 82–84.
- Choi, J. H., Hickman, K. E., Monahan, A., & Schwarcz, D. B. (2023). ChatGPT Goes to Law School [Minnesota Legal Studies Research Paper No. 23-03]. <https://doi.org/http://dx.doi.org/10.2139/ssrn.4335905>
- Deci, E. L., & Ryan, R. M. (1993). Die Selbstbestimmungstheorie der Motivation und ihre Bedeutung für die Pädagogik. *Zeitschrift für Pädagogik*, 39(2), 223–238.
- Doebeli Honegger, B. (2023). *ChatGPT & Schule – Einschätzungen der Professur "Digitalisierung und Bildung" der Pädagogischen Hochschule Schwyz*. Retrieved February 18, 2023, from [https://zenodo.org/record/7573314#.Y\\_EYwxPMI-Q](https://zenodo.org/record/7573314#.Y_EYwxPMI-Q)
- Giesbert, A., Kempka, A., & Sperl, A. (2023). *ChatGPT*. Retrieved February 28, 2023, from <https://www.fernuni-hagen.de/zli/blog/chatgpt/>
- Gimpel, H., Hall, K., Decker, S., Eymann, T., Lämmermann, L., Mädche, A., Röglinger, M., Ruiner, C., Schoch, M., Schoop, M., Urbach, N., & Vandirk, S. (2023). *Unlocking the Power of Generative AI Models and Systems such as GPT-4 and ChatGPT for Higher Education*. Retrieved March 20, 2023, from [https://digital.uni-hohenheim.de/fileadmin/einrichtungen/digital/Generative\\_AI\\_and\\_ChatGPT\\_in\\_Higher\\_Education.pdf](https://digital.uni-hohenheim.de/fileadmin/einrichtungen/digital/Generative_AI_and_ChatGPT_in_Higher_Education.pdf)

- Handke, J., & Sperl, A. (Eds.). (2012). *Das Inverted Classroom Model. Begleitband zur ersten deutschen ICM-Konferenz*. München: Oldenbourg.
- Hanke, U. (2023). *Lernen und Prüfen in einer Welt mit ChatGPT mit Hilfe der Lernzieltaxonomie*. Retrieved February 18, 2023, from <https://hochschuldidaktik-online.de/wp-content/uploads/sites/3/2023/02/Lernen-Pruefen-mitChatGPT-Lernzieltaxonomie.pdf>
- Hutchins, E., & Klausen, T. (1996). Distributed Cognition in an Airline Cockpit. In Y. Engeström & D. Middleton (Eds.), *Cognition and Communication at Work* (pp. 15–34). Cambridge: Cambridge University Press.
- Klinge, J.-M. (2023). *10 Möglichkeiten, die KI ChatGPT in der Schule einzusetzen*. Retrieved March 2, 2023, from <https://halbtagsblog.de/2023/01/10/10-moeglichkeiten-die-ki-chatgpt-in-der-schule-einzusetzen/>
- Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment. *The Journal of Economic Education*, 31(1), 30–43.
- Lenk-Ostendorf, B. (2023). *ChatGPT-4 Cookbook*. Retrieved April 2, 2023, from <https://tinyurl.com/chatgpt4cookbook>
- Mohr, G., Reinmann, G., Blüthmann, N., Lübcke, E., & Kreinsen, M. (2023). Übersicht zu ChatGPT im Kontext Hochschullehre. Retrieved February 18, 2023, from <https://www.hul.uni-hamburg.de/selbstlernmaterialien/dokumente/hul-chatgpt-im-kontext-lehre-2023-01-20.pdf>
- Mollick, E. (2023). *Power and Weirdness: How to Use Bing AI*. Retrieved March 2, 2023, from [https://oneusefulthing.substack.com/p/power-and-weirdness-how-to-use-bing?utm\\_source=direct&utm\\_campaign=post&utm\\_medium=web](https://oneusefulthing.substack.com/p/power-and-weirdness-how-to-use-bing?utm_source=direct&utm_campaign=post&utm_medium=web)
- O'Connor, S., & ChatGPT. (2023). Open Artificial Intelligence Platforms in Nursing Education: Tools for Academic Progress or Abuse? *Nurse Education in Practice*, 66. <https://doi.org/https://doi.org/10.1016/j.nepr.2022.103537>
- Reinmann, G. (2023). Wozu sind wir hier? Eine wertebasierte Reflexion und Diskussion zu ChatGPT in der Hochschullehre. *Impact Free*, 51, 1–12.
- Roediger, H. L., III, & Karpicke, J. D. (2006). The Power of Testing Memory. *Perspectives on Psychological Science*, 1(3), 181–210.
- Rogers, Y. (2004). New Theoretical Approaches for Human-Computer Interaction. *Annual Review of Information Science and Technology*, 38(1), 87–143.
- Rowland, C. A. (2014). The Effect of Testing Versus Restudy on Retention: A Meta-Analytic Review of the Testing Effect. *Psychological Bulletin*, 140(6), 1432–1463.
- Salomon, G. (1993). On the Nature of Pedagogic Computer Tools: The Case of the Writing Partner. In S. P. Lajoie & S. J. Derry (Eds.), *Computers as Cognitive Tools* (pp. 179–196). New York, London: Routledge.
- Siemens, G. (2005). Connectivism: A Learning Theory for the Digital Age. *International Journal of Instructional Technology and Distance Learning*, 2(1). <https://www.itdl.org/Journal/Jan.05/article01.htm>
- Skulmowski, A. (2023). The Cognitive Architecture of Digital Externalization. *Educational Psychology Review*, 35(4), 1–21.
- Spannagel, C. (2023a). *ChatGPT und die Zukunft des Lernens: Evolution statt Revolution*. Retrieved February 20, 2023, from <https://hochschulforumdigitalisierung.de/de/blog/chatgpt-und-die-zukunft-des-lernens-evolution-statt-revolution>

- Spannagel, C. (2023b). Hat ChatGPT eine Zukunft in der Mathematik?, *Mitteilungen der Deutschen Mathematikervereinigung*, 31(3), 168–172.
- Spannagel, C. (2023c). *Rules for Tools*. Retrieved February 18, 2023, from <https://csp.uber.space/phhd/rulesfortools.pdf>
- Terwiesch, C. (2023). Would Chat GPT3 Get a Wharton MBA? A Prediction Based on Its Performance in the Operations Management Course [Mack Institute for Innovation Management at the Wharton School, University of Pennsylvania].
- Weinmann-Sandig, N. (2023). *ChatGPT – Eine Chance zur Wiederbelebung des kritischen Denkens in der Hochschullehre*. Retrieved February 20, 2023, from <https://hochschulforumdigitalisierung.de/de/blog/praxistest-chatgpt-weinmann-sandig>
- Weßels, D. (2022). *ChatGPT – ein Meilenstein der KI-Entwicklung*. Retrieved December 20, 2022, from <https://www.forschung-und-lehre.de/lehre/chatgpt-ein-meilenstein-der-ki-entwicklung-5271>
- Wolff, T. (2023). *From “Zero-Shot” to “Chain Of Thought”: Prompt Engineering & Choosing The Right Prompt Types (ChatGPT & GPT-3)*. Retrieved March 2, 2023, from <https://medium.com/mllearning-ai/from-zero-shot-to-chain-of-thought-prompt-engineering-choosing-the-right-prompt-types-88800f242137>
- Yang, C., Luo, L., Vadillo, M. A., Yu, R., & Shanks, D. R. (2021). Testing (Quizzing) Boosts Classroom Learning: A Systematic and Meta-Analytic Review. *Psychological Bulletin*, 147(4), 399–435.



This document is subject to the Creative Commons Attribution Share-Alike 4.0 International (CC BY-SA 4.0) License.

To create this document, I used L<sup>A</sup>T<sub>E</sub>X.

Twitter: <https://twitter.com/dunkelmunkel>

Mastodon: <https://scholar.social/@cspannagel>

Instagram: <https://www.instagram.com/dunkelmunkel/>

LinkedIn: <https://www.linkedin.com/in/christian-spannagel-31b7b4a1/>

XING: [https://www.xing.com/profile/Christian\\_Spannagel](https://www.xing.com/profile/Christian_Spannagel)