AI in the Norwegian upper secondary education.

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Sigurd Trageton
NDLA in short

➔ Norway’s leading producer of digital learning resources for upper secondary education

➔ Open and freely accessible to everyone

➔ About 15 million yearly visits to our platform

➔ A partnership of all of Norway’s county municipalities except Oslo

➔ Annual budget approx 8 mill. EURO

◆ 161 000 students / 50 EURO pr. student.
Freely accessible digital learning resources for upper secondary education.

17,000 high quality learning resources

146 examination subjects covered

Academically up to date

Developed in partnership with skilled teachers and students

www.ndla.no
AI in Norwegian upper secondary schools
Some context

● Post Covid
  ● Two - Three years of quite something else (to much lock-down of schools)
  ● changes in way we work
  ● changes in way we teach
  ● changes in ways we engage in social relations and society

● SOME / The economy of attention

● What is happening with our ability to concentrate in order to learn, and to socialize? Worried parents / politicians / teachers, some researchers even
  ● Digital screens vs analoge learning materials
  ● No mobiles in class/schools, a national recommendation
  ● Increased funding of books to the Norwegian school libraries

● Increased awareness of privacy and personal information as payment for digital services.
  ● From anything goes for the creative teacher - to centralized and strongly regulated access to digital services.
Generative AI in schools

- Late 2022 - first half 2023
  - What is LLM, what will happen to my subject?
  - Watch and learn, but don’t touch!
  - Some students using private access to assist them in doing school work.
  - Some pioneers (teachers still think that anything goes). “This is so exciting and promising, that we cannot not start exploring the technology
  - Some public/personal initiatives to explore the possibilities of the API connections to LLM. Open and free access to GPT 3.5 Turbo
  - The need for “safe access” to LLM for students. Can NDLA be of assistance?
  - How do we know what is the true knowledge and skills of the students?
  - Assessment, formative, and SUMMATIVE (EXAMS)
Generative AI in schools

- **Second half of 2023 - 2024**
  - Focus on AI and LLM in schools. Conferences etc. Everything is about AI in education
  - AI and LLM are here to stay, we have to adapt, but how?
  - This is so exciting and potent technology.
  - The pioneers know becomes an important and attractive resource of knowledge
  - The need for relevant learning materials
  - “Secure access” to LLMs in schools (anonymous access to (Azure and API)
  - Some learning systems with integrated AI functions to assist teachers and students in their tasks of teaching and learning.
NDLA and generative AI

‘Together we create the future of learning’
NDLA: what’s on the agenda in our organization?

- Competence building
- How can we take advantage of new tools in the production of OER content
  - (What about the need for OER edited content? and what kind of content should be created and edited by “human intelligence”?)
- What can we legally do with our CC-licensed content?
- How can we integrate or take advantage of Gen AI to increase the user experience and to support learning from our resources?
- The production of content on AI and learning materials (activities and exercises) that include LLM into learning
- Delivering LLM tools as a service
- Cooperation, communication and marketing
Some examples

Example of resources about AI produced by NDLA

NDLAs “secure robot service”, make your own chatbot
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Other questions?

Please send us an email to support@ndla.no
Sammen skaper vi framtidas læring