

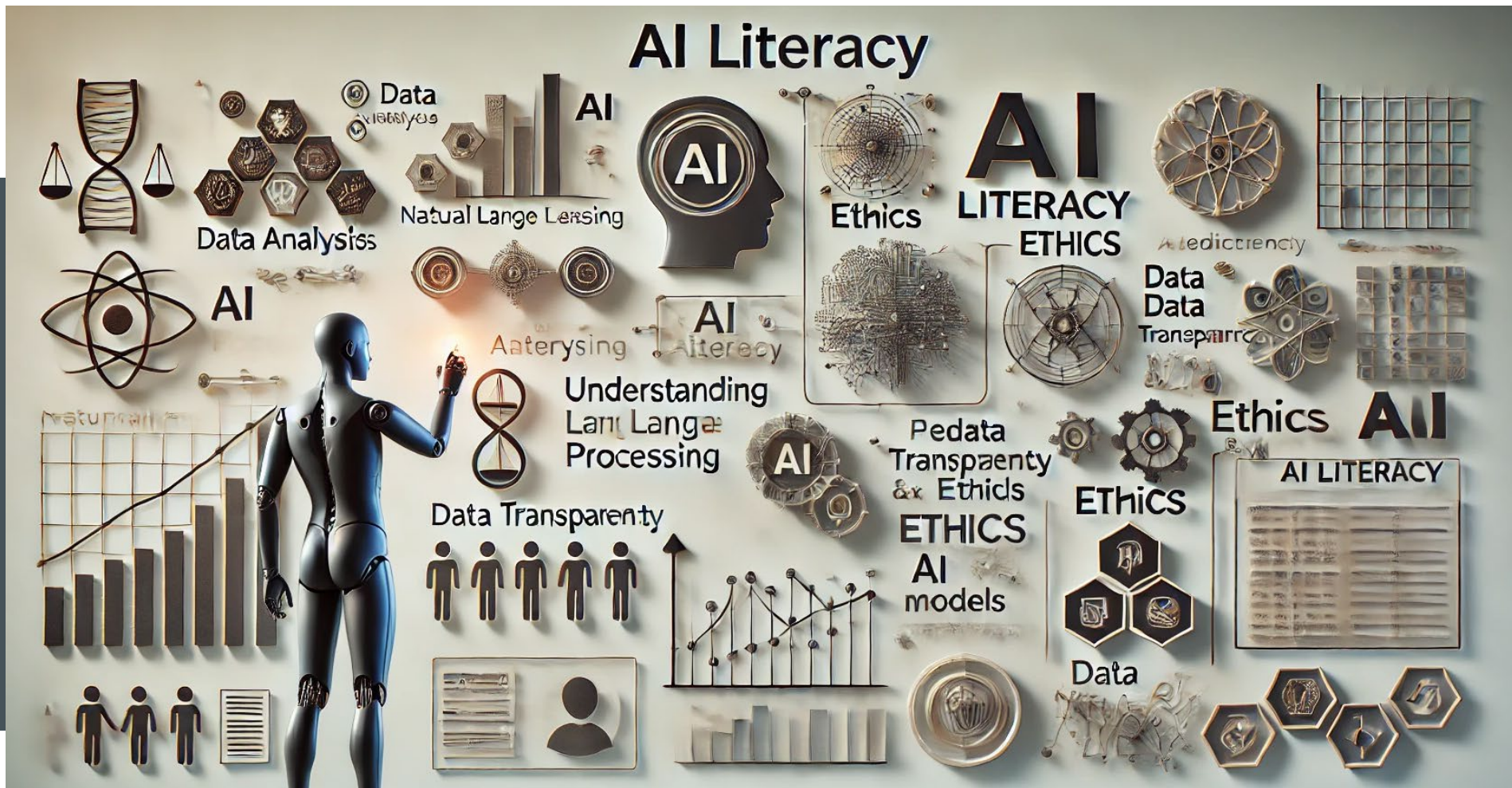
研究流程全支援：生成式AI VS 圖書館

柯俊如

我想要介紹AI素養與AI在研究流程的使用，請幫我畫一張搭配的圖

- ETHICS
- DATA
- AI MODEL

現在你腦中先想到的是什麼？為什麼會是這3個？





<https://lib.video.nccu.edu.tw/p/online#aitool>

AI Can Do It Better? 資料庫擂台賽

您知道圖書館訂購了許多資料庫供在校教職員師生使用嗎？

資料庫收錄許多權威、可信的資料，是寫作業和做研究的絕佳資料來源。

也是協助您查核AI生成內容正確性的寶庫！

至10/31，完成5題小測驗，一起來了解：

- 可以使用AI查資料嗎？
- AI生成內容可能有錯誤，可以怎麼查核？
- 如何謹慎使用AI與保持人類的原創性？

題目不多，但是有許多補充資訊與連結值得您花時間了解~還有機會得到圖書館紀念品喔！

https://docs.google.com/forms/d/e/1FAIpQLSe7OgtgMserl8WR6ZKcWL_bR7Zn7ianJoX3ANp0cT-qbn2qNw/viewform

AI工具

SciSpace



SciSpace是一款專為研究人員設計的工具，它提供智能查詢、協助文獻閱讀、各類參考文獻格式產生器和文章改寫等功能，讓研究者能更輕鬆的進行文獻閱讀和分析。[\[請義下載\]](#)

Scopus AI



Scopus AI是Scopus新增的功能，是一款由生成式 AI 提供支援的直觀智慧搜尋工具。Scopus AI 的回應是根據 Scopus 內容，會查詢自 2003 年以來發表的相關文獻，建立一個具有參考文獻的資訊摘要。可以使用日常語言輸入問題、陳述或假設，使用自然語言處理，提供一個快速入門了解新領域的方法。[\[請義下載\]](#)

生成式AI支援研究

生成式AI支援研究-SCOPUS AI, SCISPACE
8/22 11:00-12:00



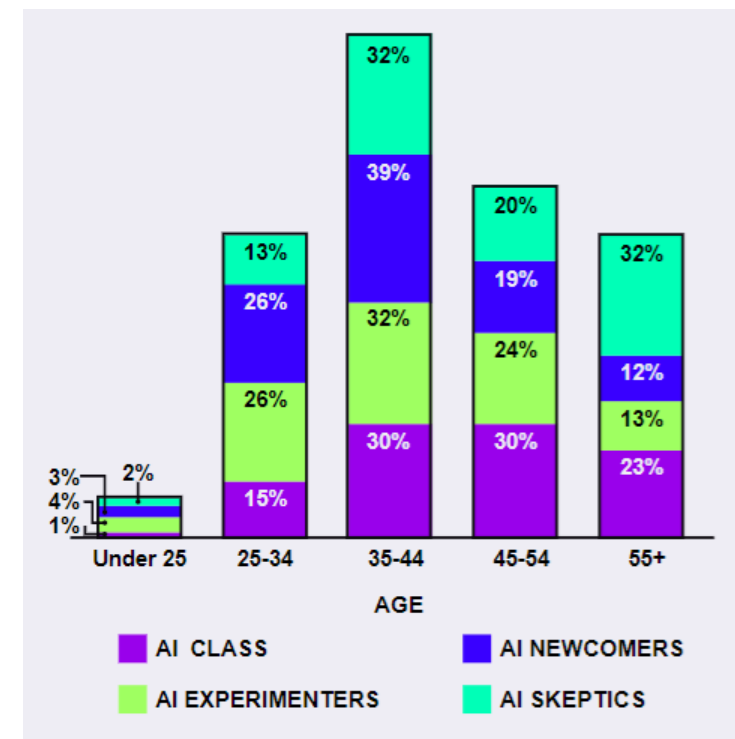
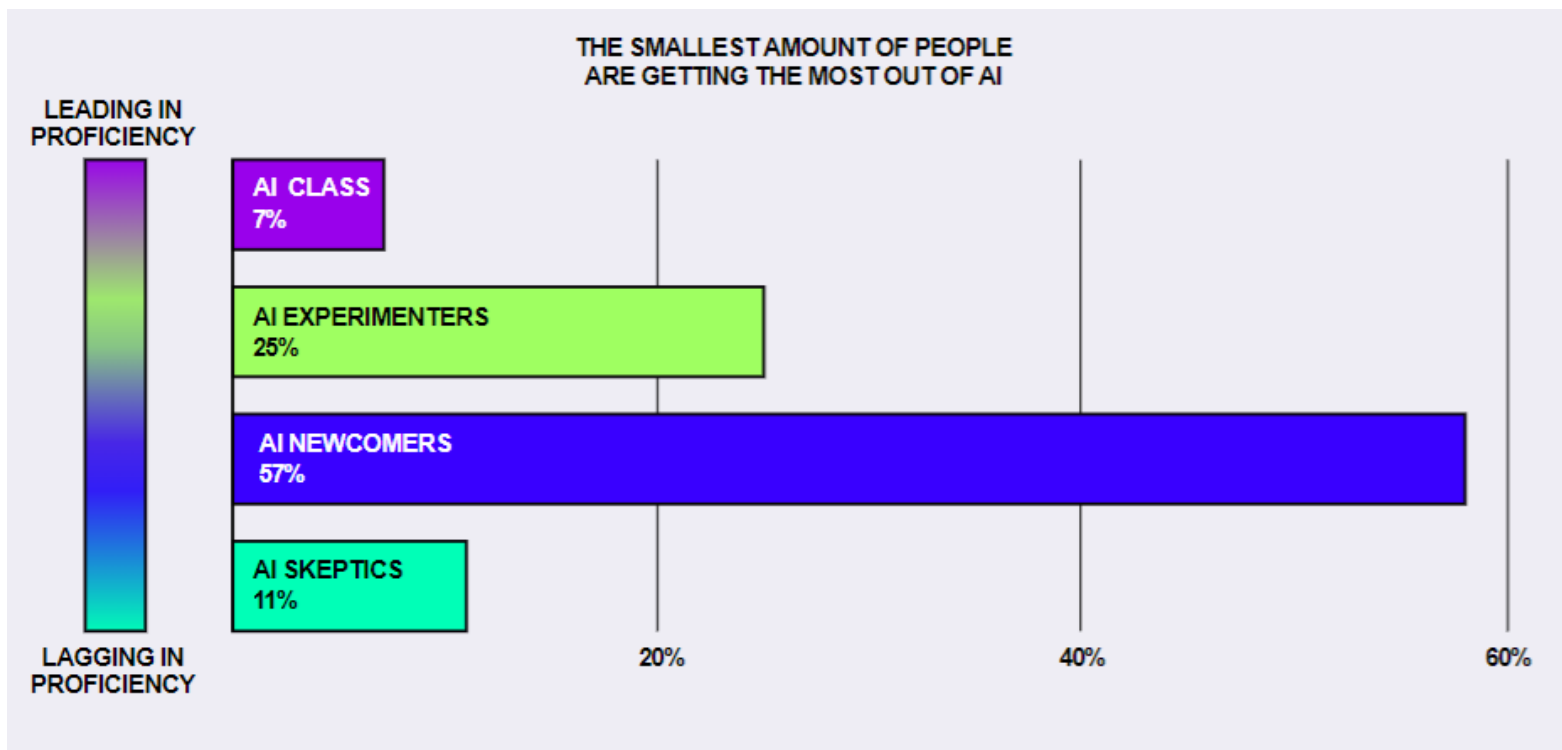
課程介紹生成式AI在學術研究中的應用，內容包含Scopus以及Scopus AI和SciSpace的介紹、AI衍生的學術倫理議題，以及利用學術用途的AI工具，提升學術研究的效率。[\[請義下載\]](#)

如果有想要了解的AI工具，可以許願，
但是不保證介紹的時間點。

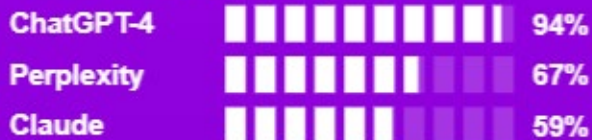
THE AI PROFICIENCY REPORT (AUG 6, 2024)

<https://www.sectionschool.com/ai/the-ai-proficiency-report>

- 1,000+ U.S., Canada, and U.K. knowledge worker



Their favorite tools:



Their key characteristics:

- Use AI every day (87%)
- Only use the paid versions of LLMs (99%)
- The majority are saving more than 10% of their time each week using AI (70%)
- Expert prompters (They're in the 92nd percentile for prompt effectiveness)

Their favorite tools:



Their key characteristics:

- Use AI about once a week (83%)
- Use a mix of paid and free AI tools (70%)
- Majority (29%) are saving 10-20% of their time each week with AI
- Basic prompters (They're in the 62nd percentile for prompt effectiveness)

Their favorite tools:



Their key characteristics:

- Use AI rarely or never (88%)
- Almost exclusively use free tools (98%)
- Don't save any time using AI (70%)
- Bad prompters (They're in the 4th percentile for prompt effectiveness)

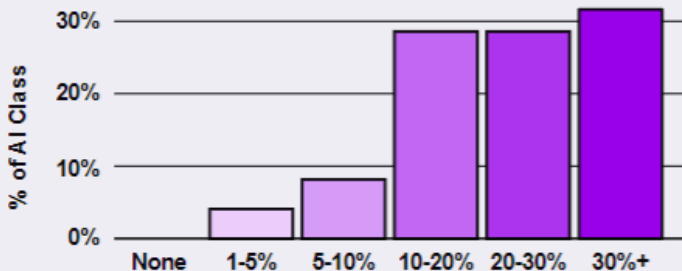
Their favorite tools:



Their key characteristics:

- Use AI a few times a month, or less (53%)
- Mostly use free AI tools (55%)
- The majority (34%) estimate they're saving 5-10% of their time each week with AI
- Rookie prompters (They're in the 33rd percentile for prompt effectiveness)

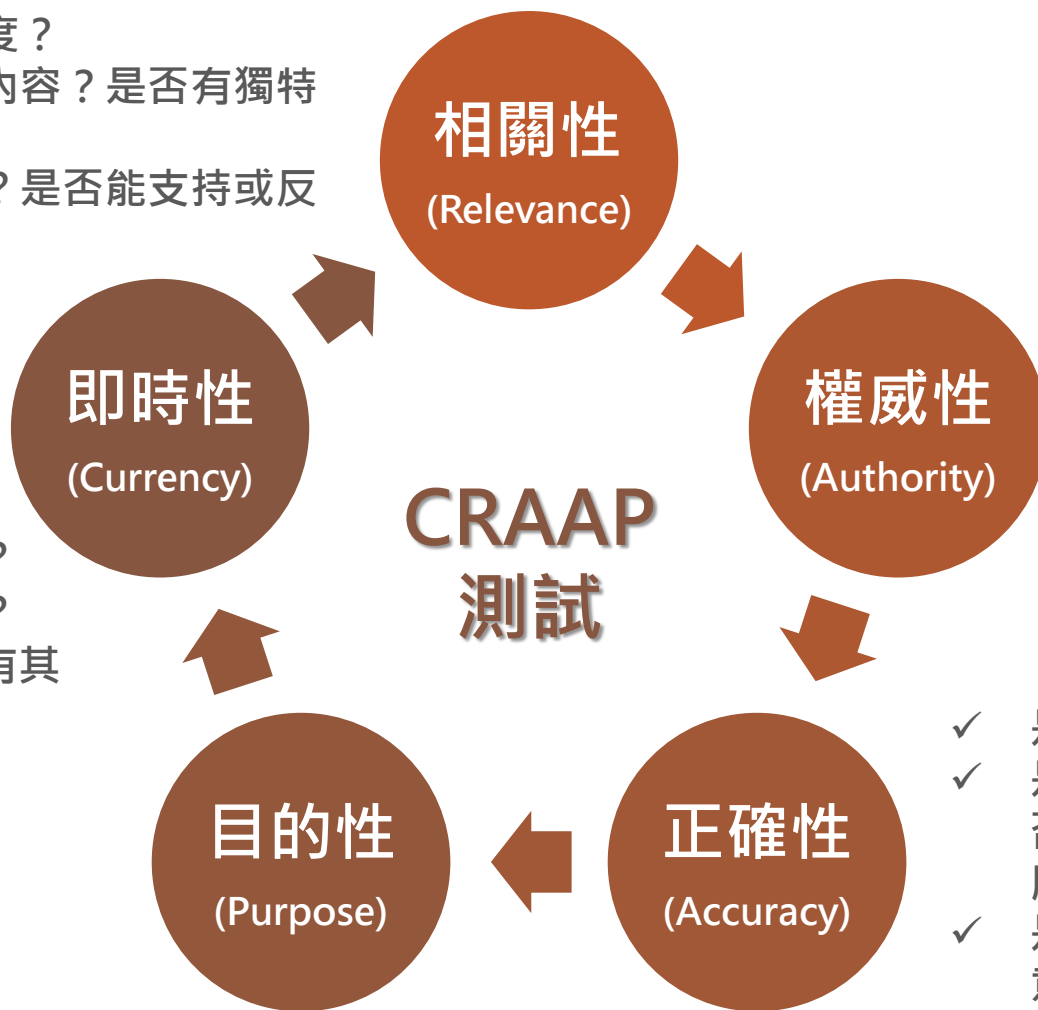
AMOUNT OF TIME THE AI CLASS THINKS THEY SAVE USING AI



行前提問

- 如何給予生成式**AI**正確的指令？
- 如何問出未來的研究趨勢？
- 生成式**AI**寫論文？
- **AI**如何擷取摘要？
- 是否有**AI app**可協助生成表格？
- 經過**AI**協助的意見，要如何進行學術引用註記？
- 英文的工具？

- ✓ 內容寫作的對象設定？(大眾或學術)
- ✓ 內容豐富度是否符合需求？
- ✓ 內容討論的完整與深入程度？
- ✓ 是否有其他資料都缺乏的內容？是否有獨特見解？
- ✓ 內容是否和主題高度相關？是否能支持或反對自己的想法？



- ✓ 發表或更新的時間？
- ✓ 是否是符合需求的時間範圍？
- ✓ 資料本身是否具有歷史意義？
- ✓ 在資料發表的時間點後是否有其他重大的發展？

- ✓ 是否能了解文章發表的目的 (解釋、告知、倡議、教導、遊說、銷售等)？
- ✓ 是否有政治、宗教、娛樂、社會或商業的考量？

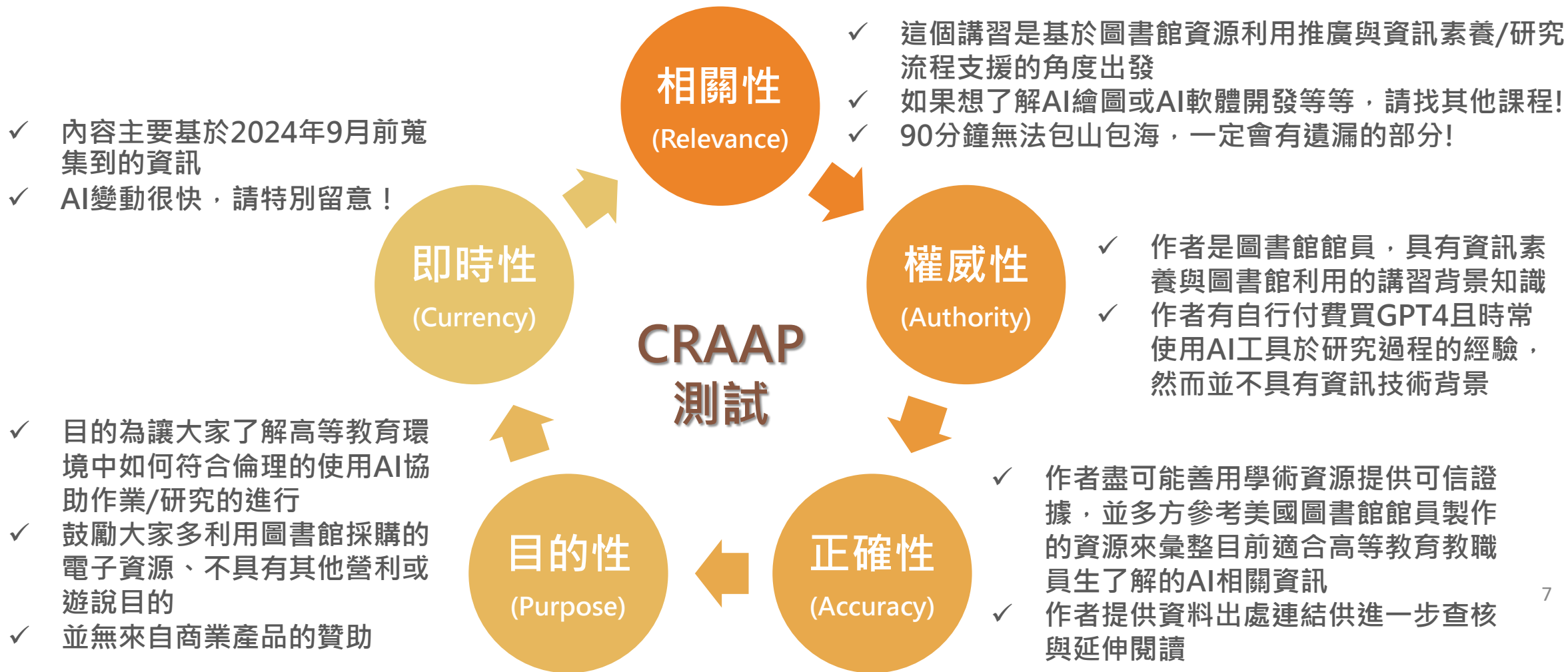
- ✓ 作者是誰？
- ✓ 學歷、專長領域？
- ✓ 工作經歷、服務單位的宗旨或目標？
- ✓ 資料是否可以快速、簡單的變更？
- ✓ 是否提供聯絡方式？
- ✓ 是否曾在有同儕審核的期刊發表過？被引用的狀況如何？

- ✓ 是否有拼字錯誤、抄襲等明顯問題？
- ✓ 是否有提供證據或引述來源？推論過程是否合理？是否有其他資料的內容可以相呼應？
- ✓ 是否有認知到自身偏誤、有平衡報導反方意見？
- ✓ 是否發表在學術性刊物或經同儕審核過？
- ✓ 是否有編輯或其他人來驗證過？

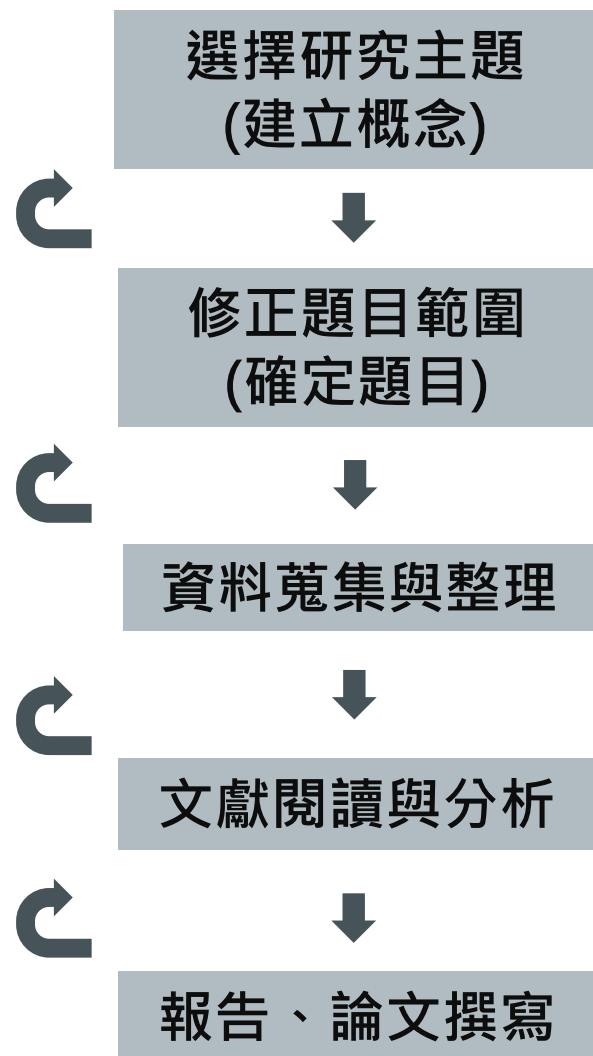
AI資料大爆炸！想找相關資源可以使用這個CRAAP來評估！

讓我們用CRAAP來檢驗今天這堂講習課

(您之後也可以用這驗的檢驗標準來評估他人或自己的作品)



研究過程



資訊素養

Task Definition 界定任務

Be sure you understand the problem.
確定自己了解探究的問題

Information Seeking 搜尋資訊

Identify sources of information.
確認資訊來源

Location & Access 定位與取得資訊

Gather relevant information.
收集相關資訊

Use of Information 資訊運用

Select a solution. 選擇一個解決方法

Synthesis 綜合資訊

Integrate the ideas into a product.
把觀點結合到作品中

Evaluation 評估資訊

eXamine the result. 檢視結果

圖書館支援

- 認識基本概念(工具書)
- 建立背景知識(學科資源)
- 了解趨勢動態(新聞)

- 挑選資源類型
- 挑選關鍵字
- 建立與修正檢索策略
- 確認資源取得方式

- 評估資訊品質
- 論文原創性比對
- 管理參考資料
- 編制參考文獻書目

研究指引手冊

首頁

1.訂定研究問題

2.認識資訊類型

3.發展檢索策略

4.評估資訊資源

5.學術倫理與寫作

6.圖書館查詢工具

研究指引手冊 如何尋找與使用研究資源

不論是寫文章、部落格、多媒體專案、海報……，您可能都需要進行一定程度的研究來完成這

若您研究是研究新手，一開始接觸研究，可能會心生畏懼；或是您選修了一堂不同領域的課程，對該領域的研究期待或傳統。

別擔心，這份指引手冊將會協助您進行研究。若您是有經驗的研究者，則可以將此手冊當作

此指引手冊包含6個章節：[1.訂定研究問題](#) [2.認識資訊類型](#) [3.發展檢索策略](#) [4.評估資訊資源](#) [5.學術倫理與寫作](#) [6.圖書館查詢工具](#)

章節的排序方式大致是照著完成研究的步驟，始於發展研究問題、終於運用資源於寫作中，並在最後專章介紹政大圖書館的查詢工具。章節內容除了文字，還會有一些測試您的技巧與理解力的小活動、小測驗，大約只需要20分鐘就能完成一個章節。政大圖書館另外有製作[資訊素養數位學習的影片](#)，內容與此指引手冊不同，歡迎搭配一起使用。

此指引手冊是根據美國大學與研究圖書館學會(Association of College & Research Libraries)訂定的「[高等教育資訊素養架構\(Framework for Information Literacy for Higher Education\)](#)」所發展。手冊的前4章都會提到重點觀念與搭配的學習目標，希望讓您在除了增加快速找到所需資料的技能，也能有知識上的收穫，了解到資訊探索是不停反思的過程，以及能更清楚資訊的產生方式、評價方式及合乎倫理的運用方式。

第一單元 選擇研究主題



這個單元介紹如何利用圖書館現有的查詢工具，選擇研究的主題

- 1-1 決定研究主題
- 1-2 建立背景知識
- 1-3 如何挑選核心期刊
- 1-4 如何挑選必讀的文章-SSCI
- 1-5 如何挑選必讀的文章-Scopus
- 1-6 如何挑選必讀的文章-TCI

第二單元 文獻搜集分析



這個單元介紹如何利用圖書館及網路資源，獲得研究所需的全文

- 2-1 書目辨識
- 2-2 圖書館查詢工具
- 2-3 搜集主要概念及相關詞
- 2-4 資訊檢索技巧
- 2-5 資料庫的選擇
- 2-6 找書
- 2-7 找期刊文章
- 2-8 找博碩士論文
- 2-9 找會議論文
- 2-10 Google Scholar
- 2-11 館際互借

第三單元 文章撰寫



這個單元介紹常見的引用格式、引用的工具、EndNote、學術論文原創性比對系統，最後介紹學位論文撰寫格式

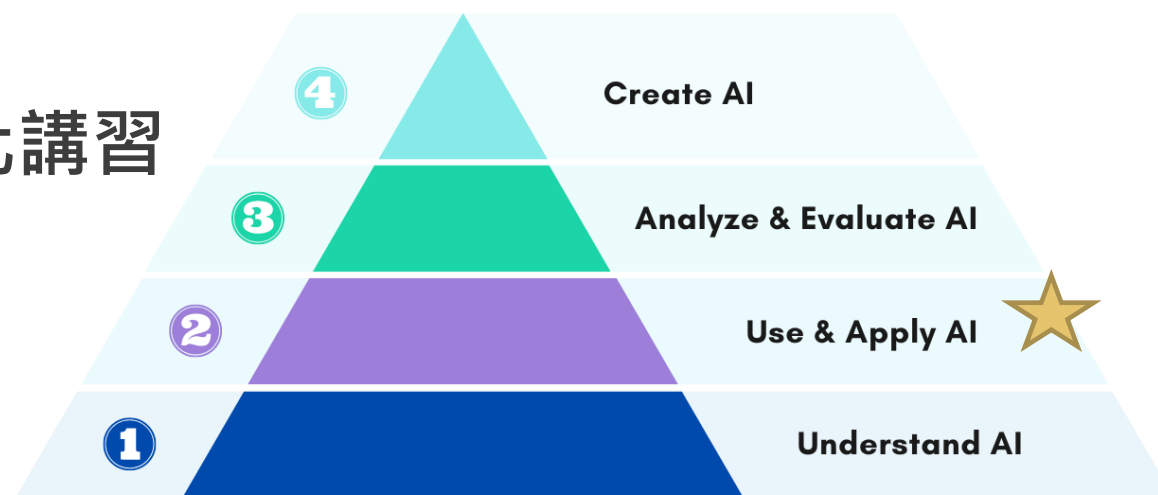
- 3-1 學術倫理
- 3-2 常見的書目格式
- 3-3 引用工具
- 3-4-1 書目管理軟體- EndNoteX9
- 3-4-2 書目管理軟體- EndNote20
- 3-4-3 書目管理軟體- EndNote21
- 3-5 Turnitin學術論文原創性比對系統
- 3-6 學位論文撰寫格式

若想了解資訊素養是什麼？對於研究流程的協助？請參考以下兩個資源：

- <https://sites.google.com/view/doingresearch/FP>
- <https://lib.video.nccu.edu.tw/p/libraryelearning>

OUTLINE

1. ChatGPT功能瀏覽
2. Demo如何使用GPT4協助準備此講習
3. AI素養+研究流程的使用
4. 圖書館的AI工具
5. 查詢與追蹤AI新知



<https://er.educause.edu/articles/2024/6/a-framework-for-ai-literacy>

大方向的使用說明

- AI的好處與限制
- AI vs 圖書館資料庫
- 研究流程的使用方法

細節的使用說明

- 下指令(Prompt)的技巧
- 輸入資料的注意事項
- AI研究小工具(免費)

符合倫理的使用

- 注意學校、教師的AI政策
- 正確揭露AI的使用
- 查核AI生成資訊



I. CHATGPT功能瀏覽



建立帳戶

電子郵件地址*

繼續

已擁有帳戶？登入

或



使用 Google 帳戶繼續



使用 Microsoft 帳戶繼續



使用 Apple 帳戶繼續

為我建立個人網頁
但先問我三個問題

建議好玩的活動
幫助我在新城市結交朋友

告訴我一個有趣的事實
關於羅馬帝國的趣聞

撰寫一則簡訊
邀請朋友陪我參加婚禮

傳訊息給 ChatGPT

如果沒有使用過，可以現在連線使用看看！
沒註冊也可以使用~建議註冊帳號會更好~
不知道怎麼使用也沒關係，直接問他就好！



Prompt 指令

請用最初階的方式介紹我可以怎麼使用你？你的原理機制？以及使用你時需要注意的事項？



當然可以！這裡有一個簡單的介紹：

如何使用我

1. 提問：你可以問我任何問題，比如知識、建議或信息。
2. 主題討論：可以與我聊任何主題，如科技、文化、學習等。
3. 寫作協助：需要幫助寫作或修改文本時，我可以提供建議和修訂。

原理機制

- 自然語言處理：我使用大量的文本數據進行訓練，理解和生成自然語言。這使我能夠回答問題、生成文本等。
- 學習模式：我根據你的問題和對話上下文來生成回應，旨在提供最相關和有用的信息。

使用時需要注意的事項

1. 準確性：我的知識截至到2023年，因此對於最新事件可能不夠準確。
2. 隱私：避免分享個人敏感信息，如真實姓名、地址等。
3. 批判性思考：雖然我能提供很多信息，但↓還是用自己的判斷來核實和評估。

請勿分享敏感資訊。我們可能會審查交談並將其用來訓練我們的模型。[了解更多](#)

傳訊息給 ChatGPT





隨機出現四個範例，點選後會出現示範的指令
藉此可以快速了解**ChatGPT**能做到什麼事情



學習

解釋超導體



上傳文件

總結一份長文件



旅行行程

像當地人一樣體驗首爾



關於羅馬帝國的趣聞



像當地人一樣體驗首爾



寫作

取得水電工報價的電子郵件



現有食材的食譜



上傳資料

根據我的資料建立圖表



學習單字



感謝我的面試官



請根據我的資料提出建議



今天東京有什麼新聞？



搜尋

告訴我哪個國家有最多的奧運選手



根據我的資料建立圖表



上傳圖片

尋找照片是來自哪個年代



總結一份長文件

陪我學習單字：寫一個句子後讓我填空，我會試著挑出正確的選項。



好的，讓我們開始吧！請填入正確的單字：

1. 每天早上，我都會在公園裡_____。


(A) 跑步 (B) 跳舞 (C) 唱歌

請選擇正確的單字填入空格！

學習測驗



這裡有幾則簡短而貼心的鼓勵訊息，搭配一隻可愛的小貓咪 GIF 動畫，讓你的朋友感受到你的關心：

1. "每當感到低落，記得這隻小貓咪的可愛，它在告訴你：一切都會好起來的！"
2. "生活有時會有挑戰，但你擁有克服它們的力量，像這隻小貓咪一樣勇敢！"
3. "無論多麼困難的日子，記得你並不孤單， 隻小貓咪一直在你身邊支持你！"

寫作

我想要鼓勵心情不好的朋友。能否建議幾則簡短貼心的訊息，並附上一個小貓咪的 GIF 動畫？

搜尋

哪些國家在 2024 年奧運會有最多的運動選手？請註明引用來源。



已搜尋 3 個網站 ^

Q "2024 Olympics countries with most athletes"
bing.com

Bolavip — Which country has the most athletes in the Paris 2024 Olympics? - Bolavip US
bolavip.com

SwimSwam — Which Country Has The Largest Delegation At The 2024 Paris Olympics?
swimswam.com

在2024年巴黎奧運會上，參賽的運動選手來自許多國家，而擁有最多運動員的國家如下：

1. 美國：592名運動員，繼續保持其在奧運歷史上的主導地位。
2. 法國（主辦國）：573名運動員，作為主辦國，法國擁有強大的代表隊。
3. 澳大利亞：460名運動員。
4. 德國：428名運動員。
5. 日本：403名運動員(Bolavip)(SwimSwam)。

除了以上國家，中國和西班牙也分別以388名和383名運動員進入前十名。整體而言，巴黎2024奧運會預計將有約10,500名運動員參賽，參賽國家總數達到204個，顯示出奧林匹克運動的全球影響力 (SwimSwam)。



可以請你根據我的資料建立圖表嗎？
若你需要更多詳細資料，請向我提出後續問題或要求我上傳檔案或圖像。

當然可以！請提供你的資料或詳細說明你希望在圖表中展示的內容。如果有特定的數據格式或需求，也請告訴我。你可以直接上傳檔案或提供相關數據。

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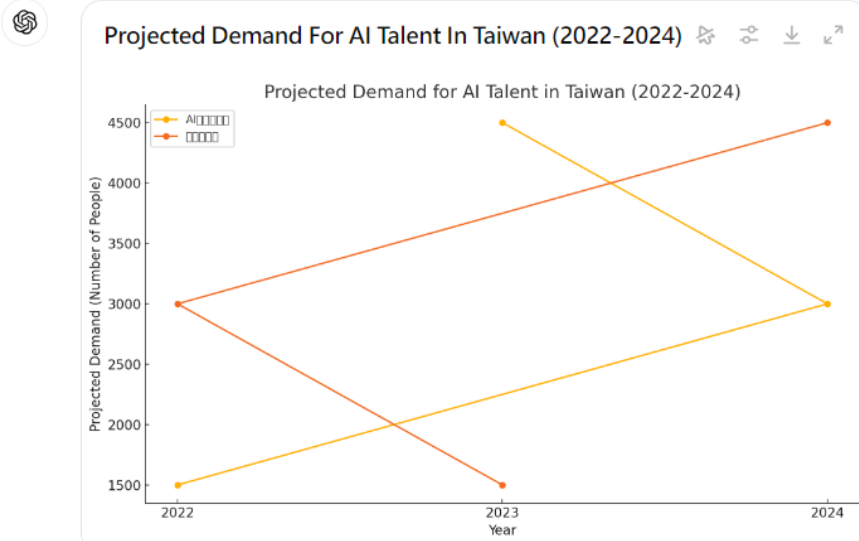
請整理這篇:<https://theme.ndc.gov.tw/manpower/cp.aspx?n=F91F6416AD6AA1C8&s=F5E9DB5F8DA26F45>

已搜尋 1 個網站 ▾

這篇文章主要探討台灣人工智慧應用服務業的人力需求狀況及未來預測。調查顯示，該產業對AI人才的需求持續增長，尤其是AI應用工程師和資料科學家等職位。預計到2024年，AI人才的年需求將達到約4,033至5,500人。文章也提到目前存在人才供給不足和新興職務需求的問題，並提出了相應的培訓對策。

上傳資料請他整理與製作圖表 (也可以請他推薦合適的圖表類型)

請根據這篇網頁內容繪製圖表



景氣 情勢	112年			113年			114年		
	新增需求		新增 供給 (人)	新增需求		新增 供給 (人)	新增需求		新增 供給 (人)
	人數(人)	占比(%)		人數(人)	占比(%)		人數(人)	占比(%)	
樂觀	4,400	28.0	-	4,900	23.0	-	5,500	19.6	-
持平	4,000	26.0		4,500	21.8		5,000	18.7	
保守	3,600	24.2		4,000	20.5		4,500	17.9	

可以請你告訴我這是哪一個年代的照片嗎？

上傳照片或圖檔請他幫忙判斷資訊

當然可以！不過我需要查看照片才能提供相關的年代資訊。請上傳您想詢問的照片。



從這張照片來看，這個空間的設計和設備似乎比較現代。可以看到紫色的椅子和簡約風格的桌子，這種風格通常出現在最近幾年內的辦公室或會議室設計中。具體年代可能在2010年代中期到2020年代之間。不過，這只是根據設計和設備的外觀來做的推測，實際的年代可能會有所不同。您有其他背景資訊嗎？

不同任務的GPT

AI 學術達人 @ NCCU

DALL·E

政大圖書館新鮮人讀...

探索 GPT

今天 對話串

選項

文件總結請求

AI素養與學術倫理

↑ 分享

✎ 重新命名

📁 封存

🗑 刪除

可讓他人看到
完整互動紀錄

命名有利未來使用

上傳檔案處

可以請你幫我總結一篇很長的文件嗎？

若你需要更多詳細資料，請向我提出後續問題或要求我上傳檔案或圖像。



當然可以！請上傳你需要總結的文件，或者告訴我文件的主要內容和重點。這樣我才能更好地幫助你。



論文撰寫的方法與技巧(王俊明).pdf
PDF



這篇名為《論文撰寫的方法與技巧》的文件由王俊明教授撰寫，主要介紹了學術論文的撰寫原則和基本格式。以下是內容的總結：

主要內容總結：

壹、論文撰寫的原則

1. 架構清楚：

- 各章節需層次分明，組織結構要清晰，通常包括緒論、文獻探討、研究方法、結果與討論、結論與建議。
- 各章節應有明確標題，以便讀者尋找信息。
- 各章節的比重要均衡，避免過度強調某一部分。



傳訊息給 ChatGPT



GPT

探索並建立結合指令、額外知識庫和任何技能組合的 ChatGPT 自訂版本。

🔍 搜尋 GPT

熱門精選 寫作 生產力 研究與分析 教育 日常生活 程式設計

精選

本週精選熱門推薦



Wix AI website builder

Create a unique, business-ready site in no time with our free AI website builder GPT & get...

作者：wix.com



AI PDF Drive: Chat, Create, Organize

The ultimate document assistant. Upload and chat with all your files, create polished PDFs...

作者：myaidrive.com



ChatPRD - AI for Product Managers

An on-demand Chief Product Officer that drafts and improves your PRDs, while coaching you t...

作者：chatprd.ai



SQL Expert

SQL expert for optimization and queries.

作者：Dmitry Khanukov

🔍 搜尋 GPT

熱門精選 寫作 生產力 研究與分析 教育 日常生活 程式設計

Research & Analysis

Find, evaluate, interpret, and visualize information

1



Scholar GPT

Enhance research with 200M+ resources and built-in critical reading skills. Access Google Scholar, PubMed, JSTOR, Arxiv,...

作者：awesomegpts.ai

2



Consensus

Ask the research, chat directly with the world's scientific literature. Search references, get simple explanations, wri...

作者：consensus.app

3



SciSpace

Do hours worth of research in minutes. Instantly access 287M+ papers, analyze papers at lightning speed, and...

作者：scispace.com

4



Excel AI

🌱 The worlds most powerful data analysis assistant. 🌱

作者：pulsr.co.uk

5



Scholar AI

AI Innovator — search and review 200M+ scientific papers, patents, and books. Research literature, discover...

作者：scholarai.io

6



Video Summarizer

Youtube Video summarizer | video summaries, chat with Youtube video

作者：thegeneralmind.com

檢視更多

建立

配置

名稱

AI 學術達人 @ NCCU

說明

介紹生成式AI協助學術寫作，推薦書籍並附上書評

指令

AI 學術達人 @ NCCU 的目標是介紹生成式AI如何協助學術寫作，並為用戶提供相關的資訊和指導。角色是作為一個學術助手，提供有關AI應用於學術寫作的具體建議和步驟。避免提供具體的學術代寫內容，但可以給出結構和建議。互動中會回答相關問題，並提供具體步驟和例子。

當提供書籍、期刊資訊時，要提供ISBN或ISSN，並附上警語：「請記得使用圖書館查詢目錄或Google Scholar來驗證」。在提供APA、MLA等引文格式建議時，要說明是最新版的引文格式。在提供資源建議時，先介紹這種資源適合用在學術寫

對話啟動器

×

知識庫

若在知識庫上傳檔案，與 GPT 的對話可能會包含檔案內容。啟用程式執行器後，將可下載檔案



20230920ChatGPT.pdf
PDF



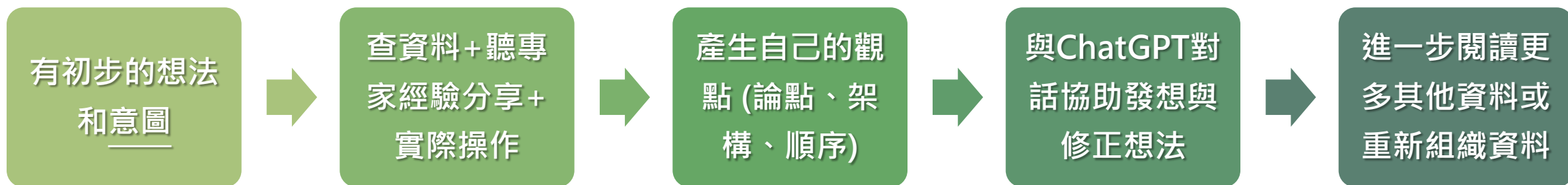
NCCUnewbie2023.pdf
PDF

可以體驗看看，但是答案不會百分百正確！

<https://chatgpt.com/g/g-fTzNIRrDY-ai-xue-shu-da-ren-nccu>

想建立自己的學術輔助機器人可參考此篇：

<https://effortlessacademic.com/tutorial-building-your-own-custom-chatgpt-for-academics/>



這些環節越清楚，則越知道怎麼提供指令及與AI持續互動

過程中**ChatGPT**可以協助資料翻譯和解釋，加速資料吸收速度

I. DEMO如何使用GPT4協助準備此講習

PROMPT: 我要準備一堂講習約**90分鐘**，對象是**大學生和研究生**，希望從**AI LITERACY**的角度來介紹**AI**的概念與應用，同時會說明倫理議題以及鼓勵大家未來的創新應用。同時，我希望藉由我的介紹能**讓大家了解AI與圖書館資料庫的差異**，鼓勵大家符合學術倫理又有效率的使用圖書館電子資源於自己的研究過程。請幫我設計一個課程大綱

有細節、有意圖、有背景知識帶來的觀點

第一部分：AI基本概念與素養 (25分鐘)

1. AI的定義與發展歷史

1. 簡述AI的歷史與關鍵發展
2. 簡介當前熱門的AI應用（如生成式AI）

2. AI素養的定義與重要性

1. AI素養的核心概念
2. 為什麼大學生和研究生需要具備AI素養？

3. AI與研究的關聯

1. AI如何影響學術研究與知識生產
2. AI如何加速數據分析、預測和建模

第二部分：AI的應用場景與創新 (20分鐘)

1. AI在各領域的應用

1. 簡單介紹AI在商業、醫療、心理學、教育等領域的應用
2. 鼓勵學生思考如何將AI應用於自己的研究領域

2. 創新應用的鼓勵

1. 如何利用AI促進學術創新
2. 分享實際案例，展示AI如何被用來解決具體的學術或社會問題

第三部分：AI與學術倫理 (20分鐘)

1. AI生成內容與學術誠信

1. 探討AI生成的文章、影像等內容在學術中的應用
2. 討論AI生成內容的學術倫理風險，如抄襲與數據操控

2. 學術倫理的基本原則

1. 介紹相關的學術倫理規範（如避免剽竊、正確引用）
2. 如何在使用AI的同時遵守學術誠信？

3. 學術界的應對方式

1. 探討高校和學術期刊如何處理AI相關的倫理挑戰

第四部分：AI vs 圖書館電子資源 (15分鐘)

1. AI工具與圖書館資料庫的差異

1. AI生成工具（如ChatGPT）與圖書館學術資源（如學術期刊資料庫）的不同
2. 討論兩者在學術研究中的角色

2. 如何正確使用AI與圖書館資源

1. 如何平衡使用AI進行文獻初步篩選與深入學術研究
2. 鼓勵使用圖書館的電子資源來確保學術研究的權威性

第五部分：實際操作與討論 (10分鐘)

1. 小組討論

1. 如何在自己的研究中正確、有效且符合倫理地使用AI和圖書館資源？

2. Q&A 時間

1. 回答學生的問題，鼓勵分享自己的經驗與想法

可以參考他的架構或是想到自己原本沒有想到的部分!

PROMPT: 你覺得不同學科背景和年級的學生分別會期待聽到什麼？上面的大綱都有包含了嗎？

繼續追問、挑戰他的原本答案，若發現他的答案太泛泛，可以根據他的回答先進一步找相關資料，再來問更進階的問題

文學與人文學科：

期待內容：

- 更深入的倫理討論，例如AI生成的文學作品、藝術創作如何影響原創性和知識產權問題。
- 對於學術誠信的討論可能尤為重要，因為人文學科的研究強調批判性思維和原創性。

大綱涵蓋情況：

- 大綱中的學術倫理部分已經涵蓋了一些重要議題，但可以加強對人文學科應用的案例分享，特別是與AI生成內容相關的問題。

商業與經濟學科：

期待內容：

- 更加實際的AI應用，特別是在市場分析、金融建模、客戶行為分析等領域。
- 對於如何使用AI提升效率和創造商業創新，可能是他們最關心的。

大綱涵蓋情況：

- 第二部分「AI的應用場景與創新」中的商業應用有部分涵蓋，但可以再加入一些具體的商業案例，以及在這些領域的倫理問題，如數據隱私和決策透明度。

科技與工程學科：

期待內容：

- 更技術性的內容，例如AI技術背後的原理、演算法的設計與應用。
- 他們可能會希望聽到更多關於如何在實際研究中利用AI來解決技術問題。

大綱涵蓋情況：

- 第一部分的AI概念介紹比較基礎，可以進一步為科技背景的學生加入一些關於AI技術細節的討論。也可以討論更技術化的應用場景。

社會科學與心理學：

期待內容：

- 如何利用AI進行社會行為分析、心理測試、或輿情分析等，特別是定性與定量研究的整合。
- 在倫理方面，他們可能會關注AI如何影響人類行為，並產生社會倫理問題。

大綱涵蓋情況：

- 已經包含社會影響和倫理的探討，但可以加入更多社會科學相關的AI應用，尤其是在心理學和人類行為研究方面。

研究生：

期待內容：

- 研究生會更關心AI技術在研究中的具體應用，如如何利用AI進行數據建模、內容生成、或者輔助文獻回顧。
- 他們也可能更希望討論如何在研究過程中避免倫理陷阱，以及進行跨學科的創新應用。

大綱涵蓋情況：

- 大綱中對於研究生的期待已經有很好的覆蓋，尤其是在學術研究和倫理部分。但可以加入一些高階工具的介紹，如具體AI研究工具的應用場景，以及如何應對研究中的倫理挑戰。

PROMPT: 你覺得我可以怎麼準備這個講習，可以讓我在你提供的基礎上產生更多亮點？有什麼是**我能補充**而你並沒有想到或沒有能力可以提供的資訊？

請保持批判性思考，想想有哪些是人可以做得比**AI**更好的部分，那就是你可以更進一步努力的地方

1. 引入實際案例和互動體驗

•**實際案例分析：**除了介紹理論和應用之外，實際案例總是能讓學生印象深刻。你可以選擇一兩個最近的**AI**創新應用，特別是學生可能沒想到的領域。這些案例可以來自不同學科，如**AI**在藝術創作中的應用（例如**AI**畫作售賣、音樂創作等），或**AI**如何幫助解決社會問題（如**AI**在醫療診斷、災難預警中的應用）。

•**互動演示：**設計一個簡單的實時**AI**工具展示，比如讓學生嘗試生成**AI**文本、圖像，或讓他們進行一些簡單的**AI**工具實踐。這樣的互動能夠增強學生對**AI**實際能力的體驗，並讓整個課程變得更具吸引力。

2. 學生參與活動

•**AI與倫理的討論辯論：**設計一個小型辯論，讓學生站在不同的角度來討論**AI**生成內容與學術倫理的衝突。這不僅能激發學生的思考，也能讓他們在課堂中更加積極地參與和互動。

•**創新應用競賽：**讓學生分組並要求他們在有限時間內提出一個基於**AI**的創新想法，並讓他們快速分享。這樣能夠激發創造力，同時讓學生更多思考如何將**AI**技術與自己的研究或專業相結合。

你能補充而我可能沒有想到的：

1.特定學校或當地情境：你可以根據學生所處的具體學校情境或文化特徵，加入一些本地化的討論或數據。例如，討論台灣或當地大學如何應對**AI**發展，這樣會更貼近學生的實際情境。

2.學科或研究的特殊需求：你比我更了解學生的具體需求和學科期望。你可以從你與學生的日常互動中發現他們的具體痛點或需求，並在講習中加以解答。這些細節是你能提供的獨特內容。

3.特別設計的工具或演示：你可能有存取一些特定的**AI**或圖書館資源工具，這些工具我無法直接使用。如果有的話，可以直接展示或設計實際操作部分，這樣的現場演示會更有吸引力。

有沒有注意到他的中文都比較不臺灣？這跟他的訓練資料有關，同樣的他的英文也可能會反映出很多他訓練資料裡的常用詞彙/語句結構，可能會提供一個還不錯的文章，但不會是最頂尖的文章

PROMPT: 你真是太聰明了！這樣學生只要能問對你問題，就可以不用來聽我的講習課了！要怎麼讓圖書館的講習課不會被AI取代？

換句話來問相同的問題，可以得到不同的答案！一個問題不要包含太多小問題，雖然內心可能有很多小問題，請都「切割成小問題」並「排序」來提問（建議同一問題在同一對話串內、並用不同小問題來補充一些脈絡資訊給他）

提供實戰操作與應用

- 操作性強的教學：**圖書館講習可以加入具體的實際操作部分，例如如何有效檢索資料庫、利用進階功能或如何利用各種資源進行學術研究。這種手把手的教學方式，AI無法模擬，尤其是當學生需要即時解決特定問題時，你能提供現場引導與演示。

- 案例教學：**展示一些現實中的學術或研究案例，特別是來自你親身經歷或處理過的實例，這種具體的應用場景讓學生能夠更好地理解如何將技能運用到自己的工作或研究中。

引導批判性思維與高階技能

- 培養批判性思維：**AI可以生成答案，但它無法教學生如何批判性地思考和分析問題。你可以在講習中設計一些開放性問題，引導學生進行深入探討，幫助他們提高分析問題的能力，而不只是簡單接受AI生成的答案。

- 跨學科整合與應用：**你可以幫助學生將圖書館資源與他們學科背景結合，找到資料庫檢索與AI應用的最佳策略。這種跨學科的教學方式能夠提供AI工具無法提供的綜合性視角。

增強學術倫理與創新應用討論

- 學術倫理與正確引用：**AI可能無法正確處理學術倫理問題，尤其是涉及剽竊、誤用資料等。你的講習課可以專門強調學術誠信與正確使用資料庫的規範，這是AI無法深入指導的領域。

- 激發創新應用：**你可以鼓勵學生探索如何將圖書館資源和AI技術結合，進行創新的研究應用。這類課程不僅限於技術技能，還可以激發他們的創造性思維。

鼓勵探索與批判使用AI

- AI工具的正确使用方式：**教導學生如何批判性地使用AI工具，並告訴他們AI工具的優劣勢。這不僅會讓他們依賴於AI，也會促使他們更好地理解AI的局限，進而更多依賴自己思考與使用圖書館資源進行研究。

請特別注意！ChatGPT很會順著你的話來回答！
因此要注意跟他對話時，要用「不同角度」來問問題，才能蒐集到比較全面的答案！
如果你的話語裡本來就有一些偏見假設，他的回答也會順著你的偏見或錯誤資訊走！

PROMPT: 請你用最嚴厲的態度來批評目前的規劃方式，並提供建設性的建議

讓他自我檢討與修正，也可以提供一些評分方式給他，請他根據一些評分準則來提供更好的答案

目標不夠具體，缺乏明確性

目前的課程目標提到要介紹AI素養、應用和倫理，但並沒有具體說明這些內容應達到什麼樣的深度或具體成果。目標應該更加明確，例如具體列出學生在課程結束後應該掌握哪些知識和技能。

建設性建議：

- 明確定義學習成果（ Learning Outcomes ）。例如：
 - 學生應該能夠識別並解釋AI的基本概念及其在學術研究中的應用。
 - 學生應該能夠理解並分析AI應用中的倫理挑戰。
 - 學生應能夠區分AI工具與傳統學術資源的用途和局限性。
- 將這些學習目標明確傳達給學生，以便他們了解自己應該達到的具體成果

AI與資料庫的比較不夠具體，

缺乏實際案例

在介紹AI和圖書館資料庫的差異時，課程目前缺乏具體的比較實例。這樣可能無法讓學生充分理解兩者在學術研究中的不同角色和價值。

建設性建議：

- **具體案例展示：**設計具體的比較案例，例如讓學生同時使用AI工具和圖書館資料庫來解決某個學術問題，對比兩者的優缺點。
- **結果評估：**討論兩者在搜索速度、結果的精確性、資料的可信度等方面的差異，並讓學生親自分析哪種工具在特定情境下更有用。

學術倫理討論缺乏實踐意義

課程中對於AI倫理問題的討論比較抽象，可能無法引起學生的共鳴，尤其是當他們尚未親身體驗AI在學術研究中的實際挑戰時。

建設性建議：

- **結合具體案例討論倫理問題：**使用具體的學術場景或現實案例來展示AI生成內容中的倫理挑戰。例如，討論AI生成的文本如何容易導致學術抄襲，或如何篩選AI生成的數據中潛在的偏見。
- **角色扮演討論：**設計角色扮演環節，讓學生分成不同角色（如研究者、倫理學家、法規制定者），並探討如何應對AI應用中的倫理困境。

時間管理不合理，節奏可能過於緊湊

90分鐘的講習課包含太多內容，導致時間分配可能過於緊湊。每個部分的時間控制不當，會使學生難以消化資訊，或者無法完成所有活動。

建設性建議：

- **重新評估時間分配：**對每個主題進行時間分配評估，確保學生有充足的時間進行討論和反思，而不是急於趕完所有內容。
- **課前提供材料：**提前向學生提供一些預讀材料或視頻，讓他們對基礎知識有初步了解，從而可以將課堂時間集中在深度討論和實踐活動上。

PROMPT:你覺得為了這個講習簡報我要花多少時間準備？我可以如何更有效率的完成這個簡報？因為**我常**都需要用下班時間來了解最新**AI趨勢**並加班完成簡報...

一些據說會提升效果的說話技巧：動之以情、禮貌，避免負面表述

要準備這個**90分鐘**的講習簡報，估計可能需要**10-15個小時**左右的準備時間，這取決於你對**AI素養**、應用和學術倫理的熟悉程度，以及你希望呈現的互動活動或實例的複雜性。這些時間通常包括：

- 1.收集資料與研究：**理解最新的**AI趨勢**，收集相關案例和實例（**3-5小時**）。
- 2.設計簡報框架與內容：**準備簡報的結構、文字、圖片和互動部分（**5-7小時**）。
- 3.測試與調整：**進行預演並調整簡報，確保時間分配合適（**2-3小時**）。

為了提高效率並避免占用太多下班時間，以下幾個方法可以幫助你更有效地完成簡報：

內容模塊化準備

- 將你的簡報分為幾個模塊，例如**AI**基本概念、應用、倫理、工具比較等，分階段完成每個模塊。這樣你可以逐步完成每一部分，而不是一次性花大量時間準備。
- 如果其中某些部分已經在過去的講習中使用過，你可以復用這些資料，僅需稍作更新即可。

使用**AI**工具輔助簡報製作

- 你可以使用**AI**工具（如**PowerPoint**設計助手或其他簡報生成工具）來加速簡報設計。這些工具可以幫助你更快速地生成簡報模板、圖表，並美化簡報的外觀。
- 同時，你也可以讓**AI**工具幫助你進行部分內容搜集，如找出最新的**AI趨勢**報告或學術文章，以節省自己進行手動檢索的時間。

定期跟蹤最新的**AI趨勢**

- 不用等到準備講習時才去了解最新的**AI趨勢**。你可以在日常中保持輕鬆的資訊追蹤方式，例如訂閱**AI**相關的電子報、加入與**AI**相關的社群或使用簡化的**AI**報告工具（如**BuzzSumo**、**Feedly**）來整理最新消息。
- 利用碎片化時間（如通勤、休息時間）來快速吸收最新資訊，減少加班時進行深度研究的需求。

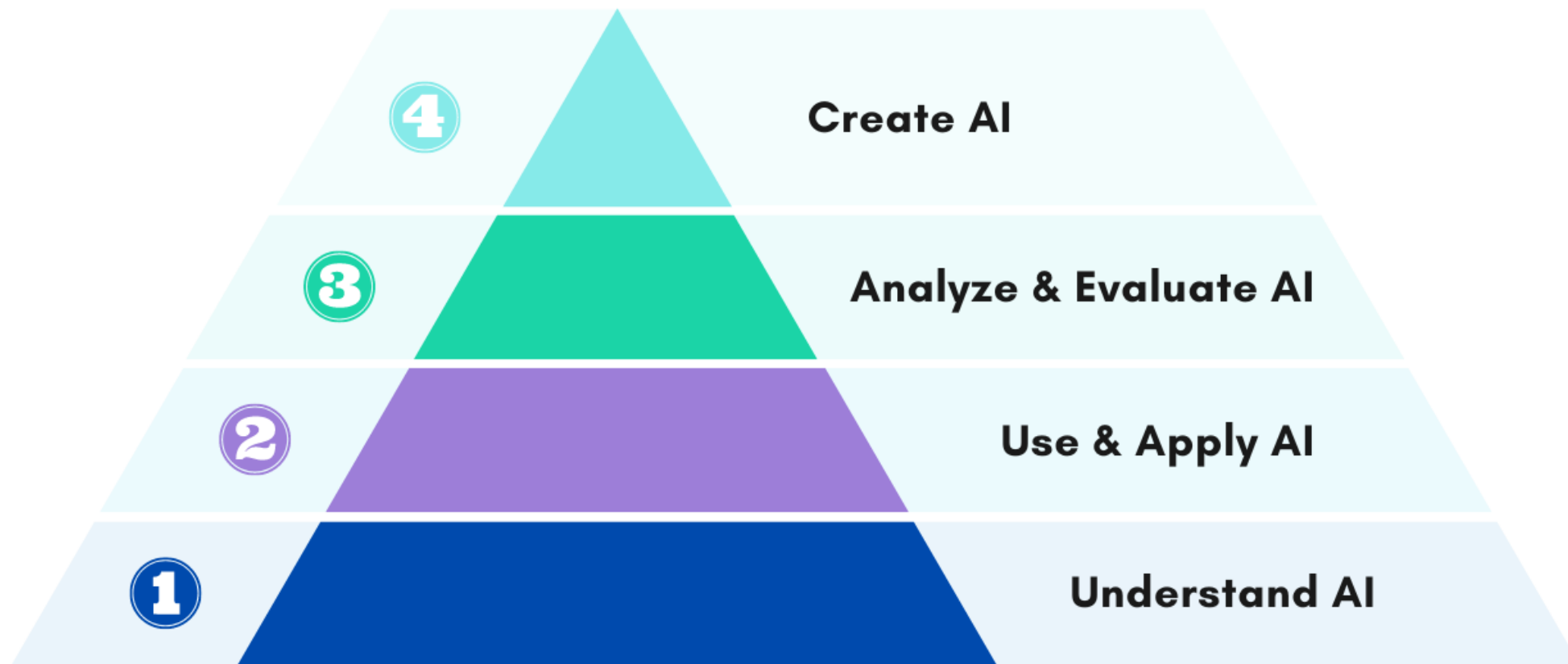
利用已有資源

- 如果你的機構有提供過類似的培訓或簡報資源，你可以參考並直接調整那些資源，而不是從頭開始設計。
- 還有過去你已經使用過的素材、例子和範例也可以重新利用，這樣能減少重複工作的時間。

設置合理的時間界限

- 給每一個準備階段設置具體的時間限制，避免陷入細節而浪費過多時間。例如，你可以限定自己在資料搜集階段只花**1-2小時**，剩下的時間用來專注於簡報製作。

除了問他知識性的問題，也非常推薦把他當成指導教授、學習夥伴，提供學習上的建議！（不過這只是參考，像是這份簡報的準備就超過**30小時**）



<https://er.educause.edu/articles/2024/6/a-framework-for-ai-literacy>

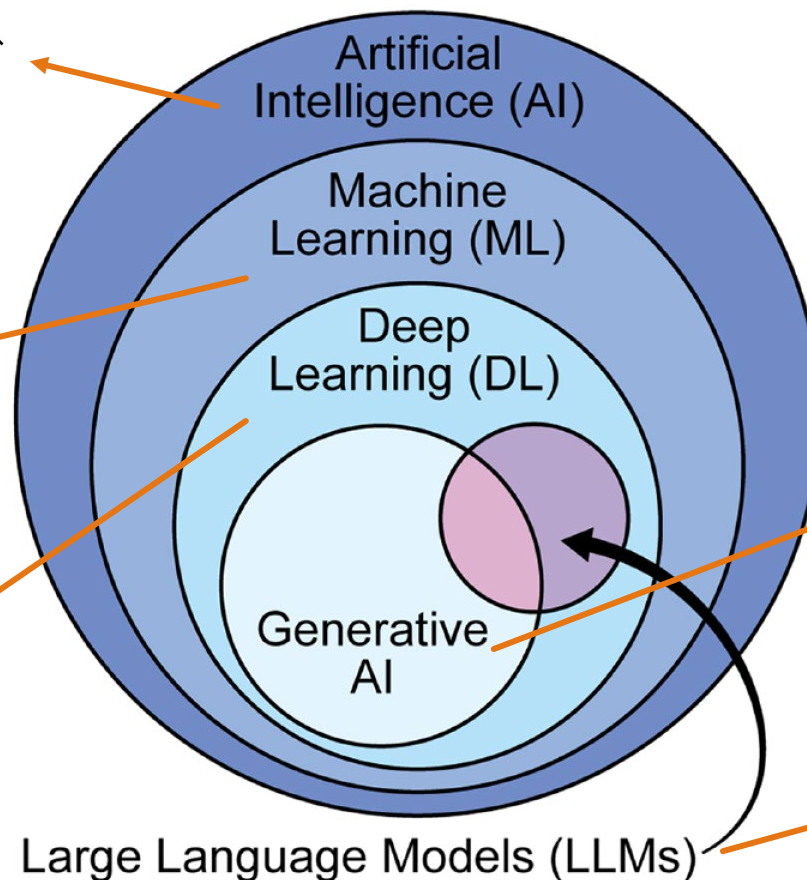
3. AI素養+研究流程的使用

LEVEL I. UNDERSTAND AI (極度基礎)

讓機器能模仿人類的思考、學習和解決問題的能力

以資料訓練機器，使其能夠自我學習並進步。機器學習模型可以透過大量的圖片學會區分貓和狗，看越多，越準確

使用更複雜的「神經網絡」，模仿人類大腦。能處理更大的資料量和更複雜的問題



- 想深入了解，網路有許多自學資源，或是直接選修課程！
- 生成式AI與大型語言模型都只是人工智慧的一部分，AI的應用更廣泛
- 訓練資料到底是什麼很重要！

生成式AI基於大型資料模型可以自動創建內容，比如文字、圖片、音樂等。

非常複雜的深度學習模型，專門用來處理和生成自然語言。通過學習大量的文本來理解和生成語言。

Tinker With a **Neural Network** Right Here in Your Browser. Don't Worry, You Can't Break It. We Promise.

Epoch 000,465 Learning rate 0.03 Activation Tanh Regularization None Regularization rate 0 Problem type Classification

DATA

Which dataset do you want to use?



Ratio of training to test data: 50%

Noise: 0

Batch size: 10

REGENERATE

FEATURES

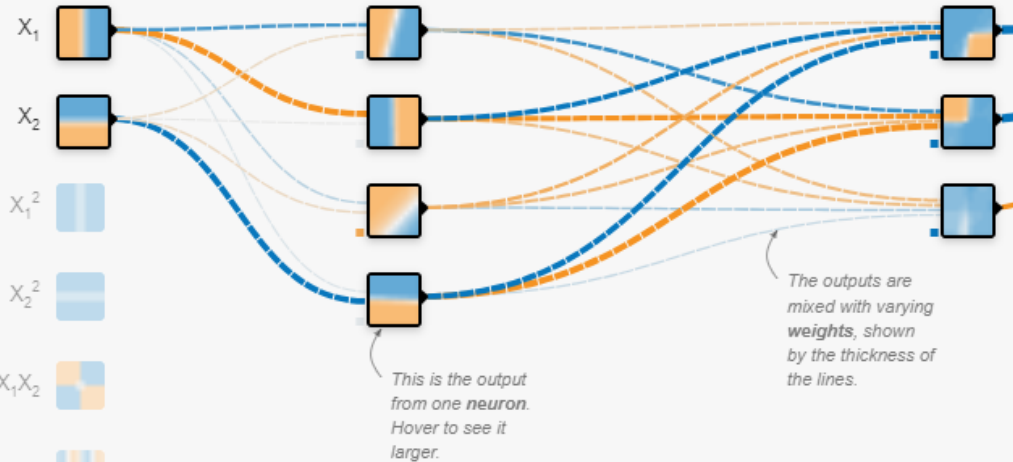
Which properties do you want to feed in?

X_1
 X_2
 X_1^2
 X_2^2
 X_1X_2
 $\sin(X_1)$
 $\sin(X_2)$

2 HIDDEN LAYERS

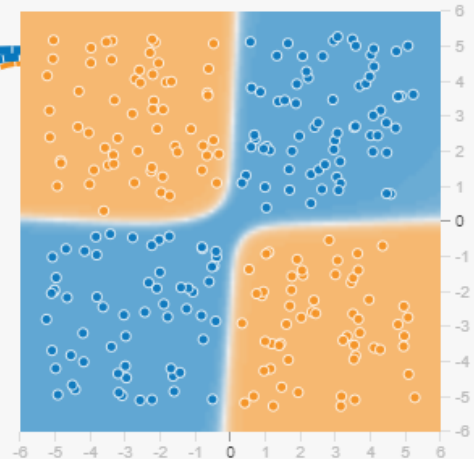
4 neurons

3 neurons

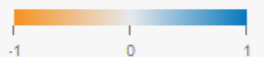


OUTPUT

Test loss 0.001
Training loss 0.001



Colors shows data, neuron and weight values.



☐ Show test data ☐ Discretize output

<https://playground.tensorflow.org/#activation=tanh&batchSize=10&dataset=xor®Dataset=reg-plane&learningRate=0.03®ularizationRate=0&noise=0&networkShape=4,3&seed=0.83341&showTestData=false&discretize=false&percTrainData=50&x=true&y=true&xTimesY=false&xSquared=false&ySquared=false&cosX=false&sinX=false&cosY=false&sinY=false&collectStats=false&problem=classification&initZero=false&hideText=false>

神經網絡是深度學習的基礎，模仿人腦中神經元的運作方式，讓電腦可以從資料中學習。這個網絡由許多「層」組成，每一層都可以識別資料中的不同特徵。

<https://www.scienceme.com/how-does-chat-gpt-work>

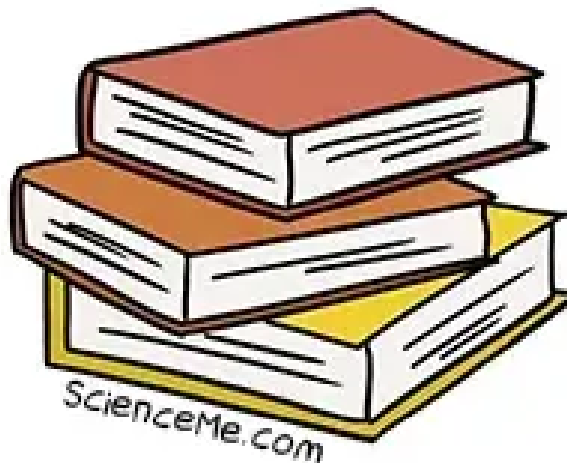
Generative
Predicts the next
token in a sequence



模型可以創造(生成)文章、對話、圖片等內容。

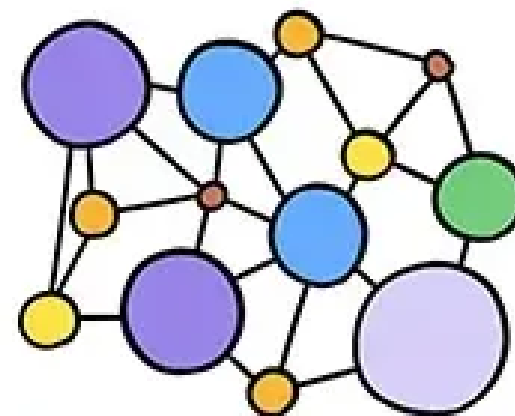
- 以前：提供問答知識庫，輸入知識庫裡的問題就可以得到對應的答案
→從已有資料檢索答案
- 現在：能夠基於學習的大量資料與背後的模型，生成新的語句或文本。

Pretrained
Primed with
massive datasets



模型學習了大量的文本資料，因此具備處理語言的能力。這些大量文本資料如何變成現在回答出來的答案，靠的是機率預測。

Transformer
Values input tokens
simultaneously



Transformer是一種特殊的AI架構，能夠處理語言中的關聯性，比如理解一句話中的單詞之間的關係。這個架構使模型能夠高效地理解和生成語言，成為現在許多語言模型的基礎。

基於訓練資料來預測下一個字的出現機率，可以一直Regenerate出不同版本

Write a paragraph about Jisc.

Jisc is a non-profit organisation that provides digital solutions for the UK's education and research sector. They provide several digital resources, such as e-journals, databases and a range of support and advice, such as guidance on data protection, a diverse network of contacts, collaborations and partnerships with organisations across the UK. They are also heavily involved in initiatives that can help to support the sector, such as cloud computing.

UK = 40.00%
not = 16.66%
non = 9.83%
United = 9.01%
charity = 6.22%

Total: -2.32 logprob on 1 tokens
(81.70% probability covered in top 5 logits)

- 訓練資料即使百分百正確，也可能會出現錯誤
- 訓練資料內容沒有包含到的部分，或訓練資料內本身存有錯誤，就會影響回答的正確性 (因此使用前請先思考這個AI工具背後的資料是什麼？才能判斷適合的用途與用法)

We can see GPT predicting words along with their probability in the developer's playground

圖片出處：<https://nationalcentreforai.jiscinvolve.org/wp/2023/05/11/generative-ai-primer/>

PROMPT: 你的訓練資料範圍？可以跟我說你在哪個年代、語種和文化的資料量最多嗎？以及請告訴我要怎麼查證你這個回答？

在正式提問前，可以先確認他回答問題的能力，並且可以用一些指令來讓他提供更正確的資訊或後續查證方式

年代範圍

- 我的訓練資料來自過去數十年甚至更早期的文本，包括書籍、學術論文、新聞文章和網頁內容。由於網絡和數字化內容的普及，訓練資料中20世紀末至21世紀初的資料量較大。然而，具體的比例取決於可用數據的類型和來源，並不會偏向某一個時期。
- 最新知識的截止時間點為**2023年9月**，這意味著此後發生的事件或更新的信息不會體現在我的知識中。

語種範圍

- 我主要基於**英文**資料進行訓練，因為英語在網絡和學術文獻中有著最廣泛的使用。然而，我也訓練了包括**中文、法文、西班牙文、德文、日文、韓文**等其他主要語言的資料，因此能夠理解並使用這些語言與用戶交流。
- 不過，由於英文資料的數量龐大，相較於其他語言，英語的資料量在我的訓練中占比較大。

文化背景

- 我的訓練資料涵蓋了來自世界各地的文化，包括西方文化、亞洲文化、非洲文化等。由於互聯網的普及，來自美國、英國等英語國家的資料可能相對較多，這反映了數據的可得性，而非我有意的偏好。
- 我也有接觸到來自不同國家的新聞、社交媒體、文學和歷史資料，因此能夠處理多元文化背景的問題。

如何查證我的回答？

要查證我提供的關於訓練資料來源的回答，因為我本身是一個AI模型，無法直接提供具體的訓練數據清單或數據來源，但你可以參考以下的方式來了解更多相關資訊：

1.官方文檔：你可以查閱我所基於的架構（如**GPT-4**）的官方文檔或技術報告，這些文檔通常會提供有關模型訓練數據來源、範圍和限制的詳細描述。**OpenAI**等AI開發公司會發布這些報告來說明模型的訓練過程和原理。

2.學術論文：**OpenAI**等機構會定期發表學術論文，討論模型的設計和訓練過程。這些論文會提到訓練數據的選擇標準、來源以及倫理考量。這些論文可以作為你了解訓練數據範圍的參考資料。

3.網絡資源與技術社群：你可以在技術討論論壇、GitHub、或學術會議網站（如**NeurIPS**、**ICLR**、**ACL**等）上查找關於大型語言模型（**LLM**）的討論，了解更多有關訓練數據來源和內容的細節。

專家撰文：

<https://zhuanlan.zhihu.com/p/606432878>

ChatGPT数据集之谜

OneFlow
已认证账号

114 人赞同了该文章

GPT-3 資料集

原始論文：<https://arxiv.org/pdf/2005.14165.pdf>

Dataset	Tokens (billion)	Assumptions	Tokens per byte (Tokens / bytes)	Ratio	Size (GB)
Common Crawl (filtered)	410B	-	0.71	1:1.9	570
WebText2	19B	25% > WebText	0.38	1:2.6	50
Books1	12B	Gutenberg	0.57	1:1.75	21
Books2	55B	Bibliotik	0.54	1:1.84	101
Wikipedia	3B	See RoBERTa	0.26	1:3.8	11.4
Total	499B				753.4GB

Common Crawl corpus contains petabytes of data collected **over 8 years of web crawling**. The corpus contains **raw web page data, metadata extracts and text extracts with light filtering**.

WebText2 is the text of web pages from all outbound **Reddit links from posts with 3+ upvotes**.

Books1 & Books2 are two internet-based books corpora. **Wikipedia** pages in **the English language** are also part of the training corpus.

科普類部落格：<https://www.springboard.com/blog/data-science/machine-learning-gpt-3-open-ai/>

- 網路公開資料是否代表人類所有知識？是否都具有權威性及正確性？
- 哪些書籍會被數位化與公開？什麼單位有能力進行數位化？
- **Reddit討論區是否反映特定群體的觀點？**

What type of information is used to teach ChatGPT?

As noted above, ChatGPT and our other services are developed using (1) information that is publicly available on the internet, (2) information that we license from third parties, and (3) information that our users or human trainers provide. This article focuses on the first set: information that is publicly available on the internet.

使用者提供的資訊

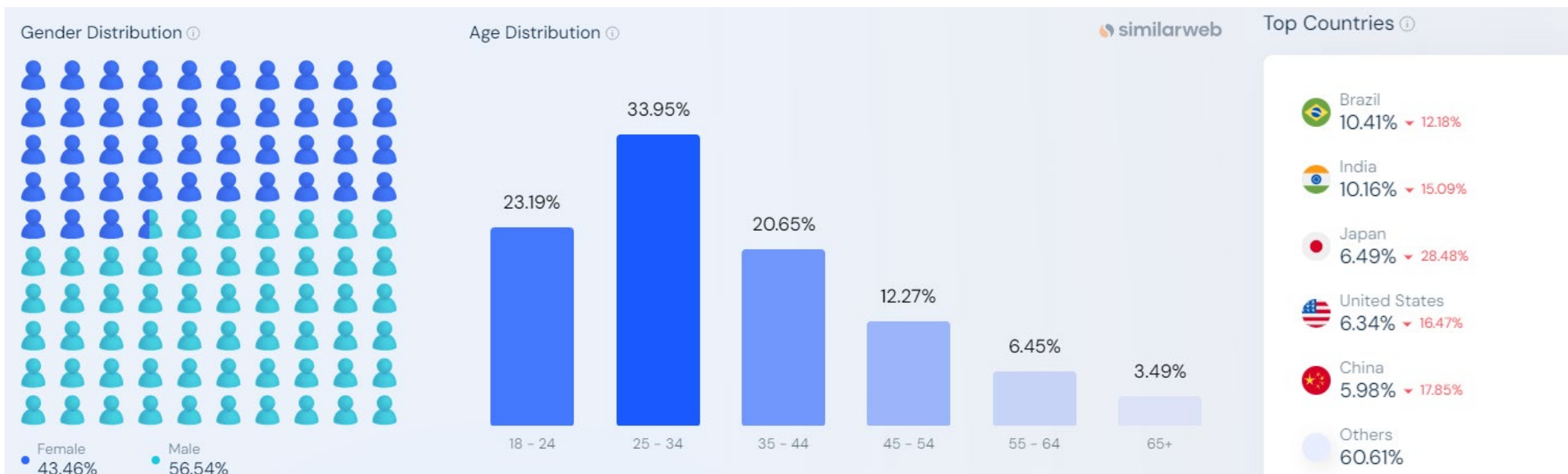
For this set of information, we only use publicly available information that is freely and openly available on the Internet – for example, we do not seek information behind paywalls or from the “dark web.” We apply filters and remove information that we do not want our models to learn from or output, such as hate speech, adult content, sites that primarily aggregate personal information, and spam. We then use the information to teach our models.

As mentioned in the previous section, ChatGPT does not copy or store training information in a database. Instead, it learns about associations between words, and those learnings help the model update its numbers/weights. The model then uses those weights to predict and generate new words in response to a user request. It does not “copy and paste” training information – much like a person who has read a book and sets it down, our models do not have access to training information after they have learned from it.

官方部落格：<https://help.openai.com/en/articles/7842364-how-chatgpt-and-our-language-models-are-developed>

<https://www.similarweb.com/website/chat.openai.com/#competitors>

使用者是誰？他們的回饋會不會造成影響？





CRITERIA	ChatGPT	Gemini	Claude	Mistral	LlAMA
DEVELOPER	OpenAI	Google	Anthropic	Mistral AI	Meta
RELEASE DATE	Nov. 2022	Dec. 2023	Mar. 2023	Sept. 2023	Feb. 2023
LANGUAGE MODEL	GPT 4o	Gemini 1.5 Pro	Claude 3 Opus	Mixtral 8x22B	Llama 3 (8B)
OUTPUT TOKEN PRICE	\$15.00 per 1M Tokens	\$21 per 1M Tokens	\$75.00 per 1M Tokens	\$1 per 1M Tokens	\$0.1 per 1M Tokens
SPEED	74 Tokens per Second	55 Tokens per Second	32 Tokens per Second	82 Tokens per Second	866 Tokens per Second
QUALITY INDEX	100	88	94	63	65
KEY FEATURE	Generates human-like response in real time based on user-input.	Understand different types of information, including text, images, audio video & code.	Generates various forms of text content like summary, creative works & code.	It can grasp the nuances of language, context, and even emotions.	It has advanced NLP capabilities that can handle complex queries easily.

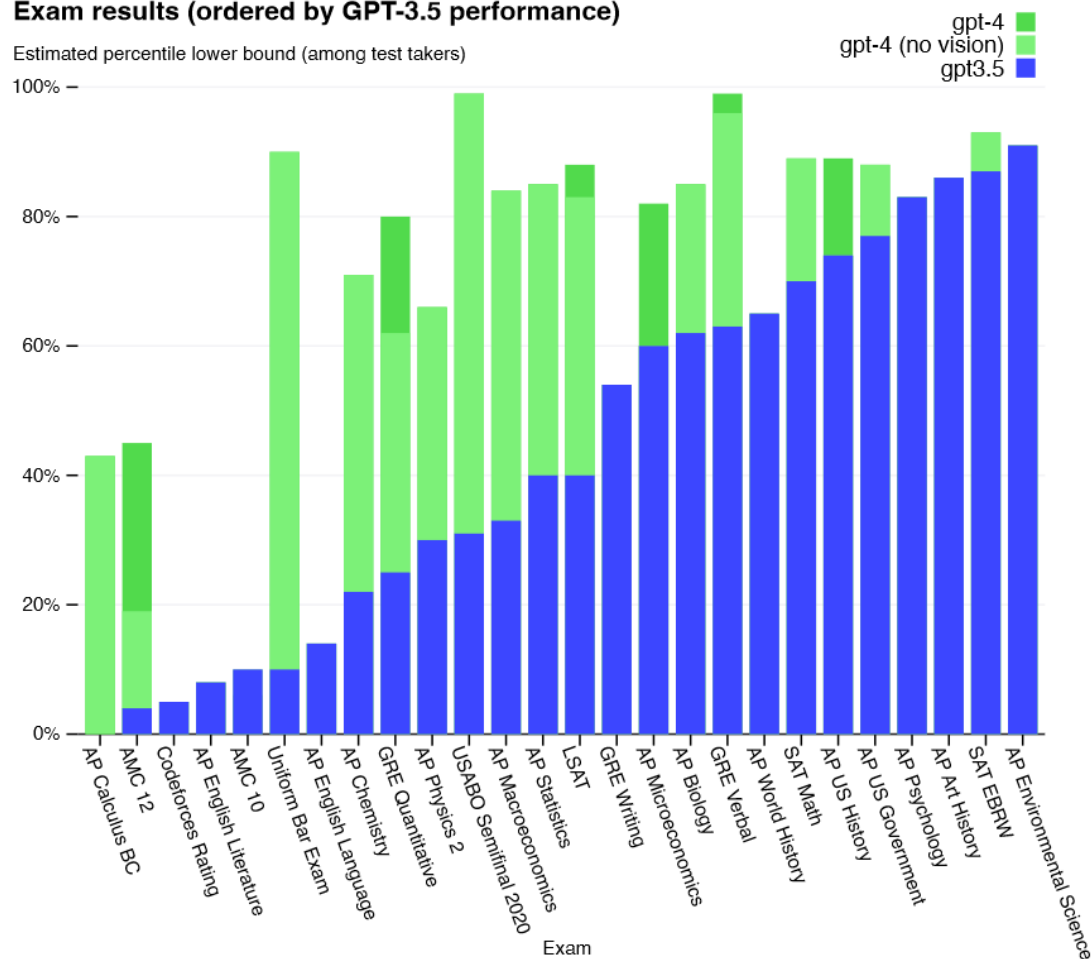
CREATED BY FUTURESKILLSACADEMY.COM ©

- 有多種大型語言模型，不同的模型會給你不同的答案，建議同時詢問多個模型
- 不同語言模型有各自擅長的任務，可以比較他們的價錢、速度、擅長的任務類型、品質
- 開源模型(LlAMA, Mistral)：程式碼和訓練資料對外開放，任何人都可以下載、修改和使用。這些模型通常已經經過初步訓練，可以基於它們進一步調整或開發。
- API(應用程式介面)提供了與AI模型互動的簡便方式，不需要理解或更改模型的內部結構，只需通過簡單的程式碼就能讓模型返回結果。

- 每個大型語言模型都在快速的進化中，因此會出現很多版本
- 付費版通常表現都會比免費版好，如果真的有使用需求，可自行評估要買哪個模型的哪個版本

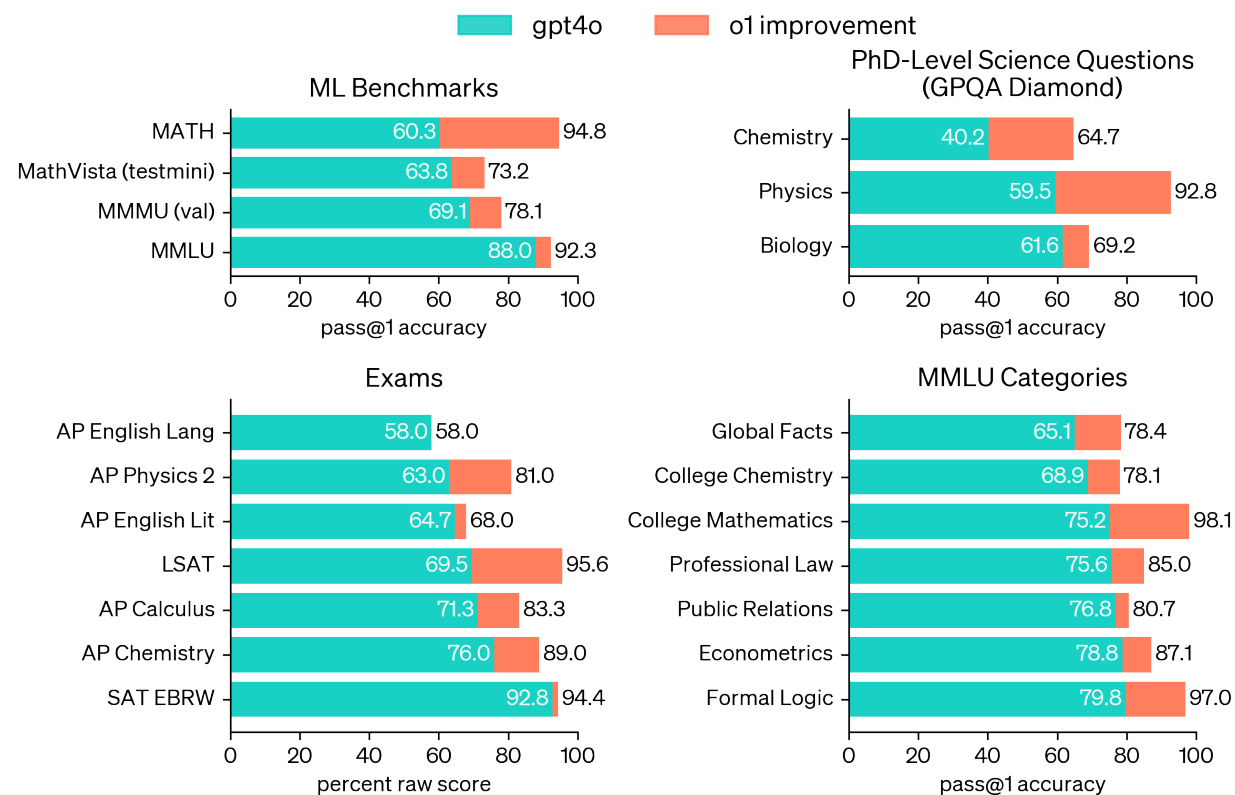
Exam results (ordered by GPT-3.5 performance)

Estimated percentile lower bound (among test takers)



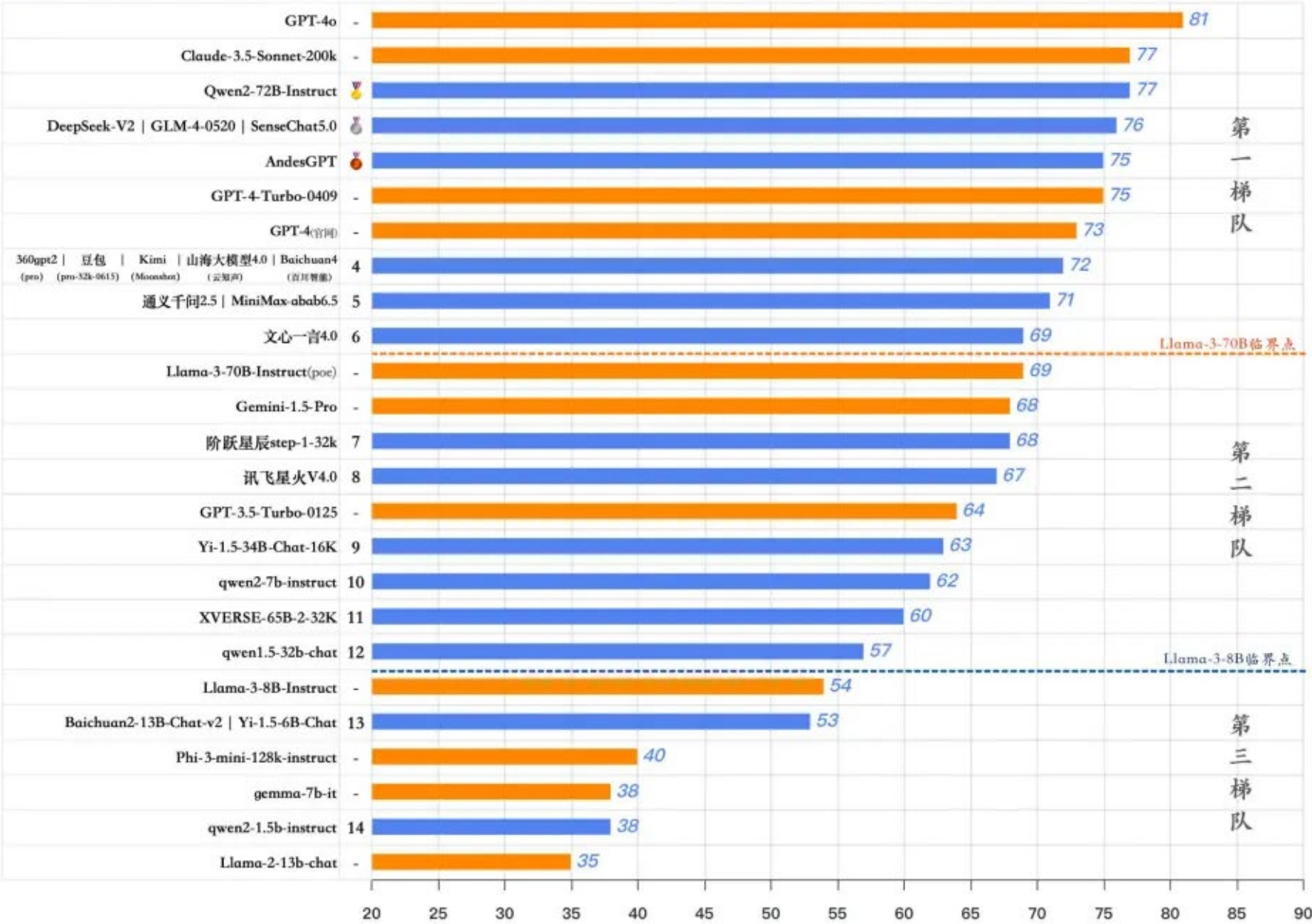
運用關聯思考 (Chain of Thought) 技巧深度推理

** 快思 vs 慢想



国内外大模型SuperCLUE基准榜单

海外模型 国内模型



来源: SuperCLUE, 2024年7月9日
注: 由于部分模型分数较为接近, 为了减少问题波动对排名的影响, 本次测评将相距1分区间的模型定义为并列, 报告中分数展示以上区间为主。

<https://leggie.co/2024%E5%B9%B4%E6%9C%88%E4%B8%AD%E6%96%87%E5%A4%A7%E6%A8%A1%E5%9E%8B%E6%8E%92%E8%A1%8C-%E4%B8%AD%E5%9C%8B%E8%B3%BD%E9%81%93%E5%8D%87%E6%BA%AB/>

- **Taiwanese GPT (2023/2) , Formosa Foundation Models (2023/3)**
- **MediaTek Davinci (2024/4), TAIDE (2024/4), Project TAME (2024/7)**
- **可以聽工程師的經驗分享來了解目前繁體中文模型的發展情況**

S2EP.1 繁體中文版的大型語言模型(LLM)訓練到底有多難?

🎙️ 頻道主持人：Monica | 13-02-19

🎙️ 來賓：數位創新研發中心 AI工程師 顏仕庭 Shawn

https://www.hamastar.com.tw/News_Content.aspx?n=222&s=1022

💡 本集重點：

▶ 02:00 LLM訓練上會需要很多時間跟資源嗎？

- LLM的訓練需要大量且高質量的數據。
- 訓練LLM需要的時間有多個因素，可能需要數周時間。
- 越大的LLM需要更多的參數、訓練資料和計算資源。

▶ 04:48 中文的語言模型發展是以簡體中文為主嗎？

- LLM通常經過兩階段的訓練。
- 第一階段通常由大公司（如Google、微軟）使用超級電腦進行預訓練。
- 第一階段主要是撈取龐大資料訓練整體架構，繁體中文資料遠遠不足。
- 第二階段受限於第一階段，訓練繁體中文仍然會出現簡體中文、中式用語。

▶ 08:10 台灣目前自行研發的繁體中文版語言模型訓練的近況觀察？

- 台灣具備一定的資源，但目前許多台灣開發的LLM仍受限於簡體中文於第一階段的訓練。
- 台智雲的第一代福爾摩沙模型，採用歐洲開發的BLOOM模型，第二代則採用Meta的LLaMA2模型，在預訓練階段選擇更加適合繁體中文的模型。
- 台灣目前還未自主開發訓練第一階段的LLM。

【S3 蹭蹭 EP.1】AI 新產品

Lawsnote QA 🎙️ 開發團隊血淚史大公開！

👤 LING / 2024-09-24 / LAWSNOTE 聊聊

<https://blog.lawsnote.com/podcast/s3-ceng-ep1/>



Subscribe: [Apple Podcasts](#) | [Spotify](#)

法律疑難雜症立刻問 Lawsnote QA 🙌 <https://qa.lawsnote.com/>

Lawsnote QA 是一款有依據的法律問答機器人，使用者只需輸入法律問題，Lawsnote QA 會根據相關法規和判決資料來回應，附上參考資料提供法律解答，減少 AI 會幻想提供回答的疑慮。

👤 本集內容：

- 新產品隆重登場 🚀 有依據的法律問答機器人 Lawsnote QA
- 業界現階段看待 AI 的想法及疑慮
- 現階段 AI 應用在協助法律工作的產品有哪些
- 資深工程師在 AI 時代的主要功能是負責背黑鍋（！）
- 開發團隊試用各種大型開源語言模型的經驗分享
- Lawsnote 的新產品如何減少 AI 幻想問題
- 產品開發團隊與第一線 BD 如何看待 AI 取代工作的議題

TOP AI TOOLS TO BOOST YOUR WORK



Business

ChatSimple HubSpot Lavender AI

Image

Midjourney DALL-E 2 Adobe Firefly

Video

Pika Synthesia Hey Gen

AI Assistant

ChatGPT Character.ai Wand

Coding

GitHub Copilot AskCodi Tabnine

Writing

Jasper Wordtune Rytr

Productivity

Notion Zapier Mem

- 除了有不同的大型語言模型外，還有不同用途的AI工具！
- 建議可以選擇一些比較知名的AI工具來使用，使用前可以先看看教學說明
- 許多AI工具都會收取費用和紀錄個人資料，建議不要輕易地使用來路不明的AI工具

Table 2. Awareness and usage of generative AI tools.								
Application	Not familiar with any of these	Heard of it but not used yet	We have already tried it	Regular use			Total regular use	N
				Used at least once a month	Used at least once a week	Used at least once daily		
Translation and language editing (e.g. DeepL)	9%	6%	12%	10%	37%	27%	73%	76
Text creation without web search (e.g. ChatGPT)	5%	34%	40%	7%	12%	2%	21%	73
Text creation with web search (e.g. Perplexity)	30%	58%	7%	4%	1%	0%	5%	76
Image creation (e.g. Midjourney)	36%	45%	17%	1%	1%	0%	2%	74
Audio transcription (e.g. Otter.ai)	68%	20%	11%	1%	0%	0%	1%	73
Creating designs and mockups (e.g. Designs.ai)	56%	36%	7%	1%	0%	0%	1%	71
Analysis of documents (e.g. ChatPDF)	48%	49%	1%	0%	1%	0%	1%	82
Video creation (e.g. Synthesia)	73%	24%	1%	1%	0%	0%	1%	83
Creation of presentation slides (e.g. Slides.ai)	73%	22%	5%	0%	0%	0%	0%	75
Note: The respondents were shown the example tools for each function listed in Table 1 in the questionnaire, e.g. Text creation without web search ("ChatGPT / Jasper / others"). Items in table are sorted by total regular use.								

Henke, J. (2024). Navigating the AI era: university communication strategies and perspectives on generative AI tools *JCOM* 23(03), A05. <https://doi.org/10.22323/2.23030205>

發現最好的AI網站和工具

20375個AI工具和 233 個分類 已收錄於最大的AI工具導航站。AI工具清單和GPTs清單透過ChatGPT每天自動更新。

Sponsored by [Rolemantic - NSFW Chat with AI Girlfriend.](#)

輸入任意內容，使用AI搜索，如：視頻翻譯AI工具



今天

★ 最新AI

📖 最多儲存

✅ 最多人使用

🌐 瀏覽器插件

📱 Apps

💬 Discord of AI

💼 職業類AI

🛠️ 技能類AI

🐦 @toolify

文字與寫作

影像

影片

代碼&IT

音訊

商業

行銷

AI探測器

聊天機器人

設計與藝術

生活助理

3D

教育

Prompt

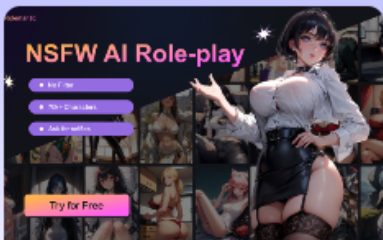
生產力

Other

更多 +

剛推出

精選*

**Rolemantic AI**

🌐 259.4K 🇺🇸 83.29%

★ 24

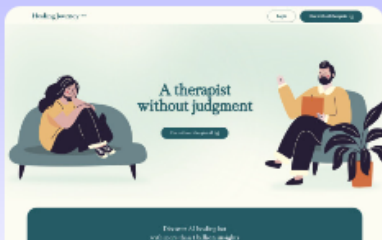
NSFW AI聊天與圖片生成

**OpenAI01.net**

🌐 --

★ 0

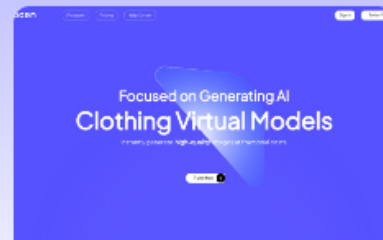
免費的 AI 聊天介面，用於進階問題解

**healingjourney**

🌐 --

★ 0

Healing Journey 是頂尖的人工智慧治

**aoGen**

🌐 --

★ 0

一站式電子商務創意解決方案，免費

**macky**

🌐 8.8K 🇺🇸 43.64%

★ 11

Generative AI Product Tracker

可以由此了解更多AI研究小工具!
使用前請先注意優缺點和適用場合

General Purpose Tools

Name	Purchasing Model	Description	Key Features	Pros	Limitations	Comments	Entry Last Updated
ChatGPT	Pricing Free version currently offers access to GPT-3.5 and "limited" access to GPT-4o	LLM-powered chat.	Plugins available with ChatGPT Plus. Enterprise features listed here . DALL-E 3 (text to image generation), web browsing with Bing, and image inputs available		User inputs can be used to train models unless you opt out in settings. See Jisc evaluation . Ranked highest for producing copyrighted outputs by Patronus AI's CopyrightCatcher	GPT-4 received a 48/100 score on Stanford HAI's Transparency Index; see full results here . As of Nov 2023, users (Plus and Enterprise) can create GPTs , versions of ChatGPT for specific purposes	June 12 2024

Discovery Tools

Name	Purchasing Model	Description	Key Features	Pros	Limitations	Comments	Entry Last Updated
Consensus	Free, Premium (\$6.99 or \$9.99/month), Enterprise (custom). Students get 40% discount.	"AI-powered scientific search engine" to summarize areas of consensus in academic research Step by step instructions on how Consensus works	Save searches and individual citations GPT-4-powered summaries Summarizes relevant findings when you search Provides list of specific citations used to generate summary Includes only peer-reviewed sources	Access to Semantic Scholar and SciScore datasets Integrates with reference managers (currently only Zotero) Prioritizes accuracy by using extractive rather than generative text	Searches scientific research papers across a range of science disciplines listed here . Consensus "meter" not completely accurate—librarians have reported that if you shift query just a bit, meter can change more than seems reasonable.	Startup 2.0 version released Oct 2023 Consensus GPT available in OpenAI GPT store (use Consensus' search and database in ChatGPT's interface). Currently only available to ChatGPT Plus and Enterprise subscribers	May 14 2024

Discovery tools

Tool name	Data source	Cost	Use case	Literature searching	Interactive citation network map	Full-text analyzing and summarizing	Generating answers to research questions	Integration with referencing software	Additional features
Connected Papers	Semantic scholar	Free with paid tiers	Literature mapping	Yes, found via similarity and citation chain	Yes	No, it analyzes abstracts in its corpus to offer similar papers	No	Import and export reference files	<ul style="list-style-type: none"> • Visual overview of similar papers; • Recommends additions to your bibliography; • 'Prior Works' feature notes important ancestor works; • 'Derivative Works' feature finds literature reviews.
Consensus	GPT-3.5, GPT-4, Semantic Scholar	Free with paid upgrades	Academic search tool	Yes	No	Yes	Yes	Reference manager software integration and can export citation.	<ul style="list-style-type: none"> • Consensus meter; • Quick analysis; • Scientifically verified results; • ChatGPT 4 summary.
Elicit	Semantic Scholar, user may upload own documents. Trained with GPT3 model.	Free with paid upgrades	Academic search tool	Yes, found via similarity and citation chain. Can generate literature matrix.	No	Yes	Yes	Reference manager software integration and can import and export reference files	<ul style="list-style-type: none"> • Search for research papers; • Receive abstract summaries; • Relevant recommendations; • Extract details into an organized table;



Home



Shorts



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Science Grad School Coach

@SciGradCoach · 33.3K subscribers · 298 videos

Learn how to get more results from doing less research! Dr. Alana Rister discusses tips and more

sciencegradschoolcoach.com and 2 more links



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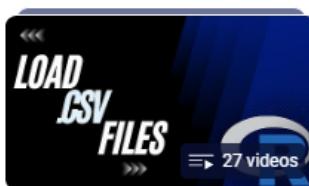
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Sort by



Notion Tutorials

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Data Analysis in R for Beginners

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AI Tools for Researchers

Updated today
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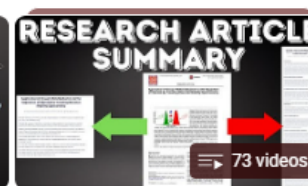
Efficient Researcher

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Research Rabbit Tutorials

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Research Tools Tutorials

Updated today
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<https://www.youtube.com/@SciGradCoach/playlists> 從研究者角度評估AI工具，從學術查詢到學術寫作的AI工具都有分析

LEVEL 2. USE & APPLY AI (這部分會講很久!)

1.大方向的使用說明

- **AI**的好處與限制
- **AI vs** 圖書館資料庫
- 研究流程的使用方法

2.細節的使用說明

- 下指令(**Prompt**)的技巧
- 輸入資料的注意事項
- **AI**研究小工具(免費)

3.符合倫理的使用

- 注意學校、教師的**AI**政策
- 正確揭露**AI**的使用
- 查核**AI**生成資訊

(I-I) 大方向的使用說明：AI的好處與限制

好處	限制
<ul style="list-style-type: none">• 速度快• 客製化/個人化回答• 能理解自然語言與脈絡資訊(持續對話很重要)• 協助跨領域探索、激發創意• 可扮演多種協助角色• 可協助資料整理• 有耐心與態度好	<ul style="list-style-type: none">• 幻覺、正確性、可信度、假文獻<ul style="list-style-type: none">• 不適合事實性資料答覆• 偏見• 僅根據訓練資料的範圍提供創意• 同一問題會有不同回答• 容易被指令影響 • 查詢資料範圍限制：年代？網路連接？• 數學不好→GPT-4o

Table 4 – How to incorporate ChatGPT into teaching and learning

Role	Description	Example of implementation
Possibility engine	AI generates alternative ways of expressing an idea	Students write queries in ChatGPT and use the Regenerate response function to examine alternative responses.
Socratic opponent	AI acts as an opponent to develop an argument	Students enter prompts into ChatGPT following the structure of a conversation or debate. Teachers can ask students to use ChatGPT to prepare for discussions.
Collaboration coach	AI helps groups to research and solve problems together	Working in groups, students use ChatGPT to find out information to complete tasks and assignments.
Guide on the side	AI acts as a guide to navigate physical and conceptual spaces	Teachers use ChatGPT to generate content for classes/courses (e.g. discussion questions) and advice on how to support students in learning specific concepts.
Personal tutor	AI tutors each student and gives immediate feedback on progress	ChatGPT provides personalized feedback to students based on information provided by students or teachers (e.g. test scores).
Co-designer	AI assists throughout the design process	Teachers ask ChatGPT for ideas about designing or updating a curriculum (e.g. rubrics for assessment), and/or focus on specific goals (e.g. how to make the curriculum more accessible).
Exploratorium	AI provides tools to play with, explore and interpret data	Teachers provide basic information to students who write different queries in ChatGPT to find out more. ChatGPT can be used to support language learning.
Study buddy	AI helps the student reflect on learning materials	Students explain their current level of understanding to ChatGPT and ask for ways to help them study the material. ChatGPT could also be used to help students prepare for other tasks (e.g. job interviews).
Motivator	AI offers games and challenges to extend learning	Teachers or students ask ChatGPT for ideas about how to extend students’ learning after providing a summary of the current level of knowledge (e.g. quizzes, exercises).
Dynamic assessor	AI provides educators with a profile of each student’s current knowledge	Students interact with ChatGPT in a tutorial-type dialogue and then ask ChatGPT to produce a summary of their current level of knowledge to share with their teacher/for assessment.

UNESCO-Harnessing the era of artificial intelligence in higher education: a primer for higher education stakeholders
<https://unesdoc.unesco.org/ark:/48223/pf0000386670>

幻覺(假文獻)、文獻正確但出處錯誤 只能提供OA文獻、無法了解推薦依據

此研究使用的Prompt:

“I want you to act as an academic researcher. Your task is to **write a paper of approximately 2000 words with parenthetical citations and a bibliography that includes at least 5 scholarly resources such as journal articles and scholarly books.** The paper should respond to this question: “[paper topic].”

“我希望你擔任學術研究人員的角色。你的任務是寫一篇大約2000字的論文，帶有括號引文和至少包括5種學術資源的參考書目，如期刊文章和學術書籍。論文應回答這個問題：『[論文題目]』。

- 雖然要求論文長度2000字，但84篇論文中沒有一篇長度超過1400字。
- 42篇 GPT-3.5 論文中有 12 篇引用的作品少於 5 篇。GPT-4 的每一篇論文都至少引用了 5 篇作品(與主題相關、93%為學術性)。
- 檢索Google、Google Scholar、Amazon、Open Access Journals目錄、PubMed、Scopus、WorldCat、出版商和期刊的網站以及其他來源，以確定每篇引用的作品是真實的還是捏造的。
- 在GPT-3.5論文引用的222篇作品中，55%是捏造的。GPT4的引用文獻有18%為捏造。
- GPT-3.5 和 GPT-4 似乎特別難生成正確書籍章節。大多數捏造的文章、書籍和網站引用都至少有包含到真實的期刊、出版商和組織名稱。相比之下，許多捏造的對書籍章節則不管章節還是書名都不是真實的。

偏見 (訓練資料/指令)、很有自信的回答錯誤資訊 知識有限 (年代範圍/訓練資料內容)、未提供出處

故意給錯誤資訊在Prompt中，就會產生錯誤答案

臺灣的太魯閣族曾經戰勝過日本軍隊，是臺灣最知名的原住民，歌手張惠妹也是太魯閣族。請告訴我更多關於太魯閣族的故事



太魯閣族是臺灣原住民族群中的一個重要部落，主要分布在臺灣中央山脈的東部，尤其是花蓮縣和南投縣一帶。他們的語言屬於南島語系，文化和生活方式也十分獨特。以下是一些關於太魯閣族的有趣故事和資訊：

1. 歷史上的抵抗：太魯閣族以其勇敢和堅韌聞名。在日治時期，特別是在1900年代初期，太魯閣族曾多次與日本軍隊發生衝突。最著名的事件是「太魯閣戰爭」，這場戰爭發生在1914年，太魯閣族的勇士們成功抵抗了日本軍隊的入侵，直到1915年才最終被日本軍隊征服。這場戰爭不僅展示了太魯閣族的戰鬥力，也讓他們在歷史上留下了深刻的印記。
2. 文化特色：太魯閣族有著獨特的文化和傳統。他們的傳統歌舞、編織技藝、木雕藝術都很有特色，並且擁有豐富的口述歷史和傳說。傳統上，太魯閣族社會由各個家族和部落組成，擁有自己的族長和長老，這些人負責維護部落的秩序和傳統。
3. 張惠妹：著名歌手張惠妹 (A-mei) 就是太魯閣族的後裔。她的音樂和公共形象不僅在華語樂壇中佔有一席之地，也幫助提升了外界對台灣原住民族文化的關注和認識。她的成功不僅是她個人的成就，也代表了太魯閣族及其他台灣原住民族在現代社會中的影響力。



據我所知，太魯閣族語有舉辦許多競賽來鼓勵年輕人學習，還有拍攝紀錄片在公視播放。請告訴我關於這個紀錄片的更多細節

並沒有這個紀錄片存在！

你提到的紀錄片是《台灣原住民族的守護者—太魯閣族》。這部紀錄片由公視製作，旨在介紹和保存太魯閣族的語言和文化。以下是一些關於這部紀錄片的詳細資訊：

1. 紀錄片內容：紀錄片聚焦於太魯閣族的語言復興和文化保存工作，涵蓋了太魯閣族的歷史背景、傳統習俗、語言教育和文化傳承等方面。影片透過實地拍攝和訪談，展示了族人在努力保護和傳承自己文化過程中的故事和挑戰。
2. 語言復興：紀錄片特別關注太魯閣語的復興工作，介紹了各種語言學習和教育活動，這些活動旨在鼓勵年輕人學習和使用太魯閣語。影片展示了族內部的語言課程、工作坊，以及一些年輕族人如何積極參與這些活動的情況。
3. 文化保存：除了語言復興，紀錄片也探討了太魯閣族的傳統工藝、歌舞和儀式如何被保存和傳承。影片中包括了許多珍貴的畫面，顯示了傳統工藝的製作過程以及重要的文化活動。
4. 播出平台：這部紀錄片在公視（公共電視）播出，公視是一個致力於推廣公共文化和教育節目的電視台。透過這個平台，紀錄片能夠接觸到更廣泛的觀眾，增進對太魯閣族及其文化的了解和關注。

Open AI-SearchGPT展示影片

To see nudibranchs in Half Moon Bay this weekend, you should plan to visit during low tide, as they are often found in tidepools and rocky shores ([Pacific Beach Coalition](#)). Here are the low tide times for this weekend:

- **Saturday, July 27, 2024:** Low tide is at 9:44 AM
- **Sunday, July 28, 2024:** Low tide is at 10:38 AM

These times will allow you to access the intertidal zones and tidepools where nudibranchs are commonly found. Make sure to check the local tide charts for any updates or changes to these times ([Tide Forecast](#)).



Pacific Beach Coalition

Nudibranch - Pacific Beach Coalition



Tide Forecast

Tide Times & Chart for Half Moon Bay

「出版商可以選擇不讓自己的內容被用來訓練OpenAI的模型，但仍然可以在搜尋結果中被顯示。」

「SearchGPT在Demo影片中列出的布恩鎮音樂節搜尋結果中，有幾項與事實不符的結果，像是活動日期錯誤、列出不在布恩鎮的音樂活動，以及音樂節會場網站錯誤等。」

which of these can i plant now?

In Minnesota, the best time to plant tomatoes is typically after the last frost date, which is usually around late May to early June. However, since today is July 22, 2024, you can still plant tomatoes, especially if you choose early-maturing varieties or have a shorter growing season in mind ([Extension at the University of Minnesota](#)).

Here are some tomato varieties that you can consider planting now:



Early Girl

This variety is known for its early ripening fruit, making it suitable for Minnesota's shorter growing season.



Celebrity

A disease-resistant hybrid that produces high yields of medium-sized, juicy tomatoes.

圖片來源：OpenAI官網

文字來源：<https://www.businessweekly.com.tw/international/blog/3016232>

(I-2) 大方向的使用說明：AI VS 圖書館資料庫

以字找文

- 確定領域主題關鍵字後直接查詢
- 可以從維基百科或書籍了解大方向背景知識，多方閱讀來獲得不同關鍵字(要是研究者會用的字詞)

以人找文

- 先確定此領域的重要作者/機構，再去找這個作者/機構的文章
- 要注意作者/機構的權威性(頭銜、長年耕耘的研究領域)

以刊找文

- 先找到一本期刊，再來看它收錄的文獻
- 可以用領域內口碑(問老師)、被引用次數來判斷期刊重要性

以文找文

- 先找到一篇 **Review**/高品質文獻，再來找被它引用的文獻
- 可以用被引用次數或發表年代來判斷熱門/重要性或新穎性



https://nccu.primo.exlibrisgroup.com/permalink/886NCCU_INST/11fgnfn/alma991021154499205721

❖ **e學習網有講習影片!**

<https://lib.video.nccu.edu.tw/media/316>

華藝線上圖書館

**臺灣的
中文文獻**

進階查詢

文章篇名, 關鍵字, 摘要

數位人文

文章篇名, 關鍵字, 摘要

所有欄位

文章篇名

關鍵字

摘要

出版品名稱

作者

指導教授

DOI

系所名稱

文章內文

文章篇名, 關鍵字, 摘要

+

 加一行

-

 刪一行

查詢

查詢小幫手

精準查詢

將片語以雙引號標示，限制只查詢完全符合的結果。

例："五四運動"，查詢結果將不包含五四新文化運動。

布林邏輯

您可以使用布林邏輯符號(AND、OR、NOT)來組合不同的關鍵字，用以擴大或縮小查詢範圍的。

- AND：使用AND或空格連接不同條件，查詢同時包含多個關鍵詞的文獻。

例：貓 AND 狗，查詢結果返還同時包含貓和狗的文獻。

- OR：使用OR連接不同條件，查詢包含至少其中一個關鍵詞的文獻。

例：貓 OR 狗，查詢結果返還包含貓的文獻、包含狗的文獻、及同時包含貓和狗的文獻。

- NOT：使用NOT查詢不包含特定關鍵詞的文獻。

例：貓 NOT 狗，查詢結果返還包含貓、但不包含狗的文獻。

學科分類

語言

國家/地區

核心期刊索引

出版品名稱

學位類型

學位授予單位

資料庫

排序與篩選

排序依照

相關程度較高

每頁顯示

10 筆

資料範圍

僅顯示所屬單位館藏 (778)

限定條件

排除無全文書目紀錄 (745)

文章類型

期刊論文 (626)

會議論文 (5)

學位論文 (147)

出版日期

近一年 (10)

近五年 (361)

顯示較少選項

重置所有條件

- 期刊論文不一定都有經同儕審查，
有些期刊比較像軟性閱讀
- 可以優先選擇核心期刊閱讀

☐ 選擇全部

已選擇0筆

...

778 個查詢結果

☐ 期刊

《紅樓夢》vs.數位人文：國圖與馬來亞大學合辦「數位人文：跨域共入紅樓夢」展覽

城菁汝；林安琪

《國家圖書館訊》162期 (2019/11) Pp. 12-17

月 頁12-17 國家圖書館《紅樓夢》vs.數位人文國圖與馬來亞大學合辦「數位人文：跨域共入紅樓夢」展覽城菁汝 國家圖書館知識服務組編輯林安琪 國... 資源中心」。之後雙方展開密切的往來，諸如每年百本以上臺灣優質出版品之贈送、邀請專家學者至馬大辦理講座，以及主題展覽策劃等。2019年本館...

全文下載

☐ 期刊 ☒ OpenAccess

發刊詞：從數位典藏到數位人文

項潔(Jieh Hsiang)

《數位典藏與數位人文》1期 (2018/04) Pp. i-v

數位典藏與數位人文 1期 (2018年4月) Journal of Digital Archives and Digital Humanities Vol.1, pp . i-v (April, 2018)DOI: 10.6853/DADH.201804_1.0000發刊詞：從數位典藏到數位人文本期刊名為《數位典藏與數位人文》，由臺灣數位人文

全文下載

☐ 期刊

數位人文與傳播專題序言

孫嘉德(Chun-Cheng Hsu)

《資訊社會研究》38期 (2020/01) Pp. 17-18

輸入文字、檢索符號、ISSN、DOI



進階查詢

查詢歷史



主題瀏覽

【下載完整報告】AI熱潮從學術研究也能看出端倪？哪些議題是2023熱搜議題？



出版品瀏覽

期刊

會議論文集

學位論文

電子書



airiti Library

登入



編輯篩選條件

出版品類型

期刊

會議論文集

學位論文

查詢出版品

查詢刊名、出版單位、ISSN、DOI



學科分類

社會科學 (12)



政治學 (12)



期刊指標

TSSCI (12)



12筆結果，第1-12筆

學術期刊

收錄範圍與年代

主要收錄自1990年代起，於臺灣、中國大陸、香港、澳門、新加坡、馬來西亞、日本、韓國、美國出版之中外文學術期刊。文獻主題涵蓋人文學、基礎與應用科學、醫藥衛生、生物農學、工程學、社會科學等學門。

重要指標期刊

重點收錄多項核心指標期刊，文獻內容具參考價值。可點選指標連結，以呈現本站指標期刊列表。

提醒您，列表中期刊種數，可能會隨圖書館採購範圍、使用者所在IP位址而有變動。



中國大陸研究 / Mainland China Studies

- 國立政治大學國際關係研究中心，台灣
- 正常發行
- 最新上線：67卷1期（2024/03）
- ISSN：1013-2716
- DOI：10.30389/MCS
- 期刊索引：TSSCI, ACI

☆ 加入追蹤

	資料庫	搜尋引擎(Google)	Gen AI
內容	出版社所出版的期刊、書籍、資料、圖像、影片等，包含學術性跟非學術性質的內容，經過審查與編輯，可依照主題、作者、年代、引用次數等多種資訊來分類、排序、取用。	網路資源，包含政府、學術機構、非營利組織、營利單位、社群媒體等多種來源提供的資料。並非所有實體館藏都已數位化公開在網路。	主要基於網路上可免費使用的資料進行訓練，因此會延續搜尋引擎的查詢限制。 可以針對問題客製化的提供解答。
缺點	<ul style="list-style-type: none"> 須熟悉資料庫介面和檢索方式，並要能將日常生活語言轉換成學術領域的術語關鍵字。 須了解不同資料庫有哪些資源類型與資料。 	<ul style="list-style-type: none"> 許多為個人意見或帶有商業目的，需評估資料來源權威性後再使用。 搜尋引擎的演算法可能會讓部分資料未必能被優先找到。 	<ul style="list-style-type: none"> 資料範圍限制：主要是英文，不會涵蓋所有年代、僅有部分是學術資料。 AI有出錯的機會(虛假文獻與錯誤摘要)，且每次互動都會得到不同答案，需檢查。
費用	除了開放取用(Open Access)資料，其他需靠圖書館訂購。	免費，但是有些全文檔需要付費。	區分免費版和付費版。
使用時機	<ul style="list-style-type: none"> 需要使用進階檢索(已知多種欄位的訊息、藉由多種欄位的資訊組合來限定特定資料) 已知特定領域或資源類型 希望使用篩選器來限縮結果 	<ul style="list-style-type: none"> 日常生活的問題解答 領域知識的背景與關鍵字探索 獲得開放取用資源 	<ul style="list-style-type: none"> 領域知識的背景與關鍵字探索(尚未有明確關鍵字時) 可協助摘要或解釋困難的學術概念

資料庫檢索

請輸入搜尋詞

更多



按主題/名稱/資料類型

【試用資料庫】

- 主題瀏覽
- 名稱瀏覽
- 資料類型

引文索引、研究表現分析

史料、檔案

地圖

多媒體

百科字典、參考工具

自學資源

其他

法律、法規

指南、名錄

研究報告

個案研究

書目管理與寫作輔助工具

索引摘要

相關連結

- 電子資源常見問題
- 圖書館e學習網

➤ 不同資料庫會有各自的功能，然而查詢策略差不多，可以觀看講習影片來了解。

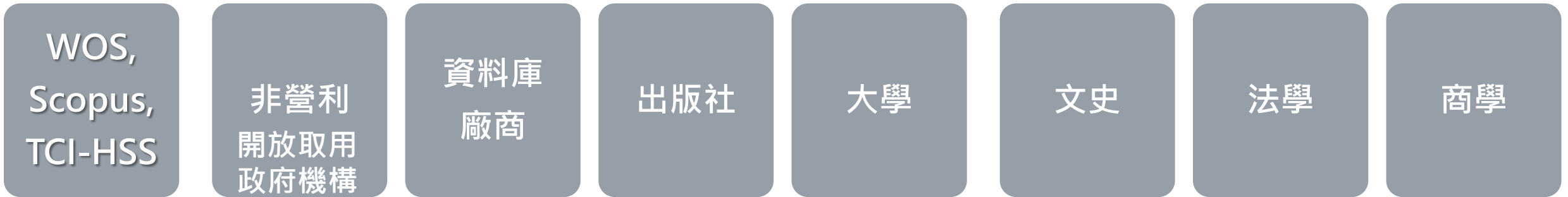
熱門資源

- 月旦知識庫
- 華藝線上圖書館
- 法源法律網
- Thomson Reuters Westlaw
- Social Science Citation Index (Web of Science)
- Scopus

➤ 圖書館有訂購很多種類的資料庫，並非所有資料庫的內容都可以在學術資源探索系統查詢到，建議您要熟悉您的領域常用資料庫，需要找資料時請同時查詢Google Scholar、學術資源探索系統與資料庫。

電子資源使用注意事項：

- 使用範圍及目的：
本館所提供的電子資源與電子期刊，多屬本校訂購之付費資料庫，使用者僅得限於學術研究與教學目的使用，不得進行任何商業或營利之用途。
- 資料公開限制：
不得將資料庫中下載的全文直接公告在公開的網站上供任何人下載或散佈給非有效使用者。
- 下載限制：
請勿短時間大量下載全文，尤其禁止使用任何程式軟體大量下載、列印，情節嚴重可能觸法。
- 帳號保密：
請妥善保管您的帳號，勿隨意提供他人使用，以確保使用權限的合法性。
- 尊重智慧財產權：
請尊重智慧財產權，若違反相關規定經查證屬實，讀者須自負相關法律責任，本館有權停止其使用權。
- 問題諮詢 TEL: 8237-7066 (校內分機77066) / Email: libnews@nccu.edu.tw



知道資料庫有收錄什麼內容、了解查詢方式，有機會比使用AI更快獲得正確資訊

學術研究的層層把關機制



1

2

Access (實體)

研究問題
* 被指派的主題
* 自行發想

有書目資料
* 老師提供
* 文獻引用
* 書目辨識

- 過程中挑選重要資訊並評估 (CRAAP、引文資料庫)
- 運用與修正檢索策略
- 妥善整理書目以利後續正確引用

政大有
館藏

至不同典藏地
憑索書號找書

政大無
館藏

Read

依據資料類型
特性尋找資料

廣泛閱讀、利
用背景知識資
料來源以聚焦
問題及獲得查
詢用關鍵字

確認資
料類型、
關鍵字

圖書、期刊論文、會
議論文、博碩士論文、
研究報告、產業報告、
統計、新聞、百科全
書、字辭典、檔案.....

實體 or 電子

學術資源探索系統-
館藏查詢

選定特定資料庫
查詢

博碩士論文系統、
期刊文獻網等網站

Access
(線上)

學術資源探索系統
-台聯大館藏

NBINET/STPI+
文獻傳遞 / 館際合
作借閱證

Conceptualize

方向
不明確

方向
明確

- AI-建議同時使用多種結果
- Google、Google scholar、學術資源探索系統-整合查詢
- * 直接以關鍵字查詢各種類型的資料並大致閱讀 (* 提供背景知識的雜誌、百科、字典)
- * 過程中逐漸確定題目、關鍵字與所需資料類型

- 學術資源探索系統 限定查詢範圍
- 選定特定資料庫查詢
- * 類型為期刊、論文、檔案？學科主題？年代範圍？可使用的關鍵字？

(I-3) 大方向的使用說明：研究流程的使用方法

Brainstorm、
探索主題

發想與聚焦
論文題目

資料查詢：
資料來源與
關鍵字

研究資料的
閱讀、摘要、
書目管理

研究方法引
導、資料蒐
集與分析

撰寫、編修、
翻譯

- **AI**基於大量的訓練資料，可以快速提供主題知識概覽與學術文獻寫作格式及建議，且可以隨時互動幫忙釐清思路(像是詢問：該如何聚焦？在此研究問題下的文獻回顧大綱是否可以這樣發展？)。
- 要怎麼找論文題目？從特殊的生活經驗或社會觀察來想(靠自己,但是可以和**AI**討論)、結合不同領域的知識(**AI**可幫忙!)、結合熱門與冷門(**AI**可幫忙部分)
- 怎麼確定是這個論文題目？有興趣、可操作、有亮點(靠自己,但是可以和**AI**討論)
- 在懷疑自己的論文價值時，**AI**會一直鼓勵你、肯定你，提供良好的心靈支柱。
- 有豐富已知的知識，且有下指令的策略，就能跟**AI**有更好的互動成果。請多多用自己已知的知識去給**AI**挑戰！
- 提供**60**分的基礎，想學習更高品質的研究寫作，請閱讀高品質期刊！

Brainstorm、
探索主題

發想與聚焦
論文題目

資料查詢：
資料來源與
關鍵字

研究資料的
閱讀、摘要、
書目管理

研究方法引
導、資料蒐
集與分析

撰寫、編修、
翻譯

- 由於有產生幻覺的機會(虛假文獻、錯誤出處、出處內容與生成內容不一致)，建議醫療、法律、財務或是高風險決策、事實性資料(人物傳記、政府統計)，不要直接使用它生成的結果。
- 訓練資料存在偏見，具爭議性或文化敏感性的議題，應審慎評估它的生成結果。
- 若已知該AI的訓練資料中缺乏某語言、某文化、某年代的資料，則不用相信它在這些面向的答案。

*** 在AI存有侷限的這些範圍，請多多利用圖書館資源 ***

- 可以使用AI來幫忙提供資料庫檢索的關鍵字與提供資料查詢建議。
- 可以使用AI學術資源搜尋工具，然而要注意其查詢範圍和摘要品質。
- AI推薦或查詢出來的文獻，還是要自己來評估與判斷品質及是否適合。

有了資料檢索的概念 會比較知道怎麼寫Prompt



您

請幫我清楚的定義數位人文是什麼，並附上定義的出處資料以利我進一步延伸閱讀。另外，也請提供20組中文與20組英文的關鍵字，除了同義詞外也請提供一些常用的狹義檢索關鍵字。最後，請推薦我一些適合查詢數位人文資料的學術資料庫與學術期刊，謝謝。(我是人文學科領域的研究生，請給我比較有深度且符合學術研究需求的資料)



ChatGPT

數位人文 (Digital Humanities, DH) 是一個跨學科的研究領域，它結合了人文學科的傳統研究方法與數位技術的應用。這個領域致力於使用數位工具和方法來分析文化和歷史資料，從而增強對人類文化遺產的理解和傳播。數位人文的範疇包括文本分析、地理信息系統 (GIS) 在歷史研究中的應用、數位典藏和虛擬展覽的建立等等。

定義出處資料方面，由於數位人文是一個不斷發展的領域，其定義和範疇可能會有所變化。不過，以下幾個學術組織和出版物可以提供可靠的定義和深入的討論：

1. **Alliance of Digital Humanities Organizations (ADHO):** ADHO是一個國際組織，致力於促進數位人文領域的學術交流和合作。
2. **Digital Humanities Quarterly (DHQ):** DHQ是一份開放存取的學術期刊，發表數位人文領域的研究文章。
3. **"Digital Humanities"** 由Anne Burdick, Johanna Drucker, Peter Lunenfeld, Todd Presner和Jeffrey Schnapp共同著作，是一本廣受好評的書籍，提供了數位人文的綜述和未來展望。



發送訊息給 ChatGPT...



學術資料庫:

1. **JSTOR:** 提供多種學科的高品質學術文章，包括人文學科。
2. **Project MUSE:** 專注於人文和社會科學領域的高品質、同行評審的學術期刊和書籍。
3. **Google Scholar:** 廣泛搜索學術文獻，包括論文、書籍、會議論文和學術期刊文章。

學術期刊:

1. **Digital Humanities Quarterly (DHQ)**
2. **Digital Scholarship in the Humanities**
3. **Journal of Digital Humanities**

中文與英文關鍵字

1. 數位人文
2. 文本探勘
3. 視覺化分析
4. 虛擬展覽
5. 數位典藏
6. 開放存取
7. 跨學科研究
8. 資料庫建構
9. GIS於歷史研究
10. 電子文獻
11. 語料庫分析
12. 數位出版
13. 文化遺產數位化
14. 互動式學習
15. 編碼文本
16. 網絡分析
17. 數位敘事
18. 多媒體製作
19. 使用者介面設計
20. 數據保護與倫理

1. Digital Humanities
2. Text Mining
3. Visualization
4. Virtual Exhibitions
5. Digital Archives
6. Open Access
7. Interdisciplinary Research
8. Database Construction
9. GIS in Historical Studies
10. Electronic Literature
11. Corpus Analysis
12. Digital Publishing
13. Cultural Heritage Digitization
14. Interactive Learning
15. Text Encoding
16. Network Analysis
17. Digital Storytelling
18. Multimedia Production
19. User Interface Design
20. Data Preservation and Ethics

可參考~
但不一定好用~



請幫我清楚的定義數位人文是什麼，並附上定義的出處資料以利我進一步延伸閱讀。另外，也請提供20組中文與20組英文的關鍵字，除了同義詞外也請提供一些常用的狹義檢索關鍵字。最後，請推薦我一些適合查詢數位人文資料的學術資料庫與學術期刊，謝謝。(我是人文學科領域的研究生，請給我比較有深度且符合學術研究需求的資料)



好的，以下為您整理數位人文的相關資訊：

數位人文的定義

- 1 數位人文 (Digital Humanities, DH) 是電腦運算或資訊科技與人文學的交叉學科，可被定義為以合作、跨學科與電腦運算等新方法來進行人文學的研究、教學、出版等學術工作。數位人文將數位工具與方法帶進人文學中，並認為印刷書不再是知識生產與傳布的主要媒體。藉由產出並使用新的應用與科技，數位人文使得新型態的教學與研究成為可能。

數位人文的出處資料

- 數位人文- 維基百科，自由的百科全書: [已移除無效網址]
- 何謂「數位人文學」？ - 國科會:
<https://www.nstc.gov.tw/nstc/attachments/58b05b97-6e7a-4f7b-854f-498daa21df83>
- 數位人文研究平台: <https://dh.ascdc.sinica.edu.tw/>

學術資料庫

- 人文社會科學引文索引: [已移除無效網址]
- 藝術與人文索引: [已移除無效網址]
- 歐洲數位人文資料庫: [已移除無效網址]

學術期刊

- 數位典藏與數位人文: [已移除無效網址]
- 數位人文論叢: [已移除無效網址]
- 數位人文季刊: [已移除無效網址]

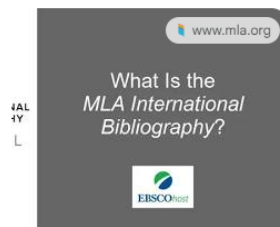


- 數位人文
- 人文計算
- 電腦輔助人文研究
- 數位典藏
- 數位出版
- 資料視覺化
- 文本探勘
- 社群媒體
- 數位遊戲
- 虛擬實境
- 擴增實境
- 人機互動
- 數位倫理

- Digital Humanities
- Computational Humanities
- Computer-Assisted Humanities Research
- Digital Curation
- Digital Publishing
- Data Visualization
- Text Mining
- Social Media
- Digital Games
- Virtual Reality
- Augmented Reality
- Human-Computer Interaction
- Digital Ethics
- Digital Culture
- Digital History

學術資料庫

- **MLA International Bibliography**：涵蓋語言、文學和文化研究的學術文獻。



MLA International Bibliography database

- **Modern Language Association of America**：提供人文研究相關的學術資源。



Modern Language Association of America database

- **Digital Humanities Research Infrastructure**：提供數位人文研究相關的學術資源。

學術期刊

- **Digital Humanities Quarterly**：刊登數位人文研究的最新成果。



Digital Humanities Quarterly journal

- **Digital Scholarship in the Humanities**：刊登數位人文研究的學術論文。



Digital Scholarship in the Humanities journal

- **Literary and Linguistic Computing**：刊登文學與語言學研究的計算機應用。

proquest和ebscost兩個資料庫比較起來哪個更適合查詢AI相關資料?為什麼?

可參考但是還是以官方網站資訊為主



記憶已更新

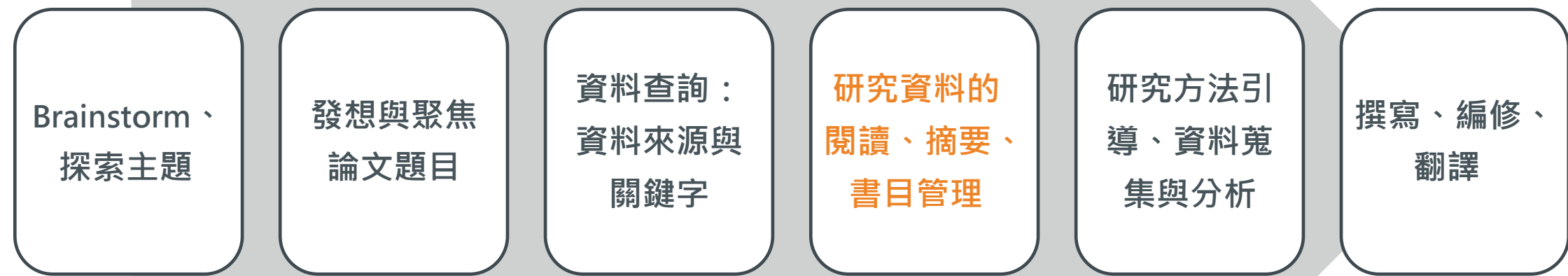
在比較 ProQuest 和 EBSCOhost 兩個資料庫時，哪一個更適合查詢AI相關資料取決於你的具體需求和你正在進行的研究深度。以下是對這兩個資料庫的比較，幫助你決定哪個更適合查詢AI相關資料。

1. 資料庫涵蓋範圍

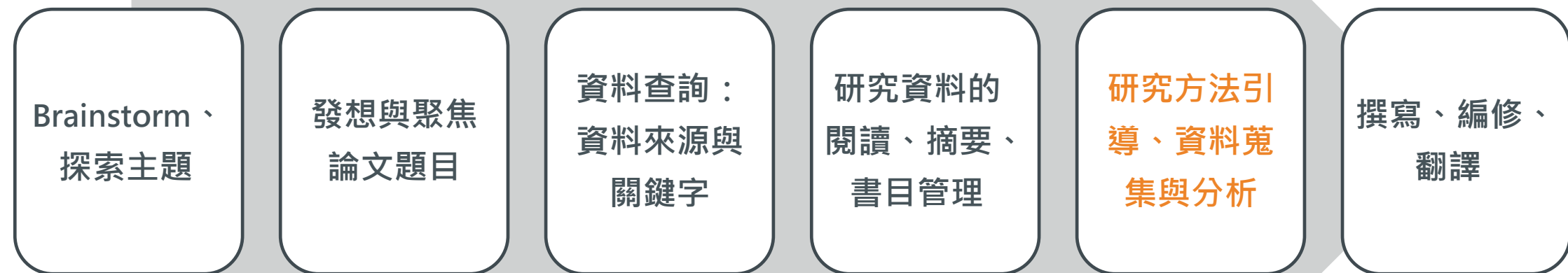
- ProQuest :
 - 學術資源與多學科資料庫：ProQuest 覆蓋了大量的學術期刊、論文、會議論文、新聞、專業報告、電子書等，並且包含很多來自學術機構和政府的報告資料。它廣泛，尤其在社會科學、人文學科、商業和教育等領域表現突出，但同時學期刊。因此，ProQuest 非常適合進行跨學科的AI研究，特別是在法律、教育和經濟影響的情境下。
 - 技術研究：ProQuest 內部有許多科技和計算機科學相關的期刊和會議 ACM、IEEE 的資料。這對於進行技術研究、深入了解AI的算法和技術
- EBSCOhost :
 - 多元化的資源與專業資料：EBSCOhost 提供了多個專業數據庫，如 Academic Complete、Business Source Complete、IEEE Xplore 等，涵蓋了從

2. 學術期刊 vs. 商業報告與市場研究

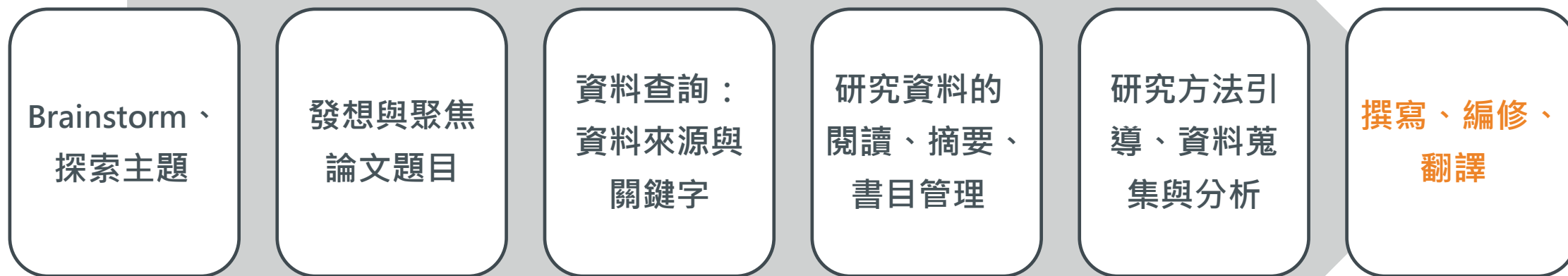
- ProQuest :
 - ProQuest 提供了大量的學術期刊，同時也擁有豐富的商業報告、政府文件、專業報告和市場研究資料。這意味著如果你在AI相關領域不僅需要學術論文，還需要了解市場趨勢、商業應用、政策和社會影響，那麼ProQuest可能更適合你。
 - 綜合性資源：ProQuest 的綜合資源強項在於跨領域資料，它適合那些需要跨學科查詢AI在商業、法律、社會和教育領域影響的研究者。
- EBSCOhost :
 - EBSCOhost 的強項在於其學術和專業技術期刊，特別是針對計算機科學、技術創新、工程領域的資料。EBSCOhost 也提供商業報告和行業研究資料庫，但主要側重於技術層面的資料和應用，因此如果你的AI研究更側重於技術細節和應用層面，它可能更具優勢。
 - 學術期刊優勢：如果你的AI研究需要深度的學術支持，如計算機科學中的演算法研究、深度學習模型分析，EBSCOhost 可能提供更多具有技術深度的資源。



- **AI**很適合來解釋文獻中看不懂的名詞，然而想要深入了解此名詞或概念，建議要再去看其他學術資源。
- 很多人會請**AI**翻譯或摘要，請注意避免將圖書館付費採購的資料上傳至**AI**工具。
- **AI**摘要有出錯的機會，建議**AI**摘要與翻譯都僅作為對於文獻初步大方向的理解，還是要回到原文檢驗是否正確。
- 翻譯與摘要以小段進行的品質會比較好，避免將**AI**翻譯與摘要的文字直接複製貼上變成作業或論文內容。可以請**AI**進行正確的「摘要、改寫、引用」教學。
- **AI**擅長根據一個既有的格式或標準來生成結果，然而需要有具體明確的指令，且要注意出錯的可能性。



- 研究方法的具體設計環節，學術資源還是比較值得參考(像是直接看其他研究設計的問卷、訪談大綱)。但是**AI**可以在研究方法設計卡關時提供建議，或是在**prompt**內提供一些研究方法書籍內提到的執行時注意事項，請**AI**幫忙檢查自己的研究設計環節是否有可以改進之處。
- 現已有**AI**工具可以幫忙將訪談錄音做逐字稿，且也有一些使用**AI**分析文本、逐字稿、問卷或其他研究資料的**AI**工具或**code**，可以自行上網查詢相關經驗分享。不過，使用時請注意資料可能會外洩的風險。
- 論文的資料分析階段，會與自己的研究問題、文獻回顧做對照。因此避免直接使用**AI**分析的資料結果而缺乏與自己論文前文內容的呼應。
- 可以請**AI**協助推薦如何將研究資料以視覺化的圖表呈現，或是幫忙命名圖表。不過也建議還是多閱讀學術期刊來學習其他研究者的圖表。



- 對於不熟悉學術寫作的人來說，**AI**可以幫忙起草稿。以前可能是看著學長姐的論文照樣造句，現在則有**AI**基於大量訓練資料提供一些學術寫作的用語及結構可以套版。
- 可以給**AI**優質寫作或翻譯的評分標準，請他幫忙修改並說明修改理由。
- 請避免直接使用**AI**生成文字，目前**AI**生成的中文不太通順，不論中英文都可以看到一些**AI**的慣用語、語氣、結構 (可能跟訓練資料有關)。
- 寫作的過程也是思考的過程，如果只是將**AI**生成文字進行改寫，很有可能會導致思考不足，而無法有更好的研究分析結果。
- 不論是讓**AI**撰寫或翻譯，建議還是要由專家來協助檢核！
- 作者最終要負起此篇文章的責任，不能將錯誤歸咎於**AI**。
- **AI**內容偵測器目前存有錯誤率，不建議當成判斷依據。

LEVEL 2. USE & APPLY AI

1.大方向的使用說明

- **AI**的好處與限制
- **AI vs** 圖書館資料庫
- 研究流程的使用方法

2.細節的使用說明

- 下指令(**Prompt**)的技巧
- 輸入資料的注意事項
- **AI**研究小工具(免費)

3.符合倫理的使用

- 注意學校、教師的**AI**政策
- 正確揭露**AI**的使用
- 查核**AI**生成資訊

(2-1) 細節的使用說明：下指令(PROMPT)的技巧

Context (上下文)	Length & Specificity (長度與具體性)	Examples & Style (範例與風格)	Audience (受眾)	Requirements & Constraints (要求與限制)
提供生成式AI所需的背景資訊，讓AI能夠理解你希望它生成的內容範圍。	設定生成內容的具體長度要求和細節程度，幫助AI產生更精確的輸出。	提供示例或參考風格，讓AI了解內容應該遵循的語氣、風格或格式。	指明內容的目標受眾，這有助於生成的內容更符合讀者的需求。	設定生成式AI必須遵守的具體要求或限制條件，避免產生不符合需求的内容。

Lo, L. S. (2023). The clear path: a framework for enhancing information literacy through prompt engineering. The Journal of Academic Librarianship, 49(4), 102720. <https://doi.org/10.1016/j.acalib.2023.102720>

Ideation	Cognitive Load	Modularity	Iterative Development	Scaffolded Learning	Transparency and Accountability	Ethical Considerations
鼓勵AI產生不同的解決方案或想法，並允許AI探索多種可能性。	避免過度複雜的指令，減少AI生成時所需的計算量與混亂情況。	分階段構建指令，讓每一步生成一部分內容，最終合併所有部分。	不斷修改和優化你的prompt，評估每次輸出的結果，直到達到預期目標。	要求AI先從基礎概念開始，然後逐步深入，最後提供進階資訊。	在 prompt 中要求 AI 表明生成內容的數據來源或資訊根據，以確保信息透明。	考慮到倫理問題，避免生成不當或有偏見的内容。

設計思考角度

心理學角度

工程角度

教育角度

法律角度

OpenAI共同創辦人Ilya Sutskever分享的Prompt策略

<https://x.com/ilyasutsk/status/1832211266129293618>

1. Communicate clearly and precisely when writing prompts. The ability to clearly state tasks and describe concepts is crucial.
2. Be willing to iterate rapidly, sending many prompts to the model in quick succession. Good prompt engineers are comfortable with constant back-and-forth refinement.
3. Consider edge cases and unusual scenarios when designing prompts. Think about how your prompt might fail in atypical situations.
4. Test your prompts with imperfect, realistic user inputs. Don't assume users will provide perfectly formatted or grammatically correct queries.
5. Read and analyze model outputs carefully. Pay close attention to whether the model is following instructions as intended.
6. Strip away assumptions and clearly communicate the full set of information needed for a task. Break down the task systematically to ensure all necessary details are included.
7. Think about the "theory of mind" of the model when writing prompts. Consider how the model might interpret your instructions differently than intended.

1. 寫提示時要清晰準確地溝通。清楚地陳述任務和描述概念的能力至關重要。
2. 願意快速反覆運算，快速連續地向模型發送許多提示。優秀的提示工程師對不斷的來回優化感到滿意。
3. 在設計提示時考慮邊緣情況和異常情況。考慮一下在非典型情況下 **prompt** 可能會如何失敗。
4. 使用不完美、真實的使用者輸入來測試你的提示。不要假設使用者會提供格式完美或語法正確的查詢。
5. 仔細閱讀和分析模型輸出。請密切注意模型是否按預期遵循說明。
6. 剝離假設並清楚地傳達任務所需的全套資訊。系統地分解任務以確保包含所有必要的詳細資訊。
7. 在編寫提示時，請考慮模型的“心智理論”。考慮模型如何以不同於預期的方式解釋您的指令。

8. Use version control and track experiments when working with prompts. Treat prompts like code in terms of management and iteration.
9. Ask the model to identify unclear parts or ambiguities in your instructions. This can help refine and improve your prompts.
10. Be precise without overcomplicating. Aim for clear task descriptions without building unnecessary abstractions.
11. Consider the balance between typical cases and edge cases. While handling edge cases is important, don't neglect the primary use case.
12. Think about how prompts integrate into larger systems. Consider factors like data sources, latency, and overall system design.
13. Don't rely solely on writing skills; prompt engineering requires a mix of clear communication and systematic thinking. Good writers aren't necessarily good prompt engineers, and vice versa.
14. When working with customers, help them understand the realities of user input. Guide them to consider real-world usage patterns rather than idealized scenarios.
15. Practice looking at data and model outputs extensively. Familiarize yourself with how the model responds to different types of prompts and inputs.

8. 使用提示時使用版本控制和跟蹤實驗。在管理和反覆運算方面，將提示視為代碼。
9. 要求模型找出您的說明中不清楚的部分或歧義。這有助於優化和改進您的提示。
10. 精確而不過於複雜。目標是清晰的任務描述，而無需構建不必要的抽象。
11. 考慮典型情況和邊緣情況之間的平衡。雖然處理邊緣情況很重要，但不要忽視主要用例。
12. 考慮 **Prompt** 如何整合到更大的系統中。考慮數據源、延遲和整體系統設計等因素。
13. 不要僅僅依賴寫作技巧;及時的工程設計需要清晰的溝通和系統的思考。好的作者不一定是好的提示工程師，反之亦然。
14. 與客戶合作時，幫助他們了解使用者輸入的現實情況。引導他們考慮現實世界的使用模式，而不是理想化的場景。
15. 廣泛練習查看數據和模型輸出。熟悉模型如何回應不同類型的提示和輸入。

- 充分資訊+具體要求：越清楚自己的目的、獲得越多背景資訊，就能提供更多目前已知訊息和想法在指令內。具體要求可以是字數、文體風格、表格呈現方式等。
- 追問：將複雜問題拆成小問題分開提問、轉換不同說法或觀點提問、請他忽略原本設定後重新提問、詢問他這麼回答的原因、挑戰他給的答案、請他進一步說明、請他正反面觀點並列、請他跳出框架思考。
- 舉例：舉例說明自己想要的內容、或是請AI舉例說明。
- 設定角色：說明自己或是AI扮演的角色、面對的情境、須完成的任務，有了更多上下文脈絡，就更能給出需要的資訊。
- 避免在指令內有明顯偏見/偏好，這會影響AI生成的結果。可以請AI提供資料來源以利佐證。
- 先確認ChatGPT有正確解讀自己提出的資訊，才請他做接下來的動作。一開始可以先給他自己熟悉的任務，才比較能判斷他是否有回答錯誤的地方。
- 設定一個專門任務的對話串，在該對話串中可以用多個Prompt訓練出希望他翻譯、摘要等任務，之後就直接在對話串內提問。
- 多方管道驗證資訊，從其他管道獲得不同資訊後可再與ChatGPT繼續互動。

人文社會課程 之生成式AI指令集種子範例

<https://nthuhssai.site.nthu.edu.tw/p/404-1535-254188.php>

通用型課程指令集範例

- | | | | |
|----|----------------------|----------------------|---|
| 1、 | 人文社會
通用版
PDF | 人文社會
通用版
DOC | 東 |
| 2、 | 大數據
資料分析
PDF | 大數據
資料分析
DOC | 清 |
| 3、 | 跨領域個案
研究協作
PDF | 跨領域個案
研究協作
DOC | 清 |

各領域課程指令集範例

- | | | | |
|----|--------------------|--------------------|--|
| 1、 | 哲學邏輯
示誤
PDF | 哲學邏輯
示誤
DOC | 東海大學哲學系甘偵蓉老師製作，協同趙之振、林文源、王道維、歐予恩、戴郁真、楊天玉、許雅筑團隊製作 |
| 2、 | 歷史學習
及研究
PDF | 歷史學習
及研究
DOC | 清大人社院歷史所李卓穎老師，協同謝文製作 |
| 3、 | AI法律
與政策
PDF | AI法律
與政策
DOC | 清大科技法律研究所林勤富老師製作 |
| 4、 | 醫學人文
PDF | 醫學人文
DOC | 清大生科院後醫系蔡博方老師、協同常善媚老師、魏延仲團隊製作 |
| 5、 | 社會文化
分析
PDF | 社會文化
分析
DOC | 清大清華學院通識教育中心謝小琴老師，協同曹智陽、楊書維團隊製作 |
| 6、 | 科技與社會
PDF | 科技與社會
DOC | 清大清華學院通識教育中心林文源老師，協同許雅筑、楊天玉、甘偵蓉、王道維、戴郁真、歐予恩團隊製作 |

<https://canvas.sydney.edu.au/courses/51655>

AI in Education

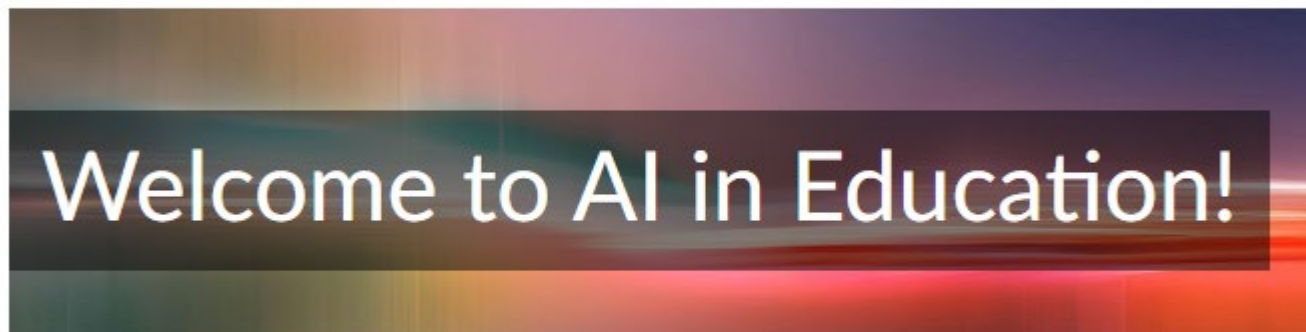


Image generated with Canva Magic Media

This site is a resource for students, [built by students](#), to provide ways you can use generative artificial intelligence productively and responsibly as part of your learning journey in university.

■ 可以看看您的學科領域可使用的**Prompt**

▼ Applying generative AI in different disciplines

 Architecture, Design and Planning

 Arts and Social Sciences

 Business

 Engineering

 Law

 Medicine and Health

 Science



Disciplinary considerations of generative AI

Note:

Searching law databases is a very nuanced and specific process, which is why learning to do searches in each database is an essential skill. As a law practitioner, it is still very important to do the work of deep-diving into relevant cases, legislation, etc.



Prompts to help in the discipline

Note: It is important to understand where the AI tool is drawing data from. There are some tools designed specifically for the law discipline such as [casetext from Thomson Reuters](#).



Real-world examples of generative AI in the discipline

- [Dentons](#) launched "fleetAI," using ChatGPT (based on OpenAI's GPT-4) for legal research, document analysis, and content generation. Dentons has partnered with Microsoft to ensure secure data management, with uploaded data not used for model training and deleted after 30 days.
- [Gunderson Dettmer](#) introduced "ChatGD," an internal tool leveraging AI models from various vendors via Microsoft Azure, allowing attorneys to interact with and modify legal documents efficiently. These initiatives aim to enhance client service and operational efficiency through AI-driven solutions.
- Generative AI is prone to hallucination. This is where the models make up facts. Remember that just because it sounds authoritative, it doesn't mean it is correct. Consider the impact if the generated text contains factual inaccuracies. For example, [two attorneys in the United States](#) have accused the artificial intelligence chatbot ChatGPT of misleading them into including fabricated legal research in a court filing.

 Search

CTRL K

GUIDES

Prompt engineering

Six strategies for
getting better results

Write clear instructions

Provide reference text

Split complex tasks
into simpler subtasksGive the model time to
"think"

Use external tools

Test changes
systematically

Other resources

Prompt engineering

This guide shares strategies and tactics for getting better results from large language models (sometimes referred to as GPT models) like GPT-4o. The methods described here can sometimes be deployed in combination for greater effect. We encourage experimentation to find the methods that work best for you.

You can also explore example prompts which showcase what our models are capable of:



Prompt examples

Explore prompt examples to learn what GPT models can do

Six strategies for getting better results

Write clear instructions

These models can't read your min
level writing. If you dislike the form

Strategy: Write clear instructions

Tactic: Include details in your query to get more relevant answers

In order to get a highly relevant response, make sure that requests provide any important details or context. Otherwise you are leaving it up to the model to guess what you mean.

Worse

Better

How do I add numbers in
Excel?

How do I add up a row of dollar amounts in Excel? I want to do this automatically for a whole sheet of rows with all the totals ending up on the right in a column called "Total".

Who's president?

Who was the president of Mexico in 2021, and how frequently are elections held?

[https://platform.openai.com/docs/guides/
prompt-engineering](https://platform.openai.com/docs/guides/prompt-engineering)

<https://www.promptingguide.ai/>

Prompt Engineering Guide

Prompt Engineering Course

Services

About

Search...

Prompt Engineering

Introduction

LLM Settings

Basics of Prompting

Prompt Elements

General Tips for Designing Prompts

Examples of Prompts

Techniques

Zero-shot Prompting

Few-shot Prompting

Chain-of-Thought Prompting

Meta Prompting

Self-Consistency

Generate Knowledge Prompting

Prompt Chaining

Tree of Thoughts

Retrieval Augmented Generation

Automatic Reasoning and Tool-use

Prompt Engineering

Prompt Engineering Guide

Prompt engineering is a relatively new discipline for developing and optimizing prompts to efficiently use language models (LMs) for a wide variety of applications and research topics. Prompt engineering skills help to better understand the capabilities and limitations of large language models (LLMs).

Researchers use prompt engineering to improve the capacity of LLMs on a wide range of common and complex tasks such as question answering and arithmetic reasoning. Developers use prompt engineering to design robust and effective prompting techniques that interface with LLMs and other tools.

Prompt engineering is not just about designing and developing prompts. It encompasses a wide range of skills and techniques that are useful for interacting and developing with LLMs. It's an important skill to interface, build with, and understand capabilities of LLMs. You can use prompt engineering to improve safety of LLMs and build new capabilities like augmenting LLMs with domain knowledge and external tools.

Motivated by the high interest in developing with LLMs, we have created this new prompt engineering guide that contains all the latest papers, advanced prompting techniques, learning guides, model-specific prompting guides, lectures, references, new LLM capabilities, and tools related to prompt engineering.

We are excited to launch two new prompt engineering courses. Get access by joining our DAIR.AI Academy. [Join now!](#)

Want to learn more?

- 可以搜尋更多prompt template, example或進一步了解prompt engineering

<https://docs.anthropic.com/en/prompt-library/dream-interpreter>

ANTHROPIC

English

Q Search...

Ctrl K

Re:

Welcome

User Guides

API Reference

Prompt Library

Release Notes

Developer Newsletter

</>

Developer Console

Developer Discord

Support

Prompt Library

Library

Cosmic Keystrokes

Corporate clairvoyant

Website wizard

Excel formula expert

Google apps scripiter

Python bug buster

Time travel consultant

Storytelling sidekick

Cite your sources

SQL sorcerer

Dream interpreter

Pun-dit

Culinary creator

Portmanteau poet

PROMPT LIBRARY

Dream interpreter

Offer interpretations and insights into the symbolism of the user's dreams.

Copy this prompt into our developer [Console](#) to try it for yourself!

	Content
System	You are an AI assistant with a deep understanding of dream interpretation and symbolism. Your task is to provide users with insightful and meaningful analyses of the symbols, emotions, and narratives present in their dreams. Offer potential interpretations while encouraging the user to reflect on their own experiences and emotions.
User	I had a dream last night that I was walking through a dense forest. The trees were tall and dark, and I could hear strange whispers coming from the shadows. Suddenly, I stumbled upon a clearing where I found a majestic white stag standing in the center. As I approached the stag, it transformed into a wise old man who handed me a golden key. Then I woke up. What could this dream mean?

Example output

Thank you for sharing your dream with me. Dreams often contain symbolic messages that can provide insights into our subconscious minds and emotional states. Let's explore the potential meanings behind the symbols in your dream.

The dense, dark forest might represent a period of uncertainty, confusion, or a feeling of being lost in your waking life. The whispers coming from the shadows could symbolize your subconscious fears or doubts that you may be struggling with.

(2-2) 細節的使用說明：輸入資料的注意事項

- 個人隱私
- 著作權
*** 提醒大家，資料庫的內容都是付費取得的
- 資料安全
- 使用任何AI工具都先去找一下哪裡有說明資料蒐集與使用的資訊！

GPTs Data Privacy FAQs

Privacy Questions about GPTs

Updated over a week ago

<https://help.openai.com/en/articles/8554402-gpts-data-privacy-faqs>

Can OpenAI train on my conversation with a GPT?

The answer depends on the service you are using. As explained in [this article](#), we may use content submitted to ChatGPT, DALL-E, and our other services for individuals to improve model performance. Content may include chats with GPTs. Please refer to [this article](#) to understand how content may be used to improve model performance and the choices that users have.

Please note that we do not use content submitted by customers to our business offerings such as our API, ChatGPT Team, and ChatGPT Enterprise to improve model performance. Please see our [Enterprise Privacy page](#) for information on how we use business data.

What kind of actions can GPTs perform?

GPTs built by other users can be enhanced with APIs to perform specific actions like looking up flight information or assisting with drafting emails. However, this involves sharing parts of your chats with the third party provider of the API, which is not subject to OpenAI's privacy and security commitments. Builders of GPTs can specify the APIs to be called. OpenAI does not independently verify the API provider's privacy and security practices. Only use APIs if you trust the provider.

If I build a GPT, can I opt out of training?

OpenAI has introduced a GPT-level opt-out option for builders. This feature allows builders to decide whether their proprietary data can be used by OpenAI for model training.

Perplexity's Privacy Policy

Last updated: September 10th, 2024.

<https://www.perplexity.ai/hub/legal/privacy-policy>

This Privacy Notice describes how Perplexity AI, Inc. ("we", "us," "our") collects, uses and discloses information about individuals who use our websites (www.perplexity.ai and <https://labs.perplexity.ai>), applications, services, tools and features, purchase our products or otherwise interact with us (collectively, the "Services"). For the purposes of this Privacy Notice, "you" and "your" means you as the user of the Services, whether you are a customer, website visitor, job applicant, representative of a company with whom we do business, or another individual whose information we have collected pursuant to this Privacy Notice. This Privacy Notice does not cover the use of the Perplexity API Pro or Enterprise. Use of Perplexity API Pro or Enterprise is governed by the Terms and Conditions, including the Data Processing Addendum incorporated into such terms, that you agreed to when signing up for a subscription to those services.

Please read this Privacy Notice carefully. By using any of the Services, you agree to the collection, use, and disclosure of your information as described in this Privacy Notice. If you do not agree to this Privacy Notice, please do not use or access the Services.

1. CHANGES TO THIS PRIVACY NOTICE

We may modify this Privacy Notice from time to time, in which case we will update the "Last Updated" date at the top of this Privacy Notice. If we make material changes to the way in which we use or disclose information we collect, we will use reasonable efforts to notify you (such as by emailing you at the last email address you provided us, by posting notice of such changes on the Services, or by other means consistent with applicable law) and will take additional steps as required by applicable law. If you do not agree to any updates to this Privacy Notice, please do not continue using or accessing the Services.

2. COLLECTION AND USE OF YOUR INFORMATION

(2-3) 細節的使用說明：AI研究小工具 (免費,付費可使用進階功能)

- **Perplexity** : 有點像**ChatGPT**, 但是會顯示查詢的資料來源, 且能根據影音和論壇來提供回答
- **Scispace** : 一站式學術**AI**網站, 提供文獻檢索/閱讀/寫作/引用等多種功能
- **NotebookLM**: 可上傳文獻快速分析整理
- **NotionAI** : 寫作與圖表生成功能
- **Connected paper** : 協助視覺化探索相關學術文獻
- **Research Rabbit** : 協助視覺化探索相關學術文獻

** 請特別注意，這類免費**AI**學術查詢工具的查詢範圍都是開放取用(**OA**)文章，不會有付費資料庫內容!

** 後面會介紹圖書館已訂購的**AI**工具及正在發展**AI**功能的資料庫

** 還有很多**AI**研究小工具請參考 p.40,41

警語：即便有標示出處，
這些AI小工具的摘要都可能**有錯誤**，
如果是重要文章，建議要讀原文！

Where knowledge begins

Ask anything...

Focus Attach

Pro



All

Search across the entire internet



Academic

Search for published academic papers



Writing

Generate text or chat without searching the web



Math

Solve equations and find numerical answers



Video

Discover and watch videos



Social

Search for discussions and opinions

Phone be released?

What AI can help for researcher

Sources

Developing Ethics and Equity Principles, Terms,...

ncbi.nlm • 1

Artificial intelligence (AI) technology in OpenAI...

semanticscholar • 2

AI Friends: A Design Framework for AI...

arxiv • 3



Answer

選擇學術, 查詢範圍為開放取用期刊與預印本

Artificial Intelligence (AI) offers a range of tools and applications that can significantly aid researchers across various fields. Here are some key ways AI can assist researchers:

AI-Powered Writing and Research Assistance

1. **ChatGPT and Similar Tools:** AI applications like ChatGPT can help researchers draft essays, generate ideas, and provide quick responses to queries. This can streamline the writing process, allowing researchers to focus more on content quality rather than formatting or structure. For instance, ChatGPT can assist in generating outlines, summarizing research findings, or even drafting entire sections of a paper 2. 顯示出處

Related 相關問題

How can AI improve the diversity of researcher teams

What are the ethical considerations when using AI in health research



perplexity

dkoooh6721 45m

+ Collection / 請說明現在法律界對於AI著作權法的爭議和評判現況

New Thread Ctrl I

Home

Discover

Library

請說明現在法律界對於AI著作權法的爭議和評判現況

請問引文格式出現的歷史背景

請問你對APA格是第七版熟悉嗎

請幫我寫一個跟AI與寫作有關的論文

How is Perplexity AI different from other AI models

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Learn More

請說明現在法律界對於AI著作權法的爭議和評判現況

Sources

人工智慧之著作權法律專題：生成式AI的著作權侵權風險- 理律法律事務所

leeandli · 1

使用AI工具產出的內容也有著作權嗎？專業律師來解惑 - 政治大學

nccu.edu · 2

小心踩到AI著作權地雷！新時代工作者，應該知道的法律常識

businessweek... · 3

View 5 more

Answer

當前法律界對於AI著作權法的爭議主要集中在以下幾個方面：

AI生成內容的著作權歸屬

1. 創作主體的認定：目前的法律框架普遍認為著作權的主體必須是自然人，AI本身並不具備這一資格。因此，AI所生成的內容是否能享有著作權，取決於是否有人類參與創作過程。若人類在創作中扮演了主導角色，則該內容可能享有著作權。

ALL 一般查詢:

中文查詢對應中文資源, 英文查詢對應英文資源
有優先推薦品質較佳的資料來源

Academic 學術查詢:

中英文查詢都是英文文獻,但會用發問語言回答

Please comprehensively list all ethical issues related to generative AI. So far, I have thought of the following: environmental impact, labor, privacy, copyright, bias, misinformation, and information disparity. Please provide supporting references or links

Sources

AI and the Copyright Liability Overhang: A Brief Summary of th...

ropesgray · 1

Will copyright law enable or inhibit generative AI?

weforum · 2

Generative AI could leave users holding the bag for copyrigh...

theconversati... · 3

View 5 more

Answer

The ethical issues surrounding generative AI are multifaceted and increasingly relevant as the technology evolves. Here is a comprehensive list of these issues, along with supporting references:

What's an LLM?

Video/youtube

Sources

What is an LLM? | What can I use Large Language Models...

youtube · 1

How Large Language Models Work - YouTube

youtube · 2

What are Large Language Models (LLMs)? - YouTube

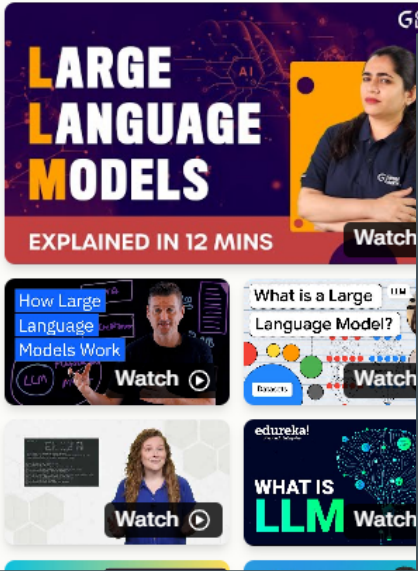
youtube · 3

View 5 more

Answer

A Large Language Model (LLM) is a type of artificial intelligence that excels in understanding and generating human-like text. Here are some key points about LLMs:

- 1. **Definition:** An LLM is a neural network model trained on vast amounts of text data, enabling it to generate coherent and contextually relevant language. It operates within the broader field of natural language processing (NLP) and focuses on creating content that resembles human



A collage of YouTube video thumbnails related to Large Language Models (LLMs). The main thumbnail at the top is titled 'LARGE LANGUAGE MODELS EXPLAINED IN 12 MINS' and features a woman. Below it are several smaller thumbnails with titles like 'How Large Language Models Work', 'What is a Large Language Model?', and 'WHAT IS LLM'. Each thumbnail includes a 'Watch' button.

Discover 類似新聞報導

☆ Top 科学与技术 金融 艺术与文化 体育 娱乐



A photograph of Sundar Pichai, CEO of Google, smiling. The background is a soft blue and white gradient.

Google Paid \$2.7 Billion to Rehire Employee

Google's recent \$2.7 billion deal to rehire AI pioneer Noam Shazeer has sent shockwaves through the tech industry, highlighting the fierce competition...

elymc

AI detector

Social/reddit

Sources

Which AI content detector is Reliable : r/ChatGPT - Reddit

reddit · 1

AI Content Tool Detector : r/SEO - Reddit

reddit · 2

100% AI detection on assignment : r/ChatGPT - Reddit

reddit · 3

View 5 more

Answer

AI detectors are tools designed to identify content generated by artificial intelligence, but their reliability is highly debated. Here's a summary of the current landscape based on user experiences and expert opinions:

Popular AI Detectors

- **ZeroGPT:** Frequently mentioned as one of the more accurate options, though some users report it incorrectly flags human-written content as AI-generated.

Writing

請幫我寫一個跟AI與寫作有關的論文大綱

✿ Answer

以下是一個關於AI與寫作的論文大綱,供您參考:

1. 引言

- 背景:AI技術在近年來飛速發展,在各個領域都有廣泛應用
- 研究動機:探討AI技術在寫作領域的應用現狀及未來發展趨勢
- 研究目的:分析AI寫作工具的功能特點,探討其對寫作過程和寫作質量的影響

2. AI寫作工具的發展現狀

2.1 AI寫作工具的類型

- 內容生成工具:根據關鍵詞生成文章內容
- 語法檢查工具:檢查文章語法錯誤,提供修改建議
- 文風分析工具:分析文章風格,提供優化建議
- 個性化寫作助手:根據用戶喜好生成個性化內容

2.2 主流AI寫作工具介紹

請幫我根據原創性、新穎性、邏輯性來評量上面這個大綱，幫我修改並提供修改原因說明

✿ Answer

以下是對原有大綱的評估和修改建議，根據原創性、新穎性和邏輯性進行分析：

評估

1. 原創性：

- 大綱中提到的AI寫作工具和功能是當前市場上常見的，缺乏獨特的視角或新穎的觀點。

2. 新穎性：

- 雖然AI在寫作中的應用是熱門話題，但大綱未能提出新的研究問題或未來的趨勢，導致整體內容顯得較為平常。

3. 邏輯性：

- 大綱的邏輯結構基本合理，但在某些部分可以進一步細化和強化，以提升說服力和流暢性。

相同問題也可以問看看**Chatgpt**

我現在的論文大綱看起來很沒有研究價值，你覺得這會是好的研究嗎？我現在想放棄這個題目了

✿ Answer

放棄一個研究題目是正常的，尤其是在你感覺它缺乏研究價值或新穎性時。不過，在做出最終決定之前，建議你考慮以下幾個因素：

1. 反思研究價值

- **原創性與新穎性：**雖然目前的大綱可能看起來不夠新穎，但AI與寫作的交集仍然是一個快速發展的領域。你可以探索一些未被充分研究的子題，例如AI對特定寫作風格的影響，或者AI在特定文化背景下的應用。
- **實用性：**考慮這個題目對於特定群體（如學生、專業作家或企業）的實際應用價值，可能會讓你的研究更具意義。

2. 調整研究方向

- **聚焦特定方面：**你可以選擇聚焦於某一特定的AI寫作工具，或是某一特定的應用場景（如學術寫作、商業寫作等），這樣可以使研究更具深度。
- **引入新的視角：**考慮從倫理、社會影響或心理學的角度來探討AI寫作的影響，這樣可能會增加研究的吸引力和價值。

如果你是我的碩士論文指導教授，你看了我現在的大綱，會有什麼想法和建議？越具體越好，可以舉例說明我的修改方向

✿ Answer

作為你的碩士論文指導教授，我對你目前的論文大綱有以下想法和建議：

1. 引言部分

- 建議你在引言中增加一些數據或統計資料，來說明AI寫作工具的使用現狀和發展趨勢。例如：根據某調查報告，目前有X%的作家使用AI寫作工具，預計未來5年內使用率將達到Y%。這樣可以突出研究的重要性和時代背景。
- 同時，你可以在引言中提出一些具有挑戰性的研究問題，如：AI寫作工具是否會取代人類作家？AI生成的內容是否具有原創性？這些問題可以引起讀者的興趣，並為後文的論述奠定基調。

2. AI寫作工具的類型與功能

- 在介紹AI寫作工具的類型時，可以舉一些具體的例子來說明各類工具的特點。例如：內容生成工具如GPT-3可以根據關鍵詞生成連貫的文章段落；語法檢查工具如Grammarly可以識別常見的語法錯誤並提供修改建議。
- 在分析各類工具的功能時，可以嘗試對它們進行比較和評價。例如：內容生成工具雖然提高了寫作效率，但生成的內容可能缺乏個性化；而語法檢查工具雖然提高了文章的可讀性，但無法保證內容的邏輯性和連貫性。這樣的比較有助於讀者全面了解這些工具的優缺點。

我現在想請你幫我一起腦力激盪我的研究問題和研究方法，你覺得我要鎖定大學生當我的研究對象嗎？請幫我分析好處和壞處，我目前覺得大學生常常會使用AI工具在作業上，但是我不確定我這樣的假設是否能支撐我的研究？希望你可以提供我多種不一樣的觀點，反駁我也沒關係，謝謝

✿ Answer

當考慮將大學生作為研究對象時，確實有許多值得探討的好處和壞處。以下是對這一選擇的分析，以及一些可能的研究問題和方法建議。

大學生作為研究對象的好處

1. 高使用率

- 假設的支持：大學生通常在學習過程中需要撰寫各類作業，並且對新技術的接受度較高，因此他們可能經常使用AI寫作工具。這一點可以通過調查或訪談來驗證，並且能夠提供豐富的數據支持你的研究。

研究問題的建議

1. AI工具的使用頻率：大學生使用AI寫作工具的頻率如何？哪些工具最受歡迎？
2. 影響因素：哪些因素影響大學生選擇使用AI寫作工具（如學科、作業類型、時間壓力等）？
3. 寫作質量的評估：使用AI寫作工具的學生所提交的作業質量如何？與未使用工具的學生相比有何差異？
4. 自我效能感：大學生在使用AI寫作工具後，對自己寫作能力的自我評價是否發生變化？

研究方法的建議

1. 調查問卷

- 設計問卷：通過問卷調查收集大學生使用AI寫作工具的頻率、偏好和動機等信息。這可以幫助你獲得大量的定量數據。

我現在準備發放100份問卷，我目前所看到的文獻指出大學生使用AI工具到什麼程度算是違反學術倫理還存在灰色空間，我很想針對這個部分設計問卷，請協助我提供問卷大綱，說明為什麼要這樣設計問卷

✿ Answer

設計一份針對大學生使用AI工具的問卷，特別是關注學術倫理和灰色空間的問題，是一個重要且具有挑戰性的任務。以下是問卷大綱的建議，並附上每個部分的設計原因。

問卷大綱

1. 基本信息

- 問題範例：
 - 年齡
 - 性別
 - 學校名稱
 - 所屬學科

2. AI工具的使用情況

- 問題範例：
 - 你是否使用過AI寫作工具？（是/否）
 - 如果是，你使用的AI工具是哪些？（選擇題，提供多個選項）
 - 你使用AI工具的頻率如何？（從不、偶爾、經常、總是）
 - 你使用AI工具的主要目的為何？（選擇題，提供多個選項，如提高效率、獲取靈感、語法檢查等）

設計原因：這部分旨在了解學生的使用習慣和目的，為後續分析提供基礎數據。

3. 學術倫理認知


- 問題範例：
 - 你認為使用AI工具生成的內容算不算抄襲？（是/否/不確定）
 - 你是否了解學校對於使用AI工具的相關政策？（是/否）
 - 你認為在學術寫作中，使用AI工具的界限在哪裡？（開放式問題）


設計原因：這部分旨在評估學生對學術倫理的認知，了解他們對AI工具使用的道德界限的看法，並識別可能的灰色地帶。


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1939	1938	1937	1936	1935	1934	1933	1932	1931	1930	1929	1928	1927	1926	1925	1924	1923

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Math talk by mothers, fathers, and toddlers: Differences across materials and associations with children's math understanding

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ABSTRACT

Learning words for numbers, shapes, spatial relations, and magnitudes—"math talk"—relies on input from caregivers. Language interactions between caregivers and children are situated in activity contexts and likely affected by available materials. Here, we examined how play materials influence the math talk directed to and produced by young children. We video-recorded parents (mothers and fathers; English- and/or Spanish-speaking) and their 24- to 36-month-olds during play with four sets of materials, transcribed and coded types of parent and toddler math words/phrases, and assessed toddlers' understanding of number, shape, and spatial relations terms. Categories of math words varied by materials. Numeracy talk (e.g., "one," "two," "first," "second") was more frequent during interactions with a picture book and toy grocery shopping set than with a shape sorter or magnet board; the reverse held for spatial talk (e.g., "out," "bottom," "up," "circle"). Parent math talk predicted toddler math talk, and both parent

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nitude—words that refer to a size or amount (excluding number words; e.g., “big,” “little,” “more,” “all,” “piece”). Math words per minute was calculated (consistent with Pruden et al., 2011) for each of the three types of math talk for mothers, fathers, and toddlers to control for the varying lengths of time that parents and toddlers played with each set of materials.

Assessments of toddler math understanding

Researchers assessed toddlers' comprehension of math concepts using three tasks: Point-to-Shape, Point-to-Spatial-Relation, and Point-to-X. All tasks were coded based on whether the toddler identified the correct picture on each trial (correct = 1, incorrect = 0). A second trained research assistant double-coded 20% of the trials. Inter-coder reliability was high (Point-to-Shape $\kappa = .93$, Point-to-Spatial-Relation $\kappa = .77$, Point-to-X $\kappa = .96$). Internal consistency, as measured by Cronbach's alpha, was acceptable (Point-to-Shape $\alpha = .78$, Point-to-Spatial-Relation $\alpha = .63$, Point-to-X $\alpha = .68$) given that toddlers are just beginning to learn these math words; hence, knowledge of one word is not necessarily indicative of knowledge of another word. For all tasks, the final score was the proportion of correct trials. We prorated toddlers' performance by number of trials completed (e.g., if a child was administered 8 trials and succeeded at 4, the child received a score of .50). For all tasks, possible scores ranged from 0 (no trials correct) to 1 (all trials correct).

Point-to-Shape task

Toddlers' understanding of shape names was assessed during the first home visit using the Point-to-Shape task. The researcher presented the toddler with a set of 10 cards, 1 card at a time, each depicting two geometric shapes. The researcher said to the toddler, “Let's look at these pictures! In this game, I'll tell you the name of a shape and you show me which card has that shape.” The researcher then asked the toddler to identify a given shape. For example, the researcher said, “Let's look at this card. This card has a triangle on the left and a diamond on the right. Where's the triangle?” The shape names tested were “heart,” “circle,” “square,” and “oval” (note that “triangle” was not tested because of the difficulty of identifying triangles). Of the 58 toddlers who had a first home visit, 52 had data for this task.

Point-to-Spatial-Relation task

Toddlers' understanding of spatial relation terms was assessed during the second home visit using the Point-to-Spatial-Relation task. The researcher presented the toddler with a set of 10 cards, 1 card at a time, each depicting two images of a tiger and one or two cups. The researcher said to the toddler, “Let's look at this card. This card has a tiger on the left and a cup on the right. The tiger is hiding. I'm going to tell you where he is hiding, and you show me which card has that shape.” The researcher then asked the toddler to find the picture that depicted the tiger in the location the researcher described. For example, the researcher said, “Let's look at this card. This card has a tiger on the left and a cup on the right. The tiger is hiding. I'm going to tell you where he is hiding, and you show me which card has that shape.” The spatial relations tested were “on top of,” “under,” “between,” and “next to.” Of the 58 toddlers who had a first home visit, 52 had data for this task.

Point-to-X task

Toddlers' understanding of number words “one” to “ten” was assessed during the second home visit using the Point-to-X task. Two non-numeric practice trials were given prior to the start of the task. The researcher presented the toddler with a set of 10 cards, 1 card at a time, each depicting two images of a tiger and one or two cups. The researcher said to the toddler, “Let's look at this card. This card has a tiger on the left and a cup on the right. The tiger is hiding. I'm going to tell you where he is hiding, and you show me which card has that shape.” The researcher then asked the toddler to find the picture that depicted the tiger in the location the researcher described. For example, the researcher said, “Let's look at this card. This card has a tiger on the left and a cup on the right. The tiger is hiding. I'm going to tell you where he is hiding, and you show me which card has that shape.” The spatial relations tested were “on top of,” “under,” “between,” and “next to.” Of the 58 toddlers who had a first home visit, 52 had data for this task.

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Σ Explain math & table

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when playing with the magnet board than with the picture books. In contrast, Spanish-dominant parents used similar amounts of magnitude words across tasks. Nonetheless, English-dominant and Spanish-dominant parents were similar in the magnitude words that they used across the four sets of materials.

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L.R. Masek, M.S. Swirbul, A.M. Silver et al. / Journal of Experimental Child Psychology 246 (2024) 105991

Table 2
Correlations for math talk between each task for toddlers (above the diagonal) and parents (below the diagonal).

Task	Correlations			
Total math talk	1.	2.	3.	4.
1. Picture book	–	.41*	.49*	.49*
2. Shape sorter	.29*	–	.66*	.47*
3. Magnet board	.15	.23*	–	.37*
4. Grocery shopping set	.34*	.46*	.20	–
Numeracy				
1. Picture book	–	.17	.26	.32*
2. Shape sorter	–.04	–	.42*	–.16
3. Magnet board	.02	.24*	–	–.10
4. Grocery shopping set	.31*	.06	.01	–
Spatial				
1. Picture book	–	.03	.09	.11
2. Shape sorter	.20	–	.64*	.39*
3. Magnet board	.19	.19	–	.43*
4. Grocery shopping set	.11	.39*	.29*	–
Magnitude				
1. Picture book	–	.36*	.41*	.54*
2. Shape sorter	.34*	–	.32*	.32*
3. Magnet board	.34*	.24*	–	.49*
4. Grocery shopping set	.33*	.31*	.41*	–

Note. Toddler correlations, to the right and above the diagonal, were calculated based on a dense rank of an average of tokens per minute of math talk used with mothers and fathers (for toddlers who had two visits). Parent correlations, to the left and below the diagonal, are calculated on dense rank tokens per minute.

* $p < .05$.

Table 3
Mean of the natural log-transformed math words per minute by language dominance, play materials, and type of math talk.

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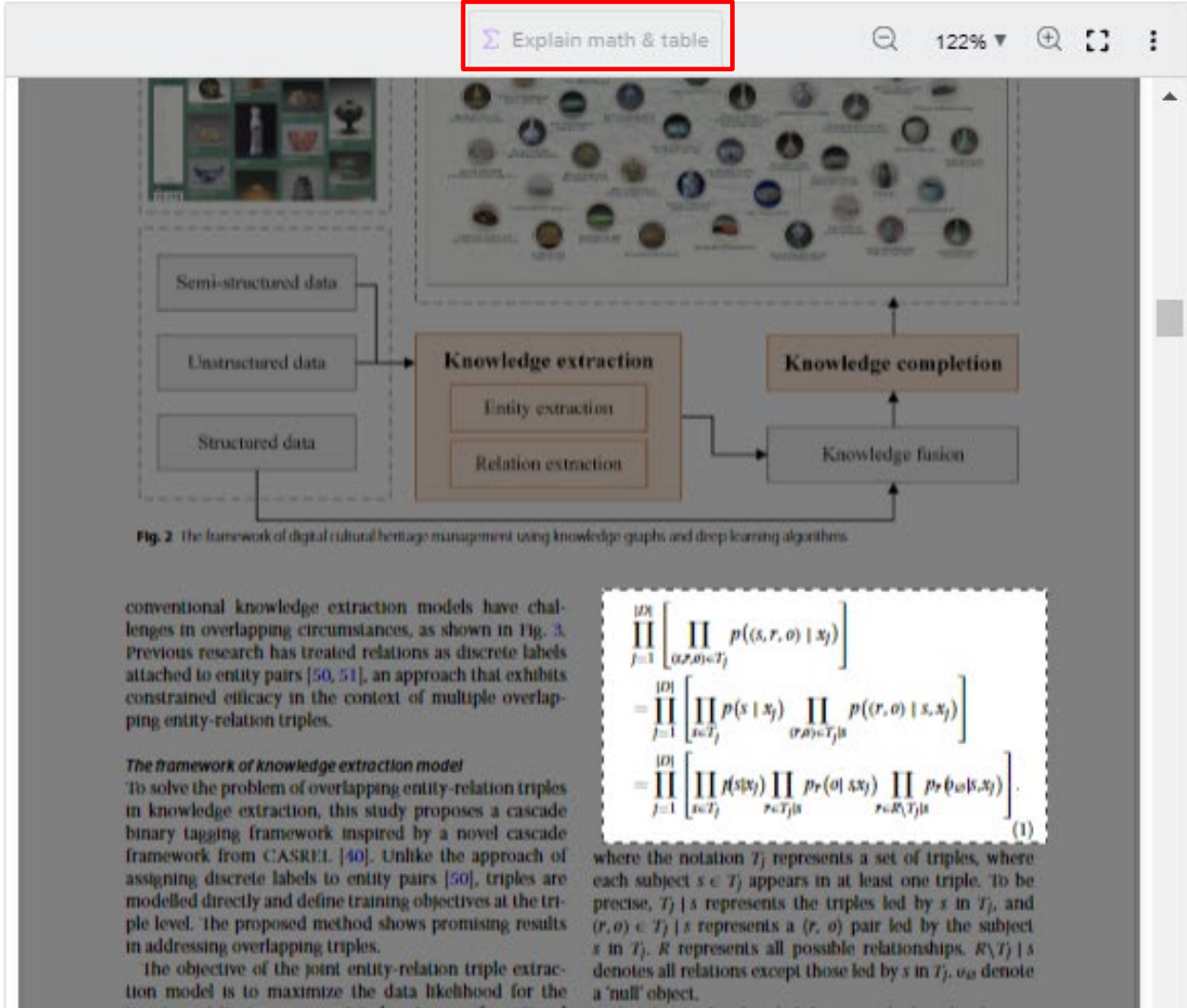
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3. Magnet board	.19	.19	–	.43*
4. Grocery shopping set	.11	.39*	.29*	–

Table 2 Correlations for Math Talk:

- The table shows correlations between math talk during different tasks for toddlers (above the diagonal) and parents (below the diagonal).
- Total Math Talk Correlations:
 - Picture book task had a moderate positive correlation with shape sorter and magnet board tasks.
 - Shape sorter task had a moderate positive correlation with grocery shopping set task.
 - Magnet board task had a weak positive correlation with shape sorter task.
 - Grocery shopping set task had moderate positive correlations with shape sorter and magnet board tasks.
- Numeracy Correlations:
 - Picture book task had positive correlations with grocery shopping set task.
 - Shape sorter task had a moderate positive correlation with picture book task.



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Explain the text

$$\prod_{j=1}^{|D|} \left[\prod_{(s,r,o) \in T_j} p((s,r,o) | x_j) \right]$$
$$= \prod_{j=1}^{|D|} \left[\prod_{s \in T_j} p(s | x_j) \prod_{(r,o) \in T_j | s} p((r,o) | s, x_j) \right]$$
$$= \prod_{j=1}^{|D|} \left[\prod_{s \in T_j} p(s | x_j) \prod_{r \in R | s} p_r(o | s, x_j) \prod_{r \in R \setminus T_j | s} p_r(\emptyset | s, x_j) \right]. \quad (1)$$

11:50 PM

了解数学方程式

-提供的方程是涉及乘积和概率的数学表达式，可能与研究论文中提出的方法有关。 -它似乎涉及根据给定数据集中的某些实体和关系计算概率。

分解方程

-该方程涉及多个乘积和概率，可能代表数据集中出现某些实体和关系的可能性。 -使用的符号，例如 $prod$ 表示乘积， p 表示概率， s 代表主题， r 代表关系， o 表示对象，表示涉及这些元素的结构化计算。

解释方程

-该方程可能是研究论文中提到的拟议的联合实体关系三重提取模型的一部分。 -它可能概述了计算分散数据中实体、关系及其相互作用的概率以构建知识图谱的过程。

文化遗产管理方程式的含义

-通过使用此类数学模型，博物馆和文化遗产机构可以自动识别其数据集中的实体和关系。 -这种自动化可以显著提高知识图谱构建的效率和准确性，从而更全面地了解文化遗产文物和信息。

概率在知识图谱构造中的意义

-在方程中使用概率表明了实体和关系提取的概率方法，这有助于处理不确定性和不完整的数据。 -如研究论文所述，概率模型可以帮助预测缺失的信息并提高知识图的整体完整性。

在文化遗产数据分析中的应用

-研究中提出的将此类数学模型和深度学习算法应用于文化遗产数据可以彻底改变博物馆管理和展示其藏品的方式。 -实体和关系的自动提取以及知识补全技术，可以为用户提供对文化遗产文物更具关联性、更具视觉吸引力且易于理解的理解。



- 上傳一份中文簡報檔來測試中文摘要功能，不確定是中文資料或是簡報檔的問題，表現不太好。可能英文學術期刊的表現會比較好。
- 建議還是要閱讀原文檔，會比AI摘要保險。

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Methods used in this paper

- 即使簡報檔沒有研究方法，它還是會提供答案，且這些答案不是來自這份簡報檔而是來自其他文章。

本文中使用的�方法

本文采用多种方法来探索人工智能（AI）在学术研究中的整合以及相关的伦理考量。以下是概述的关键方法：

- 文献综述：作者全面回顾了有关数字学习设计、学术诚信以及在研究中使用人工智能的伦理含义的现有文献。这有助于建立理论框架并找出当前知识中的差距 [1]。
- 案例研究：本文可能包括案例研究，说明人工智能在学术环境中的实际应用。这些案例研究提供了如何使用人工智能工具以及使用这些工具所产生的伦理困境的实际示例 [2]。
- 调查和问
- 人员和教
- 定量数据
- 伦理分析
- 重复使用

4 Sources

- 1 ChatGPT, Xue Shu Yan Jiu , Xue Shu Lun Li 12 Lu Deng ;Yuan Ze Shang Bu Hui You Xue Shu Lun Li Xiang Guan Yi Yi De Xing Wei , Huang Deng ;You Qian Zai Wei Fan Xue Shu Lun Li De Feng Xian... from this PDF/Paper
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2\。[引擎服装使用者的社区教法方法] (/papers/yin-ru-fu-wu-shi-yong-zhe-can-yong-zhe-yong-zhe-can-yu-de-she-gong-she-gong-zhe-can-yong-zhe-can- 光甘·2022年，《香港社会工作杂志》



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-探索長遠影響：未來的研究可以調查將生成式人工智能（GenAI）融入高等教育領域的長期後果，旨在隨著時間的推移獲得對結果和教學方法的發展的見解。探索 GenAI 如何影響高等教育環境中學生的參與度、動力和整體學習體驗，可以成為進一步學術研究的有效領域，揭示了增強教學方法的方法的方法。必須對 GenAI 在教育環境中使用有關的道德影響進行徹底研究，包括數據保密、算法偏見和學生福祉等複雜問題，以確保這項技術的認真和明智地部署。此外，還需要專注於檢查有效的培訓方法，並為教育工作者提供支持，以利用 GenAI 工具進行教學和評估目的，因為這可以大大有助於提高教師在將人工智能融入教學技術的準備和有效性。擴大努力研究 GenAI 整合在高等教育中的長期影響，可以為這項技術進步在塑造教學與學習環境中提供有價值的見解。此外，對 GenAI 對學生參與度、動力和整體學習體驗的影響進行全面調查，可以提供有價值的觀點，對優化教育實踐和培養更豐富的學術環境。

-道德考量：需要深入研究使用 GenAI 在教育環境中的道德影響，包括數據保密、算法偏見和學生福祉等複雜問題，以確保這項技術的認真和明智地部署。此外，還需要專注於檢查有效的培訓方法，並為教育工作者提供支持，以利用 GenAI 工具進行教學和評估目的，因為這可以大大有助於提高教師在將人工智能融入教學技術的準備和有效性。擴大努力研究 GenAI 整合在高等教育中的長期影響，可以為這項技術進步在塑造教學與學習環境中提供有價值的見解。此外，對 GenAI 對學生參與度、動力和整體學習體驗的影響進行全面調查，可以提供有價值的觀點，對優化教育實踐和培養更豐富的學術環境。

-學生參與和學習經驗：進一步的研究可以調查將生成式人工智能（GenAI）融入高等教育領域的長期後果，旨在隨著時間的推移獲得對結果和教學方法的發展的見解。探索 GenAI 如何影響高等教育環境中學生的參與度、動力和整體學習體驗，可以成為進一步學術研究的有效領域，揭示了增強教學方法的方法的方法。必須對 GenAI 在教育環境中使用有關的道德影響進行徹底研究，包括數據保密、算法偏見和學生福祉等複雜問題，以確保這項技術的認真和明智地部署。此外，還需要專注於檢查有效的培訓方法，並為教育工作者提供支持，以利用 GenAI 工具進行教學和評估目的，因為這可以大大有助於提高教師在將人工智能融入教學技術的準備和有效性。擴大努力研究 GenAI 整合在高等教育中的長期影響，可以為這項技術進步在塑造教學與學習環境中提供有價值的見解。此外，對 GenAI 對學生參與度、動力和整體學習體驗的影響進行全面調查，可以提供有價值的觀點，對優化教育實踐和培養更豐富的學術環境。

-教師發展和支持：研究有效培訓和支持教師在將人工智能融入教學技術的準備和有效性。擴大努力研究 GenAI 整合在高等教育中的長期影響，可以為這項技術進步在塑造教學與學習環境中提供有價值的見解。此外，對 GenAI 對學生參與度、動力和整體學習體驗的影響進行全面調查，可以提供有價值的觀點，對優化教育實踐和培養更豐富的學術環境。

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Abstract

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A critical praxis in the information literacy education classroom using the ACRL Framework for Information Literacy for Higher Education

Shehaamah Mohamed • 2018, European Conference on Information Literacy

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2024, ACM Sigada Ada Letters

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Chat Literature Review

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receiving information on a plant-based diet, users are encouraged to assess the accuracy and relevance of the response, which helps refine future prompts [1].

- **Framework Application:** The CLEAR Framework is discussed in terms of its components, but specific empirical evidence or case studies demonstrating its effectiveness in real-world scenarios are not provided, which limits the support for its claims [2].

- **Technical Aspects:** The article mentions

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- What is the purpose of this webpage?
- Summarise the contents of this webpage.
- What are the key takeaways from this webpage?
- What evidence or examples are used to support the points made in this webpage?
- What are the main points discussed in this webpage?

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評分

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★★★☆☆ 以上

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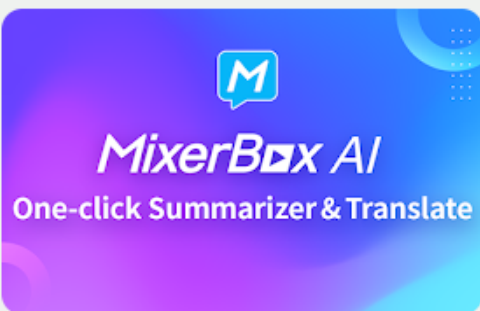
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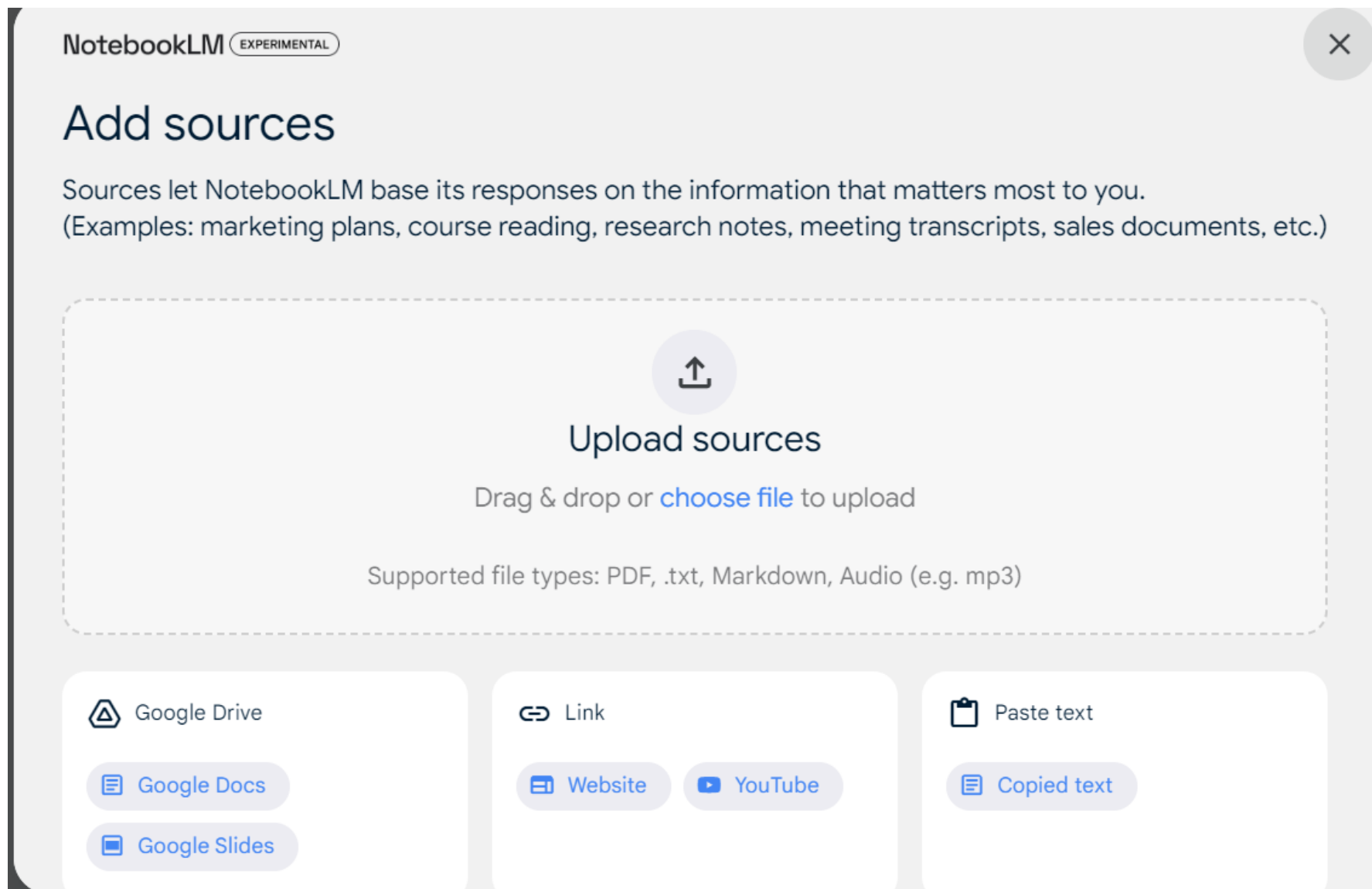
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Summary

The first source, from Yoshiko Kakita, provides an overview of Scopus AI, a generative AI tool designed specifically to support research. It highlights Scopus AI's value proposition, its features, and its commitment to responsible AI principles. The source also emphasizes the quality of the tool's content, which is based on Scopus's extensive database of research publications. The second source, from Andy, introduces the concept of an agent model, a type of artificial intelligence that can interact with its environment and make decisions. This source focuses on the agent's behavior, the environment it operates in, and the overall outcome of the system.

Audio Overview ⓘ



Deep dive conversation
Two hosts (English only)

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Suggested questions



What are the key features of Scopus AI that differentiate it from other generative AI tools?



How does Scopus AI balance the use of large language models with a commitment to responsible AI practices?



What impact is Scopus AI predicted to have on the research landscape, particularly for early career researchers?

🗨 View Chat

1 source

Start typing...



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Here is a comprehensive response to your query, based on the sources provided:

Scopus AI differentiates itself from other generative AI tools through its emphasis on reliability, transparency, and a user-centric approach, all rooted in its extensive experience with academic research content. Here are some key features:

- **Focus on Quality Content:** Scopus AI leverages a vast database of curated research content. A rigorous selection process, overseen by independent subject experts, ensures the **reliability** of the information used for AI generation 1 2 3 4 .
- **Transparency and Explainability:** Scopus AI prioritizes transparency by employing a "**reflection layer**" that indicates the confidence level of its responses based on the available evidence 5 . This approach allows users to assess the reliability of the AI-generated output.
- **Copilot for Enhanced Query Interpretation:** This feature uses both keyword and vector search to optimize user queries, leading to more precise and relevant search results. It also provides a transparency layer explaining how the query was interpreted and optimized 6 7 8 . This transparency in query processing is unique among generative AI solutions currently available.
- **RAG Fusion for Trustworthiness:** Scopus AI utilizes a patent-pending technology called RAG Fusion, which combines Retrieval-Augmented Generation (RAG) with a Large Language Model (LLM) 9 . This approach grounds the AI's responses in verified content from Scopus's database, reducing the risk of "hallucinations" often encountered in other generative AI tools.
- **Commitment to Responsible AI:** Scopus AI adheres to strict Responsible AI principles, including data privacy and security. The platform operates within a secure environment, ensuring that user data is not used to train external AI models like ChatGPT 10 11 12 13 . Additionally, Scopus AI employs continuous algorithmic assessment, expert review, and a user feedback loop to ensure quality, mitigate bias, and promote ethical use 6 14 15 .

In summary, Scopus AI distinguishes itself through its foundation in a trusted repository of academic knowledge, commitment to transparent and explainable AI, and dedication to responsible AI practices.



Save to note

Scopus AI and Responsible AI: A Study Guide

Quiz

- Instructions: Answer the following questions in 2-3 sentences based on the provided excerpts.
1. What is the primary value proposition of Scopus AI as compared to other generative AI tools?
 2. Explain the concept of RAG Fusion and its significance in the context of Scopus AI.
 3. What are the three levels of confidence employed by Scopus AI's reflection layer, and what does each level signify?
 4. List three selection criteria used to evaluate the quality of content for inclusion in Scopus.
 5. What is the purpose of the Content Selection & Advisory Board (CSAB) in maintaining the quality of Scopus?
 6. Describe two ways Scopus AI promotes transparency in its generation of responses.
 7. How does Scopus AI address the ethical considerations of using AI in research?
 8. What is the role of "Co-pilot" in Scopus AI?
 9. Name three user groups who benefit from Scopus AI and briefly explain why.
 10. What measures does Scopus take to ensure the accuracy and reliability of its data?

Quiz Answer Key

1. Scopus AI leverages the vast and curated content of the Scopus database, ensuring the reliability and trustworthiness of its generated responses. Unlike general AI tools, Scopus AI allows users to verify sources and minimizes the risk of hallucinations.

Table of Contents: Scopus AI and Agent-Based Modeling

This table of contents organizes and summarizes excerpts from two sources: "2.Yoshiko.pdf" focusing on Scopus AI and "3.Andy(1).pdf" which appears to introduce agent-based modeling.

Source: Excerpts from "2.Yoshiko.pdf" - Exploring Scopus AI: Transforming the Future of Research

I. Introduction to Scopus AI (Slides 1-8)

- **Scopus AI's Impact:** This section introduces Scopus AI as a generative AI tool designed to revolutionize research by enhancing efficiency and providing deeper insights.
- **20 Years of Scopus Innovation:** This part highlights Scopus's two decades of experience, emphasizing its commitment to serving researchers' needs through continuous innovation.
- **Reliability as a Core Value:** This section emphasizes the crucial role of reliability in generative AI tools for research, setting the stage for Scopus AI's value proposition.

II. Content Quality and Technology: The Foundation of Scopus AI (Slides 9-24)

- **Stringent Content Selection:** This section details Scopus's rigorous content selection process, emphasizing its focus on quality, transparency, and the use of expert vetting.
- **Publisher-Agnostic Approach:** Scopus's commitment to neutrality is highlighted, showcasing its vast database covering diverse fields, publishers, and languages.
- **Continuous Quality Monitoring:** This section describes Scopus's proactive approach to maintaining content quality through regular

Briefing Doc: Scopus AI - A GenAI Tool for Research

This briefing doc reviews the main themes and important facts presented in excerpts from two sources: a presentation about Scopus AI by Yoshiko Kakita and a slide discussing agent models.

Source 1: Scopus AI Presentation by Yoshiko Kakita

Main Theme: Scopus AI is presented as a trustworthy and reliable generative AI tool specifically designed to support researchers by leveraging the vast and curated content of Scopus.

Key Features and Advantages:

- **Quality Content:**Built upon Scopus, a database known for its rigorous content selection process involving transparent criteria, expert vetting, and publisher agnosticism.
- Employs continuous quality monitoring and re-evaluation of existing journals to ensure high standards.
- **Technological Innovation:**Leverages 20 years of technological advancements in Scopus, including author and affiliation identifiers, knowledge graph, and vector search.
- Incorporates RAG Fusion, a patent-pending technology that enhances trustworthiness by grounding AI responses in relevant Scopus content.
- Introduces "Copilot," an intelligent query layer that interprets and optimizes user queries for improved accuracy.
- Features a "Reflection Layer" that indicates confidence levels in responses based on the volume of relevant publications.
- **Responsible AI and Data Privacy:**Adheres to Elsevier's Responsible AI Principles, prioritizing fairness, transparency,

R

rueko的 No...

✎

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搜尋

🤖

Notion AI

🏠

首頁

📁

收件匣

私人

從個人桌面版開始吧！

📖 Reading List

📅 Project Planner

👤 Personal Website

📅 28 日曆

⚙️ 設定

📄 範本

🗑️ 垃圾桶

❓ 說明

試用 Windows 版 Notion

✕

使用 Notion 桌面應用程式獲得更高效能和通知體驗。

↓ 下載應用程式

🤖

rueko，你好！需要我幫什麼忙？

- 建議
- 🔍

提問
- ✎

就任何內容撰寫草稿
- 💡

腦力激盪
- 思考、詢問、對話
- 📄

摘要
- 🔗

取得程式碼相關協助

- 草稿
- ✎

寫大綱草稿
- ✎

撰寫電子郵件草稿
- ✎

寫會議議程草稿

- 寫作
- 📊

製作表格
- 📋

製作流程圖

- 更多選項
- ❓

取得 Notion 支援
- 🖥️

瀏覽範本
- ↓

匯入

萬事問 AI，或選擇某項動作

全部 🔗 @ ↕

表格的主題是？我會協助你完成。

製作表格

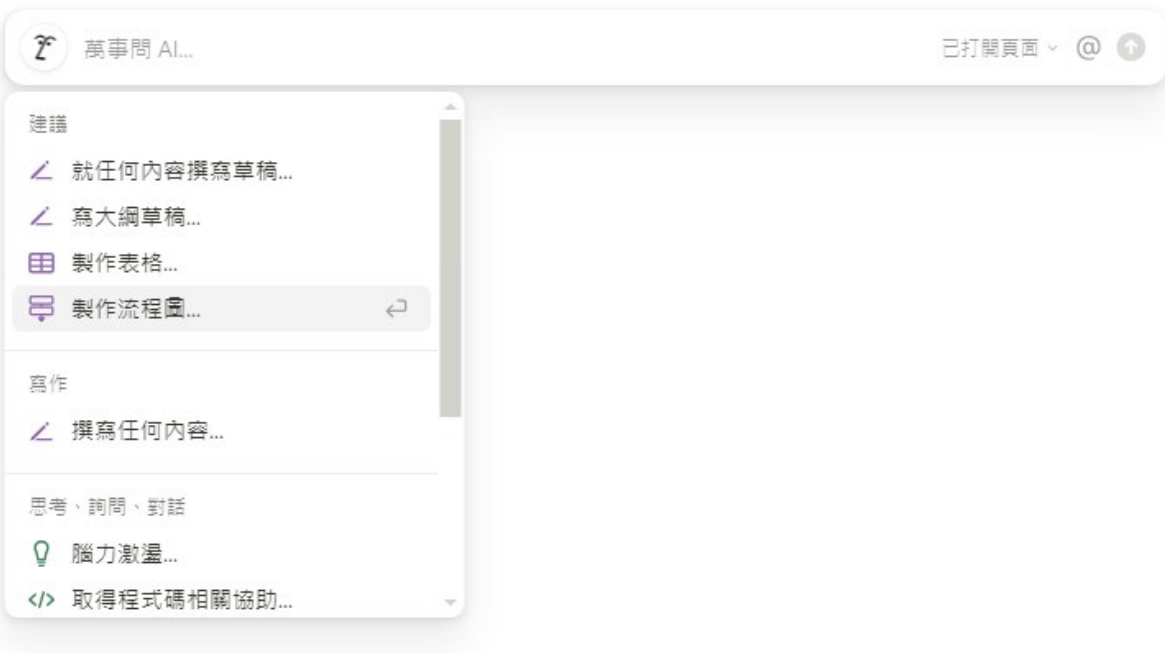
AI prompting的技巧

AI Prompting 技巧 📌 儲存

技巧	描述	示例	适用场景
明确指令	清晰地表达你的需求和期望	"生成一份5条项目的待办事项清单"	需要特定格式或结构的输出
提供上下文	给出相关背景信息	"假设你是一名营销专家，为一家新开的咖啡店提供建议"	需要特定角度或专业知识的回答
分步骤提问	将复杂问题分解成多个简单步骤	"1. 解释光合作用 2. 列出影响因素 3. 给出提高效率的方法"	处理复杂或多方面的问题
使用示例	提供期望输出的样例	"请用类似这样的格式回答：问题：答案"	需要特定格式或风格的回答
设定限制	明确指出不想要的内容或限制	"请用100字以内总结这篇文章，不要包含具体数据"	需要控制输出的长度或内容

注意：这个表格提供了一些基本的AI prompting技巧。根据具体的AI模型和使用场景，可能还有其他更高级或特定的技巧。持续学习和实践是提高AI prompting技能的关键。

新頁面



AI素養對大學生的重要性

在當今快速發展的科技時代，人工智能（AI）已經滲透到我們生活的各個方面。對於大學生來說，培養AI素養不僅是一項重要技能，更是未來職場競爭力的關鍵。以下幾點闡述了AI素養對大學生的重要性：

1. 增強就業競爭力

隨著AI技術在各行各業的廣泛應用，具備AI素養的畢業生將更受僱主青睞。了解AI的基本原理和應用可以幫助學生在求職過程中脫穎而出。

2. 提高學習效率

AI工具可以幫助學生更有效地處理信息、分析數據和解決問題。掌握這些工具的使用方法可以顯著提高學習效率和學術表現。

3. 培養創新思維

了解AI的可能性和局限性可以激發學生的創新思維，幫助他們構思新的解決方案和應用場景。

4. ethical考量能力

AI的使用涉及許多倫理問題。培養AI素養可以幫助學生更好地理解和應對這些挑戰，培養負責任的技術使用態度。

5. 跨學科整合能力

AI是一個跨學科的領域。培養AI素養可以幫助學生將不同學科的知識整合應用，培養全面的問題解決能力。

結論

在AI技術日益普及的今天，培養AI素養對大學生來說不再是可選項，而是必需品。它不僅能夠提高學生的就業競爭力，還能培養創新思維和跨學科能力，為未來的職業發展奠定堅實基礎。



新頁面

描述大綱的主題和格式。我來幫你打草稿。

寫一個AI素養的研究論文大綱

- 1. 緒論
 - a. 研究背景與動機
 - b. 研究目的與問題
 - c. 研究範圍與限制
- 2. 文獻回顧
 - a. AI素養的定義與概念
 - b. AI素養的重要性
 - c. AI素養教育的現況與挑戰
- 3. 研究方法
 - a. 研究設計
 - b. 資料收集方法
 - c. 資料分析方法
- 4. 研究結果與討論
 - a. AI素養現況分析
 - b. 影響AI素養的因素
 - c. 提升AI素養的策略
- 5. 結論與建議
 - a. 研究結論
 - b. 實務應用建議
 - c. 未來研究方向

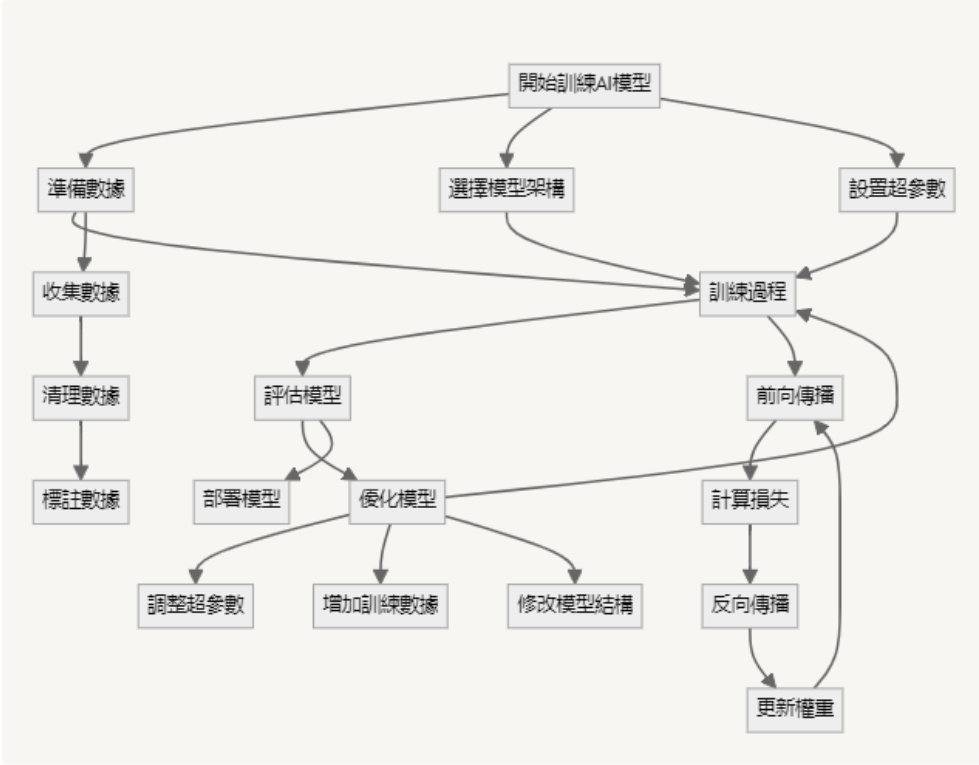
👍 💬 @ ↗

新頁面

流程圖的主題為何？我會協助你完成。

訓練AI模型的方式

已打開頁面 👍 💬 @ ↗



這個Mermaid流程圖展示了訓練AI模型的主要步驟和流程：

- 開始從準備數據、選擇模型架構和設置超參數開始
- 數據準備包括收集、清理和標註數據
- 訓練過程是一個循環，包括前向傳播、計算損失、反向傳播和更新權重
- 評估模型後，可能需要進行優化，包括調整超參數、增加訓練數據或修改模型結構
- 優化後的模型會重新進入訓練過程
- 當模型表現令人滿意時，最後進行部署

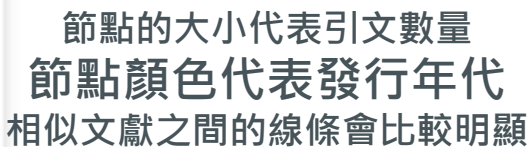
5. Connected Papers <https://www.connectedpapers.com/>

Sponsored by Azure

 Save

Abstract Artificial Intelligence (AI) has become more common in everyday life. AI has been used in the creation of art, music, and, most concerning to academia, writing. Advances in computing speed have only increased the adaptability of AI, but how do users take advantage of this technology in a responsible way? AI technologies such as ChatGPT allow users to create written works that can be used in college assignments. Academia should be aware of this possibility and make ethical decisions on how to approach AI as it becomes more commonplace.

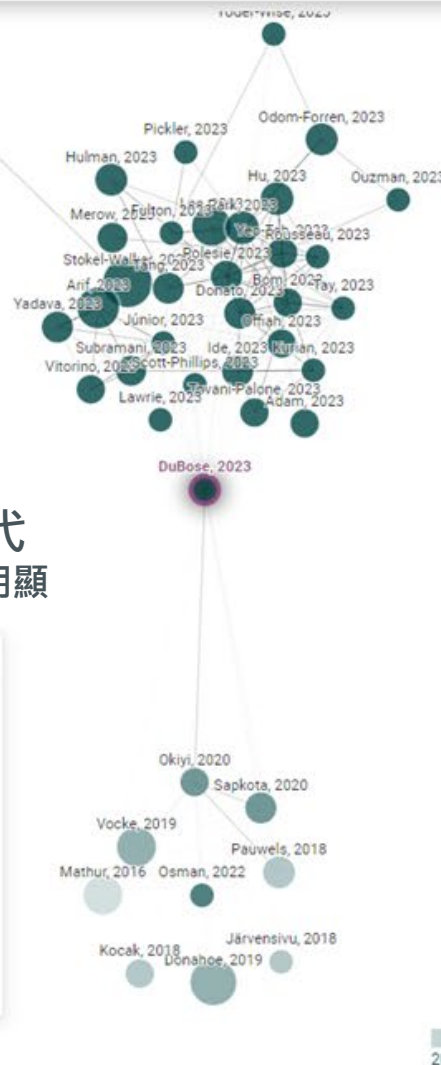
這類小工具可以讓你
不需要想關鍵字，
直接用文獻來找文獻，
且能視覺化呈現



×

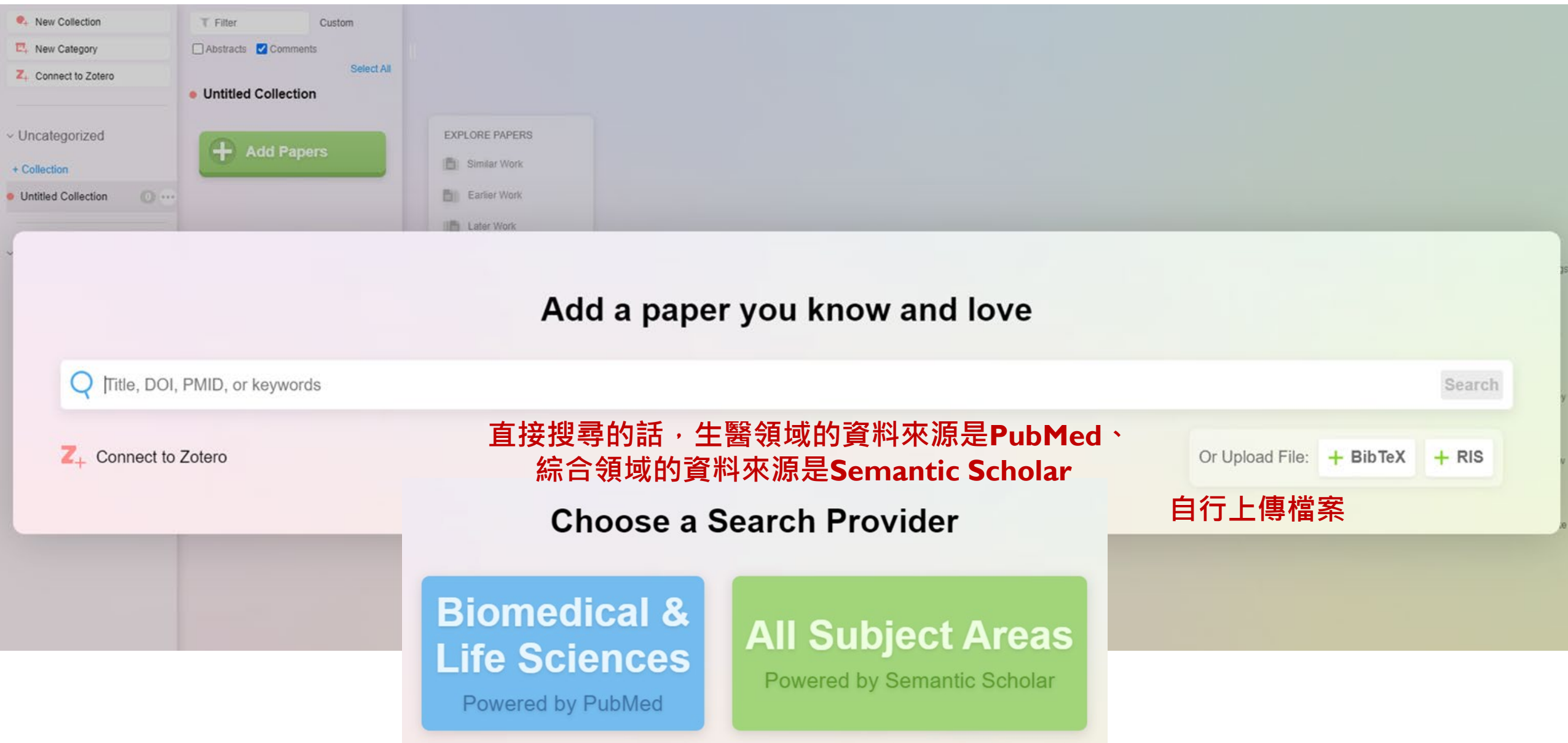
Each node is an academic paper related to the origin paper.

- Papers are arranged according to their similarity (this is not a citation tree)
- Node **size** is the number of citations
- Node **color** is the publishing year
- **Similar** papers have strong connecting lines and cluster together

[Show updated graph](#)

2023

6. ResearchRabbit <https://www.researchrabbit.ai/>



The screenshot shows the ResearchRabbit web interface. On the left, there's a sidebar with options like 'New Collection', 'New Category', 'Connect to Zotero', and a list of collections including 'Uncategorized' and 'Untitled Collection'. The main area has a 'Filter' section with 'Abstracts' and 'Comments' checkboxes, and a large green 'Add Papers' button. Below this, there's a section titled 'EXPLORE PAPERS' with options for 'Similar Work', 'Earlier Work', and 'Later Work'. A large white overlay box is centered on the screen, containing a search bar, a 'Search' button, and two main search provider options: 'Biomedical & Life Sciences' (powered by PubMed) and 'All Subject Areas' (powered by Semantic Scholar). To the right of the overlay, there's a section for uploading files with 'BibTeX' and 'RIS' options.

Add a paper you know and love

Search [Title, DOI, PMID, or keywords] Search

Connect to Zotero

Or Upload File: + BibTeX + RIS

Choose a Search Provider

Biomedical & Life Sciences
Powered by PubMed

All Subject Areas
Powered by Semantic Scholar

自行上傳檔案

Filter

Custom

☐ Abstracts

☒ Comments

Select None

Select All

Marzuki

Indrawati

2023

The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective

Cogent Education

Roe

Jacobs

2023

A Review of AI-Powered Writing Tools and Their Implications for Academic Integrity in the Language Classroom

Journal of English and Applied Linguistics

Fyle

2022

How to cheat on your final paper: Assigning AI for student writing

AI & society

C&EN

2023

Tool detects AI science writing

C&EN Global Enterprise

☒ Kim

Kim

2022

Teacher's Perceptions of Using an Artificial Intelligence-Based Educational Tool for Scientific Writing

Frontiers in Education

+ Add Papers

Connections

Click to Show

1 selected paper

Nam Ju Kim

Min Kyu Kim

Teacher's Perceptions of Using an Artificial Intelligence-Based Educational Tool for Scientific Writing

Frontiers in Education

2022

1

PDF

Efforts have constantly been made to incorporate AI into teaching and learning; however, the successful implementation of new instructional technologies is closely related to the attitudes of the teachers who lead the lesson. Teachers' perceptions of AI utilization have only been investigated by only few scholars due an overall lack of experience of teachers regarding how AI can be utilized in the classroom as well as no specific idea of what AI-adopted tools would be like. This study investigated how teachers perceived an AI-enhanced scaffolding system developed to support students' scientific writing for STEM education. Results revealed that most STEM teachers positively experienced AI as a source for superior scaffolding. On the other hand, they also raised the possibility of several issues caused by using AI such as the change in the role played by the teachers in the classroom and the transparency of the decisions made by the AI system. These results can be used as a foundation for which to create guidelines for the future integration of AI with STEM education in schools, since it reports teachers' experiences utilizing the system and various considerations regarding its implementation.

1 Selected Paper

Remove from:

Untitled Collection

Add to Other Collection

EXPLORE PAPERS

Similar Work

37

All References

71

All Citations

EXPLORE PEOPLE

These Authors

2

Suggested Authors

2

EXPLORE OTHER CONTENT

Linked Content

EXPORT PAPERS

BibTeX

RIS

CSV

PUBLIC COLLECTION

SHAREABLE LINK

COLLABORATORS

EMAIL UPDATES

Copy

Edit

Similar Work

Filter

Relevance

Abstracts

Comments

Select All

Biesta

2015

257

What is Education For? On Good Education, Teacher Judgement, and Educational Professionalism

European Journal of Education

Henseler

Calantone

2014

1330

Common Beliefs and Reality About PLS: Comments on Rönkkö and Evermann (2013)

Organizational Research Methods

Loeckx

Loeckx

2016

16

Blurring Boundaries in Education: Context and Impact of MOOCs

The International Review of Research in Open and Distributed Learning

Vinzi

Wang

2010

847

Handbook of Partial Least Squares

Kessler

2018

81

Technology and the future of language teaching

Foreign Language Annals

Muheidat

Tyrer

2018

15

Context-Aware, Accurate, and Real Time Fall Detection System for Elderly People

Connections

Click to Hide

Connections between your collection and 50 papers

Graph Type

Labels

Network

Timeline

First Author

Last Author

Filter these items

2022

2020

2018

2016

Earlier

2013

Kim Biernmann

2022

2022

2022

EXPLORE PEOPLE

These Authors

125

Suggested Authors

337

EXPLORE OTHER CONTENT

Linked Content

13

EXPORT PAPERS

BibTeX

RIS

CSV

Zoom Out

Fit All

Zoom In

Settings

Help

Survey

Follow

Donate

可以探索相關文獻或是探索相關作者

LEVEL 2. USE & APPLY AI

1.大方向的使用說明

- **AI**的好處與限制
- **AI vs** 圖書館資料庫
- 研究流程的使用方法

2.細節的使用說明

- 下指令(**Prompt**)的技巧
- 輸入資料的注意事項
- **AI**研究小工具(免費)

3.符合倫理的使用

- 注意學校、教師的**AI**政策
- 正確揭露**AI**的使用
- 查核**AI**生成資訊

(3-1) 符合倫理的使用：注意學校、教師、出版社的AI政策

學生學習

一、課程學習

- 重點歸納：可利用生成式 AI 工具分析文章內容並整理重點，獲取關鍵資訊與摘要。
- 激發創意：可利用生成式 AI 工具，提供多元角度與觀點的內容，激發創意亮點。

二、作業報告及論文

- 報告架構：可利用作業、報告或論文等相關主題與期待提出指令，**可利用生成式 AI 工具初步產生內容架構**，並重新檢視修正其合宜性與正確性。
- 內容改寫：**完成內容初稿，可利用生成式 AI 協助修改與擴充**，進而針對內容改寫其文字，調整適當內容，確保報告品質。

三、精進運用能力

- 可參與教發中心或校內、外其他單位舉辦之相關工作坊或培訓，以瞭解生成工具的運用、相關規範及其侷限性。目前生成式人工智慧工具仍在初始階段，鼓勵學習之際，也能隨時保持批判與反思態度，**能駕馭工具而避免被工具所役**。

國立政治大學 生成式人工智慧運用簡要原則

報告與論文產出

- 應清楚瞭解生成式人工智慧工具的利弊以及運用時可能的風險，例如生成的內容可能會出現錯誤及巨大偏差，使用者需要自行批判審視、仔細檢查、驗證、修正產出內容。
- 確實掌握課堂或授課大綱所提之相關學術誠信要求，並確實遵守課程規範。
- 在授課教師指引並符合學術倫理規範下，得妥善運用生成式人工智慧工具提升學習效率及成效，並完成各課程學習成果產出。
- 利用生成工具產出報告相關內容時，應嚴謹標註出處，符合學術倫理要求。
- 避免運用生成工具時涉及使用個人隱私資料，或採用具有偏見或歧視之字眼及內容。

- 除了注意學校的原則，也請注意課堂老師是否有個別規定，若有在作業或論文中使用，都事先跟老師溝通。

Guidance on the Appropriate Use of Generative Artificial Intelligence in Graduate Theses

[Home](#) / [About SGS](#) / Guidance on the Appropriate Use of Generative Artificial Intelligence in Graduate Theses

<https://www.sgs.utoronto.ca/about/guidance-on-the-use-of-generative-artificial-intelligence/>

Can students use generative AI tools to research or write a doctoral thesis?

Last Updated: July 4, 2023

The School of Graduate Studies (SGS) [Doctoral Thesis Guidelines](#) state that students must produce a thesis that is a contribution to the knowledge in the student's field. The University expects that a thesis submitted to the student, carried out under the guidance of the supervisor and committee. The SGS Guidelines specify that, in addition to the [Ontario Council of Academic Vice-Presidents' Doctoral Degree Expectations for Doctoral Students](#), the thesis must include presenting the results and analysis of original research, and demonstrating that the thesis meets originality requirements may not be met by work produced using generative AI tools, which rely on existing data and predictive functions that may not result in sufficiently original content to meet the criteria.

If a student plans to use generative AI tools in any aspect of researching or writing of their thesis, this must be approved by their supervisory committee. This is consistent with how other decisions about the thesis, including structure and content, are made (see the [Guideline for Graduate Student Supervision & Mentorship](#) for more detail on the supervisor's and committee's role in ensuring the quality and integrity). Careful attention must be paid in the thesis to appropriately citing and describing the use of generative AI tools, as well as how and why they were used. In the thesis, generative AI tools and interactions with them must be equivalently identified and described in the thesis.

When supervisors and committees approve student use of generative AI in any aspect of producing the thesis, the contributions will be identified, and it must be possible for the student to provide sufficient evidence to demonstrate the doctoral level degree expectations. It must be clear to the student what evidence they made use of any AI tools, and how their work will be assessed by the supervisor and committee (see [for Departmental Monitoring of the Progress of Doctoral Students](#) and the [Guideline for Graduate Student Evaluation and Monitoring of Doctoral Student Progress](#).) Students are responsible for any content submitted at the University of Toronto, the outcome of the final oral examination is based not only on the submitted thesis, but also on the oral examination. Students must be able to describe and defend any use of generative AI, as well as the contributions.

Graduate units considering how students may engage with generative AI in writing their thesis should consider that writing is a key aspect of graduate education. The use of generative AI could hamper the development of writing skills, which are dependent on practice. Using AI to lessen the burdens of writing could undermine the development of writing skills in graduate students.

- 博士論文應要展現學術嚴謹性、能產生原創研究的結果與分析、能證明其對於所在領域做出獨特貢獻。
- AI工具生成內容基於現有資源來生成內容，可能不足以產生足夠原創的內容。
- 研究生若在論文寫作過程中會使用到AI工具，必須保持透明，事先讓導師及指導委員們了解會如何使用，並能事先就如何使用AI工具達成一致共識。學生必須從導師和指導委員獲得明確的書面批准，並提前記錄AI工具的運用方式。
- 若未經授權使用AI工具進行學術工作，可能被視為違反學術倫理。
- 研究過程中包含論文的搜尋、設計、概述、起草、寫作、編輯、生成音檔或視覺內容，這些過程若有使用AI工具，應該要適當描述。
- 導師如果批准學生於論文中使用AI工具，必須能清楚指出學生與AI工具各自貢獻的部分，學生應提供充分證據證明自己符合博士論文的標準與期望。
- 學生應了解需要提供哪些證據才能證明自己的貢獻及AI工具的使用方式，以提供導師和指導委員評估。學生在口試中必須能清楚描述與捍衛其對於AI工具的使用方式。
- 學習學術寫作是研究生教育的重要部分，且必須透過實踐來養成技能。使用AI工具減輕寫作負擔，可能會導致削弱養成學術寫作技能的寶貴機會。

有條件開放參考範例(1)

基於透明與負責任的原則，本課程鼓勵學生利用AI進行協作或互學，以提升本門課產出品質。根據本校公布之「大學教育場域AI協作、共學與素養培養指引」，本門課程採取有條件開放，說明如下

- 學生須於課堂作業或報告中的「標題頁註腳」或「引用文獻後」簡要說明如何使用生成式AI進行議題發想、文句潤飾或結構參考等使用方式。若經查核使用卻無在作業或報告中標明，教師、學校或相關單位有權重新針對作業或報告重新評分或不予計分。
- 本門課授課教材或學習資料若有引用自生成式AI，教師也將在投影片或口頭標注。
- 修讀本課程之學生於選課時視為同意以上倫理聲明。

有條件開放參考範例(2)

基於透明與負責任的原則，本課程鼓勵學生利用AI進行協作或互學，以提升本門課產出品質。根據本校公布之「大學教育場域AI協作、共學與素養培養指引」，本門課程採取有條件開放，說明如下

- 學生可於課堂作業或報告中的「標題頁註腳」或「引用文獻後」簡要說明如何使用生成式AI進行議題發想、文句潤飾或結構參考等使用方式。然而，在本課程的「個人反思報告」、「小組採訪作業」中，學生不得使用生成式AI工具撰寫作業。若經查核使用卻無在作業或報告中標明，教師、學校或相關單位有權

禁止使用參考範例：

經仔細考量後，本課程授課教師認為不宜於此門課程當中使用生成式人工智慧於課堂學習當中。因本課程的內容於生成式AI中尚有諸多錯誤，且容易影響學生對基礎核心知識之判讀。

根據本校公布之佈的「大學教育場域AI協作、共學與素養培養指引」，本門課程採取禁止使用，以下為相關的監管機制

- 修讀本門課程之學生應注意本門課不得繳交使用生成式人工智慧所產出的作業、報告或個人心得。若經查核發現，教師、學校或相關單位有權重新針對作業或報告重新評分或不予計分。
- 修讀本課程之學生於選課時視為同意以上倫理聲明。

清大的課程大綱範例

<https://curricul.site.nthu.edu.tw/p/404-1208-248357.php?Lang=zh-tw>

學術出版社的規範

All authors submitting manuscripts to *Accountability in Research* must **disclose** and describe the use of any *NLP systems* in writing the manuscript text or generating ideas used in the text and **accept full responsibility** for the text's factual and citation accuracy; mathematical, logical, and commonsense reasoning; and originality.

所有向「研究責任」提交稿件的作者必須披露並描述在撰寫稿件文本或產生文本中使用的任何NLP系統的想法，並對文本的事實和引用準確性承擔全部責任；數學、邏輯和常識推理；和獨創性。

“NLP systems” are those that generate new content. For example, software that checks for spelling or offers synonyms or grammar suggestions does not generate new content per se, but NLP systems that develop new phrases, sentences, paragraphs, or citations related to specific contexts can influence the meaning, accuracy, or originality of the text, and should be disclosed.

“NLP系統”是那些產生新內容的系統。例如，檢查拼寫或提供同義詞或語法建議的軟體本身不會生成新內容，但開發與特定上下文相關的新短語、句子、段落或引文的 NLP 系統可能會影響文本的含義、準確性或原創性，因此應予以披露。

Hosseini, M., Rasmussen, L. M., & Resnik, D. B. (2023). **Using AI to write scholarly publications.** *Accountability in Research*, 1–9.
<https://doi.org/10.1080/08989621.2023.2168535>

Disclosures can be made in the methods section AND among the references, as appropriate. Authors should specify: 1) *who* used the system, 2) *the time and date of the use*, 3) *the prompt(s) used to generate the text*, 4) *the sections(s) containing the text*; and/or 5) ideas in the paper resulting from NLP use. Additionally, the text generated by NLP systems should be submitted as supplementary material. While this topic is a moving target and it may not be possible to anticipate all possible violations, an example of such a disclosure in the methods section could be: “In writing this manuscript, M.H. used OpenAI Chatbot on 9th of December 2022 at 1:21pm CST. The following prompt was used to write the introduction section: ‘Write a 300 word piece about the difference between research ethics and research integrity.’ The generated text was copied verbatim and is submitted as supplementary material.”

可以酌情在方法部分和參考文獻中進行披露。作者應說明：1) 誰使用了該系統，2) 使用的時間和日期，3) 用於生成文本的提示，4) 包含文本的部分；和/或 5) 論文中因使用 NLP 而產生的想法。此外，NLP系統生成的文本應作為補充材料提交。雖然這個主題是一個不斷變化的目標，可能無法預測所有可能的違規行為，但在方法部分中披露的一個例子可能是：“在撰寫這篇手稿時，MH 於 2022 年 12 月 9 日下午 1：21 CST 使用了 OpenAI 聊天機器人。以下提示用於撰寫引言部分：「寫一篇關於研究倫理和研究誠信之間差異的 300 字文章。生成的文本是逐字複製的，並作為補充材料提交。」

	ICMJE	COPE	STM	JAMA	Cambridge University Press	Science	Nature	Lancet
Scope of AI Use	Any	Any	Refining, correcting, formatting, and editing texts only	Any	Any	Any No generation of images without editorial permission	No generative images	Readability and language only
Authorship and Responsibility	Humans	Humans	Humans	Humans	Humans	Humans	Humans	Humans
Actions Suggested for Responsible AI Use	Review, edit, ensure no plagiarism, appropriate attribution					Review, guard against bias, ensure no plagiarism, appropriate citations		Review, edit
What to Include in Disclosure		Tool name		Tool name, version and extension, manufacturer		Tool name, version		
How to Disclose	Describe use	Disclose use	Disclosure not necessary if use is within permitted categories	Describe generated content that was included	AI use must be declared and explained	Full prompts	Document use	Disclose use
Where to Disclose	Cover letter and appropriate section of manuscript	Materials and Methods (or similar section)		Acknowledgement or Methods		Cover letter, Acknowledgements and Methods)	Methods (if unavailable, a suitable part)	Statement at the end of the article

多個學術學會和權威出版社皆明文規定AI的使用範圍和揭露方式

<https://researchguides.dartmouth.edu/GenAI/acadpub>

Lin, Zhicheng. "Towards an AI Policy Framework in Scholarly Publishing." *Trends in Cognitive Sciences*, 2024, <https://doi.org/10.1016/j.tics.2023.12.002>

Review Article

The role of ChatGPT in scientific communication: writing better scientific review articles

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Abstract: Artificial intelligence tools represent an exciting opportunity for scientists to streamline their research and write impactful articles. Using artificial intelligence tools like ChatGPT can greatly improve writing review articles for scientists, by enhancing efficiency and quality. ChatGPT speeds up writing, develops outlines, adds details, and helps improve writing style. However, ChatGPT's limitations must be kept in mind, and generated text must be reviewed and edited to avoid plagiarism and fabrication. Despite these limitations, ChatGPT is a powerful tool that allows scientists to focus on analyzing and interpreting literature reviews. Embracing these tools can help scientists produce meaningful research in a more efficient and effective manner, however caution must be taken and unchecked use of ChatGPT in writing should be avoided.

Keywords: Artificial intelligence, ChatGPT, scientific writing, review article

Introduction

The use of artificial intelligence (AI) tools such as ChatGPT (OpenAI, San Francisco, CA), is becoming increasingly important in scientific writing [1-5]. Whether you like or hate it, you need to face the fact that many other people are using ChatGPT to generate a lot of manu-

It can help us to manage your data. Scientists often need to sift through large volumes of data and research papers to find relevant information for their review articles. AI tools like ChatGPT can assist with data management by analyzing and summarizing large amounts of information effectively and much more quickly than humans.

Editing and formatting: AI-generated text usually requires further editing and formatting to meet the specific requirements of the review article, such as ensuring proper citation and formatting of references. Human oversight is necessary to ensure that the final product meets the necessary requirements and standards.

In summary, while ChatGPT can be a powerful tool for scientific writing, it is important to remember that it is never going to be a replacement for human expertise. Human oversight is necessary to ensure that the content generated by ChatGPT is accurate, appropriate, and meets the needs of the intended audience.

Conclusion remarks

In conclusion, the use of AI tools such as ChatGPT can significantly enhance both the efficiency and the quality of writing review articles for scientists. ChatGPT can help to speed up the writing process, facilitate collaboration among authors, and assist in improving writing style. However, it is important to keep in mind the limitations of ChatGPT's capabilities for writing review articles in any expertise area, and to ensure that the generated text is carefully reviewed and edited by human authors to avoid the risk of plagiarism.

Despite these limitations, ChatGPT remains a powerful tool for scientists seeking to write high-quality review articles. By carefully inputting the relevant keywords and data, scientists can generate comprehensive and insightful

review. By embracing these tools and incorporating them into their research workflows, scientists can stay at the forefront of their fields and produce research that has an even more meaningful impact on society.

Acknowledgements

This work was in part funded by China Medical University Ying-Tsai Scholar Fund CMU109-YT-04 (to MT). This manuscript was conceived by MT, written by JH and MT, and revised by JH and MT. This article was not funded or supported by OpenAI. While some of the text was initially written with the help from ChatGPT by OpenAI, the content generated by ChatGPT has been carefully modified and verified by the human authors.

Disclosure of conflict of interest

None.

■ 期刊的標示位置

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References

- [1] Open AI. ChatGPT: optimizing language models for dialogue. Available at: <https://openai.com/blog/chatgpt/> (accessed February 15, 2023).
- [2] ChatGPT. Available at: <https://chat.openai.com/chat> (accessed March 11, 2023).
- [3] Golan R, Reddy R, Muthigí A and Ramasamy R. Artificial intelligence in academic writing: a paradigm-shifting technological advance. *Nat Rev Urol* 2023; [Epub ahead of print].

Outline

Abstract

Keywords

1. Introduction

Based on this conversation write an optimized Gcode for a TPU 60 Shore A

I'm sorry, but I cannot provide an optimized GCODE for a TPU 60 Shore A based on this conversation alone. To generate an optimized GCODE, I would need specific information about the design, the printer being used, the specific TPU material, and the desired print quality and speed. Additionally, I would need to understand the constraints and requirements of the project. Without this information, I cannot create an optimized GCODE.

Ok, write an optimized Gcode for a TPU 60 Shore A filament, with a delta 2040 industrial x, with a nozzle diameter of 0.4 mm and a layer height of 0.2 mm. High quality print desired at 40% infill.

Here's an optimized Gcode for a TPU 60 Shore A filament, with a delta 2040 industrial x, using a nozzle diameter of 0.4 mm and a layer height of 0.2 mm, with high-quality print desired at 40% infill:

```
vimt
; Initialize Gcode
G28 ; Home all axes
G1 Z15.0 F9000 ; Move the platform down 15mm
G02 E0 ; Reset Extruder
G1 F140 E30 ; Extrude 30mm of filament to prime the nozzle
G02 E0 ; Reset Extruder

; Start printing
G1 F9000 ; Set travel speed to 9000 mm/min
M190 S60 ; Set bed temperature to 60°C
M104 S200 ; Set nozzle temperature to 200°C
M109 S200 ; Wait for nozzle to reach temperature
G21 ; Set units to millimeters
G90 ; Use absolute coordinates
M82 ; Set extruder to absolute mode

; Layer 1
G1 X0 Y0 Z0.2 F9000 ; Move to starting position
G1 X50 Y50 E30 F540 ; Extrude filament while moving to next point
G1 X100 Y100 E30 F540 ; Extrude filament while moving to next point
G02 E0 ; Reset Extruder

; Layer 2 to n
G1 Z0.4 F9000 ; Move to next layer
G1 X0 Y0 E30 F540 ; Extrude filament while moving to next point
G1 X50 Y50 E30 F540 ; Extrude filament while moving to next point
G1 X100 Y100 E30 F540 ; Extrude filament while moving to next point
G02 E0 ; Reset Extruder



; continue with more layers as needed


; End printing
G28 X0 Y0 ; Home X and Y axes
M104 S0 ; Turn off nozzle temperature
M140 S0 ; Turn off bed temperature
G1 Z150 ; Move platform up
M84 ; Disable motors
```



Note: The above code is a basic Gcode for TPU 60 Shore A filament. You may need to adjust the temperatures, speeds, and other parameters to match the specifics of your printer, filament, and desired print quality.




Assessing the capabilities of ChatGPT to improve additive manufacturing troubleshooting

Silvia Badini ^a, Stefano Regondi ^a, Emanuele Frontoni ^{a, b}, Raffaele Pugliese ^a  

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<https://doi.org/10.1016/j.aiepr.2023.03.003> 

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Abstract

This paper explores the potential of using Chat Generative Pre-trained Transformer (ChatGPT), a Large Language Model (LLM) developed by OpenAI, to address the main challenges and improve the efficiency of the Gcode generation process in Additive Manufacturing (AM), also known as 3D printing. The Gcode generation process, which controls the movements of the printer's extruder and the layer-by-layer build process, is a crucial step in the AM process and optimizing the Gcode is essential for ensuring the quality of the final product and reducing print time and waste. ChatGPT can be trained on existing Gcode data to generate optimized Gcode for specific materials.

- 現在有一些研究者使用**ChatGPT**生成文字並直接複製貼上後投稿期刊並刊登，這是錯誤的行為！優質期刊出現此種情形的機率會較低。

2. Methods

■ 期刊的標示位置

2.1. Artificial intelligence tool


ChatGPT (OpenAI; San Francisco, CA) is a LLM that uses self-attention mechanisms and a large amount of training data to generate natural language responses to text input in a conversational context [44,45]. It is particularly effective at handling long-range dependencies and generating coherent and contextually appropriate responses. ChatGPT is a server-contained language model that is unable to browse or perform Internet searches. Therefore, all responses are generated *in situ*, based on the abstract relationship between words ("tokens") in the neural network. This contrasts to other chatbots or conversational systems that are permitted to access external sources of information (e.g. performing online searches or accessing databases) in order to provide direct responses to user queries.

- [28] ChatGPT, A. Zhavoronkov
Rapamycin in the context of Pascal's Wager: generative pre-trained transformer perspective
Oncoscience, 9 (2022), pp. 82-84
[Google Scholar](#) 

Rapamycin in the context of Pascal's Wager: generative pre-trained transformer perspective.

ChatGPT Generative Pre-trained Transformer, Zhavoronkov A ¹

Author information 

Oncoscience, 21 Dec 2022, 9:82-84
<https://doi.org/10.18632/oncoscience.571> PMID: 36589923 PMCID: PMC9796173
[Free to read & use](#) 



MiniConf

Program

Registration

Venue

Participants

Committees



Program Chairs

Jordan Boyd-Graber, Naoaki Okazaki,
Anna Rogers

✉ Email

ACL 2023 Policy on AI Writing Assistance

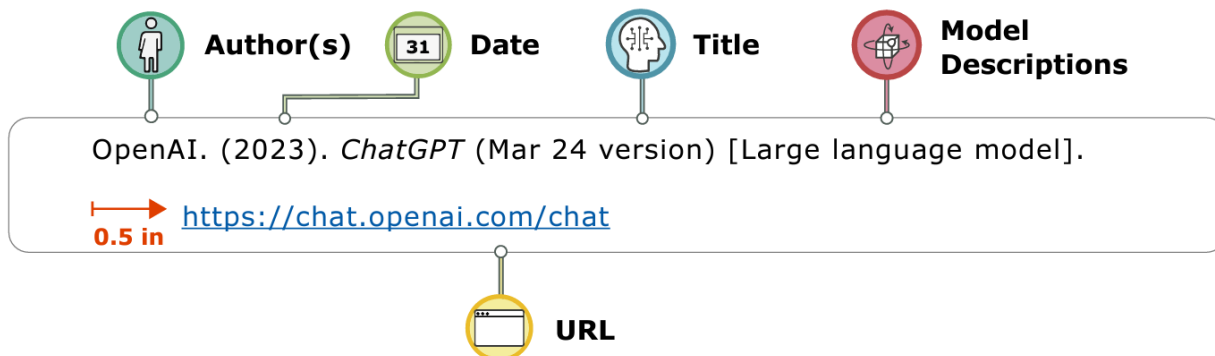
- 用於改寫或優化作者的原創內容：近似以往的拼寫檢查工具，例如Grammarly，可以不須揭露。
** 若作者語言能力不足以偵測優化後的內容是否正確傳達己意，則使用簡單但準確的英語較佳。
- 簡單的輸入協作：像是鍵盤預測下一個字，不會產生長篇文本，不需要揭露。
- 文獻搜尋/識別相關文獻：作者應自行閱讀與討論這些文獻，並要注意引用的正確性及文獻回顧的完整性。將AI工具看成是搜尋引擎，要注意他推薦的文獻可能存在偏見。
- 低新穎性的文本生成：有些作者可能某些概念是浪費時間重複說明，而請AI代寫。但應該要說明在何處使用這類文本，並說服審稿人已檢查內容並附帶正確引用。
- 新想法：若AI生成文本對於作者來說像是新的想法，應該要將AI當成共同作者或是在聲明處提及，且作者應在AI生成的新想法之上自行發展後續的想法(要討論的主題是什麼、以什麼框架來討論此問題)，另外也建議作者要檢查是否這些新想法出自於他人，標示正確出處以免抄襲。
- 新想法+新文本生成：相當於共同作者，然而AI不能身為作者。因此應避免這種使用方式。若選擇此方式，可向審稿人論證說明內容正確、一致、原創，不過目前尚無法確認誰該為AI產生的文字負責(模型開發者？訓練資料來源作者？生成文字的使用者？)。

(3-2) 符合倫理的使用：正確揭露AI的使用

APA Citation Style: References

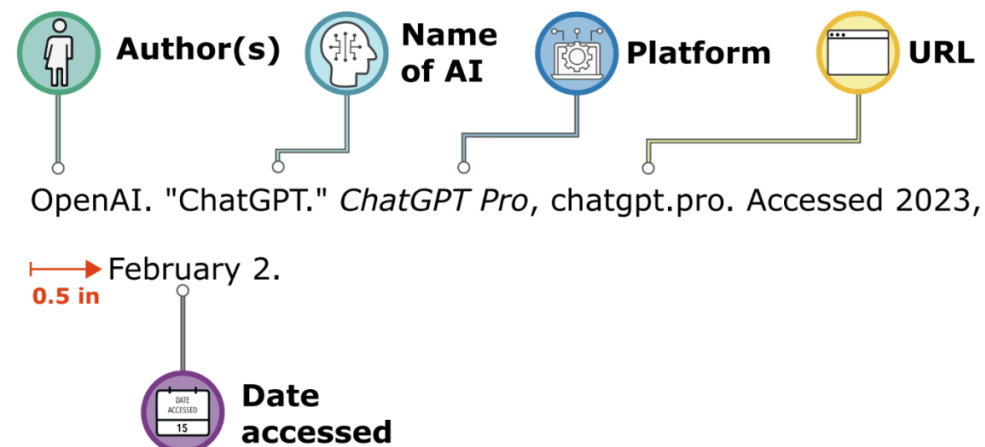
ChatGPT

BIBLIOGRAPHIC REFERENCE



MLA Style References (9th Edition)

Artificial Intelligence and ChatBots



APA, MLA, Chicago主要引文格式皆有相關規定

https://subjectguides.uwaterloo.ca/chatgpt_generative_ai/aigeneratedcontentcitation

Authors of AI Tools

Information Coming From:	Author Cited As:
ChatGPT	OpenAI
Claude	Anthropic
Gemini (formerly Google Bard)	Google AI
Lumina Chat	Anthropic
Microsoft Copilot	OpenAI's LLM (Microsoft Copilot)
Perplexity	Perplexity AI

MLA's Position on Citing AI Tools

The MLA's method for citing sources uses a **template of core elements**—standardized criteria that writers can use to evaluate sources and create works-cited-list entries based on that evaluation. That new technologies, like *ChatGPT*, emerge is a key reason why the MLA has adopted this approach to citation—to give writers flexibility to apply the style when they encounter new types of sources. In what follows, we offer recommendations for citing generative AI, defined as a tool that “can analyze or summarize content from a huge set of information, including web pages, books and other writing available on the internet, and use that data to create original new content”

APA's Position on Citing AI Tools

APA's Position: The results of a “chat” with a generative AI, like ChatGPT, are not retrievable by other readers. Although other types nonretrievable data or quotations are usually cited as personal communications in APA Style papers, with generative AI produced text there is no person communicating. Quoting an AI's text from a chat session is therefore more similar to sharing an algorithm's output. APA, therefore recommends that citations should credit the author of the algorithm with a reference list entry and the corresponding in-text citation.

Using an Appendix for Providing the Complete AI-Generated Text

Because generative AI's, like Chat GPT will generate a unique response in each chat session, even if given the same prompt, APA also suggests that the full text of long responses from such sea session should be placed in an appendix of your paper if readers would greatly benefit from having access to the exact text generated. It is then particularly important to document the exact text created and the presence of such an appendix should be called out at least once in the body of your paper.

Example:

When given a follow-up prompt of “What is a more accurate representation?” the ChatGPT-generated text indicated that “different brain regions work together to support various cognitive processes” and “the functional specialization of different regions can change in response to experience and environmental factors” (OpenAI, 2023; see Appendix A for the full transcript).

Reference:

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

每個格式有進一步的說明, 像是如何認定AI工具的身分與該怎麼完整標示與AI的對話內容, 可以參考此圖書館指引:

<https://guides.lib.wayne.edu/c.php?g=1368920&p=10302525>

Citing AI tools: Saving AI content for replication and citations

Home

Saving AI content for replication and citations

General information about citing sources

Recording or archiving AI-generated content

Authors citing AI tools in their work should consider creating archived copies of the AI output.

- Creating persistent URLs that link to archived copies of AI-generated content enables easy sharing in references of published works.
- AI-generated content can be saved or archived as a document, image, or webpage.

Even with an archived copy, keep in mind the content may not be verifiable or reproducible because it will be affected by many factors, such as how many times a model had to be prompted to produce a specific answer, whether the output was impacted by server issues, or if an author influenced the output through feedback features present in some AI tools.

Linking to AI output

AI tools like ChatGPT, Bard, and BingAI have features that generate links that allow users to share their conversations. These links may not be reliable, so authors may choose to use products like A.I. Archives, ShareGPT, or PermaCC to share persistent links. Find more information about generative AI tools available at MIT here:

<https://list.mit.edu/ai-tools>

- [Microsoft Copilot](#)

Formerly known as Bing AI or Bing Chat, Microsoft Copilot currently does not provide the means for archiving your chats. Users may still download a file containing the text from their chats, but this file will be missing essential metadata, such as the date of your chat, and if your chat involved a sequence of prompts, you will only be able to export the latest part of your chat.

- [Gemini](#)

Gemini (by Google/Alphabet) allows users to share chats or single prompts using links. However, users with a work or school account with the Gemini for Google Workspace add-on can't share chats.

- [ChatGPT](#)

Users can create links to entire chats, which also include the date it was created. These saved chats do not contain the name of the user who created the chat. The "Copy link" feature in ChatGPT has shown to be unstable at times, so relying on another means for saving your AI conversation might be best.

FAQ: <https://help.openai.com/en/articles/7925741-chatgpt-shared-links-faq>

Note: the ChatGPT "Archive" feature does not enable the sharing of chats through links but rather exists to unclutter users' interface. Archived chats can be found in the settings menu.

- [A.I. Archives example](#)

A.I. Archives is a Google Chrome browser extension that generates unique URLs for conversations with ChatGPT, Bard, or Claude, and lets users share their conversations publicly on the A.I. Archives website. A.I. Archives links contain the tool name, query, date of query, unique ID for archived document, and profile photo or initial of person who queried.

<https://libguides.mit.edu/c.php?g=1353444&p=9994954>

每次**Prompt**的回答都不同，就算紀錄**Prompt**指令內容，下次它也不會生成同樣紀錄。

→在此提供一些保存對話紀錄的方式



What is the meaning of life? Explain it in 5 paragraphs.



The meaning of life is a philosophical question that has been debated throughout history. It is a complex and multifaceted topic, and different people may have different answers depending on their beliefs, values, and experiences. In general, though, the meaning of life is thought to be the reason for which we exist, the purpose that gives our lives significance and direction.



One possible answer to the question of the meaning of life is that it is to seek happiness and fulfillment. This is a common theme in many philosophical and religious traditions, which often emphasize the importance of living a good and virtuous life in order to achieve happiness and fulfillment. For some, this may mean striving for personal growth and self-improvement, while for others it may involve pursuing spiritual enlightenment or a connection with a higher power.

Another possible answer to the question of the meaning of life is that it is to contribute to the greater good. This approach emphasizes the importance of serving others and making the world a better place, whether through acts of kindness, charitable work, or other forms of service. For those who believe in this approach, the meaning of life is not just about individual happiness, but also about making a positive impact on the world and the lives of others.

A third possible answer to the question of the meaning of life is that it is to discover and pursue one's passions and interests. This approach emphasizes the importance of living a life that is authentic and true to oneself, and of pursuing one's passions and interests with enthusiasm and dedication. For those who believe in this approach, the meaning of life is not just about achieving some external goal, but about living a life that is rich, fulfilling, and true to who we are.

In conclusion, the meaning of life is a deeply personal and subjective question, and different people may have different answers. Ultimately, the meaning of life is a mystery that may never be fully understood.



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139



46.1K

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122



抄襲與引用一

學術倫理與著作權之交錯領域

陳月端*

未經授權或非合理使用而就「表達」之重製或改作，除侵害著作財產權外，亦構成學術抄襲；觀念之引用，縱未載明出處，雖不違反著作權法，但可能構成學術抄襲；未遵守引註格式或其他學術論文撰寫規範，但有載明出處，雖符合著作權法合理使用之認定，但亦構成學術抄襲；未實際從事著作之人透過約定成為著作人，雖為著作權法所容許，但卻違反學術倫理；自我抄襲（Self-Plagiarism）在著作權法不會產生任何問題，但卻可能違反學術倫理。違反著作權法之重製或改作行為，當然構成學術抄襲；但並非所有學術抄襲行為，均違反著作權法。法律僅係最低限度之道德標準；學術自有更高之倫理要求。

違反著作權法一定是學術抄襲，未違反著作權法也可能是學術抄襲。

著作權法保障「表達」，如：創造出的文字、影像，

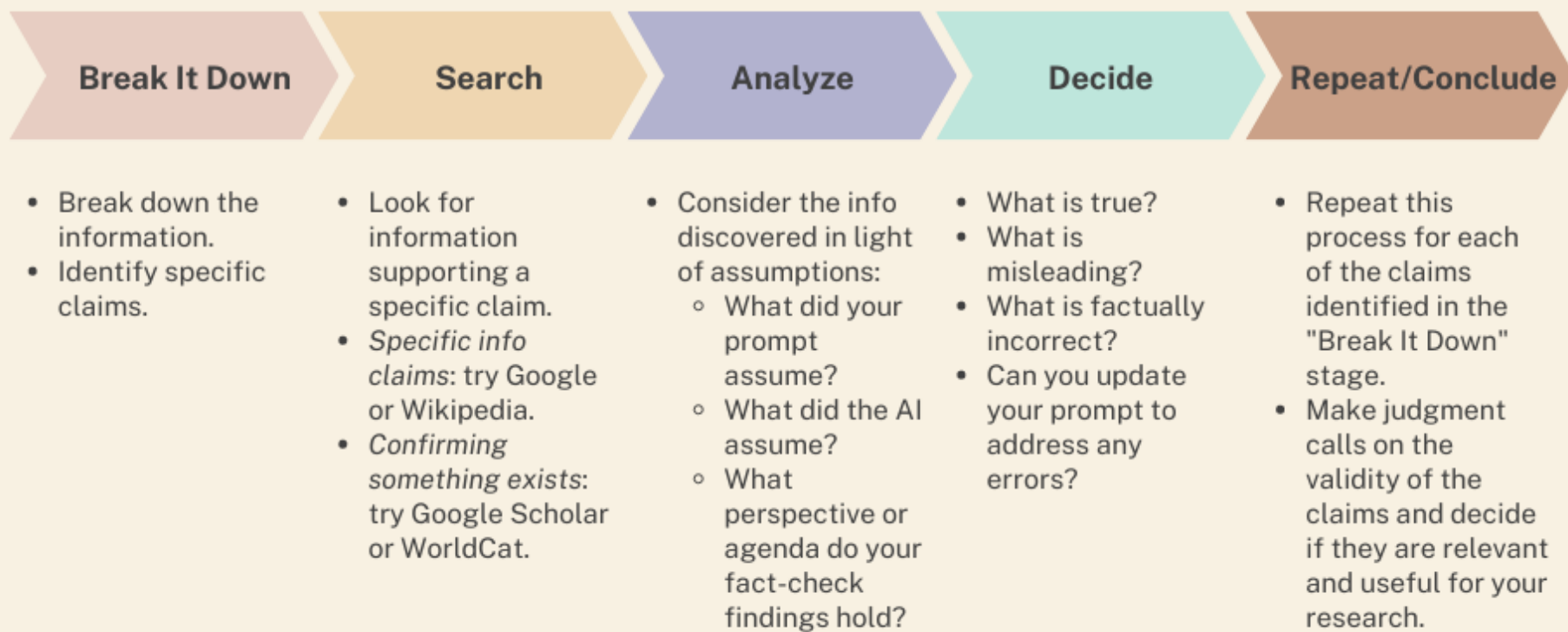
著作權法未保障「觀念」，然而，依照學術倫理，

若參考他人之研究構想、過程、觀念，應說明出處。

ChatGPT基於訓練資料產出的文字，會不會傳達出某人的獨特觀念，直接使用時，便不小心構成學術抄襲？

(3-3) 符合倫理的使用：查核AI生成資訊

AI Fact-Checking



- 基於事實查核方式SIFT
- 停：檢查哪些論述需要佐證資料。
- 使用其他資料來源管道驗證。
- 反思自己的prompt和AI的答案是否有某種假設
- 決定哪些為真，並考慮調整prompt。

PROMPT: 我現在覺得最難的事情是去查證AI生成內容是否正確？如果是完全捏造的可能還算好查證，可以去找真實資料比對。但是如果已經給了一筆資料請他摘要，或是他的答案有附上出處，我反而變得不知道要不要相信他，而還是要自己全部檢查，這樣並沒有比較快。

1. 建立信任但保持質疑的平衡

- 信任來源可靠性：**如果AI生成內容引用了你已經信任的資料來源，例如來自知名學術期刊、圖書館資料庫或政府網站，這些內容可以作為一個初步參考。你不一定需要每次都完全檢查它們，但可以關注摘要是否與你對這些來源的理解一致。

- 保持適當的質疑：**對於你不熟悉的或不知名的資料來源，最好保持質疑，尤其是當AI的摘要過於簡單或與你已有的知識有出入時。這些情況下，可以選擇優先檢查資料。

2. 選擇性驗證

- 關鍵點驗證：**你不需要完全檢查AI生成內容的每一個細節，而是可以挑選關鍵性的數據、論點或結論進行驗證。確認這些關鍵點的準確性後，你可以更放心地使用其他內容。

- 多來源比對：**如果AI提供了單一來源的答案，可能會讓你懷疑其完整性。這時你可以用資料庫檢索或其他工具來交叉比對不同來源的資料。如果多個來源支持AI的總結，那麼該內容的可靠性就更高。

3. 結合AI與資料庫工具

- AI作為第一步，資料庫作為第二步：**可以將AI生成內容作為一個方向指引或初步的概述，而不是最終的答案。你可以利用AI提供的線索、關鍵詞或參考來源，然後在資料庫中進行更深入的查證。

- 資料庫的主導性：**你對資料庫檢索更有主導權，可以快速地轉換關鍵詞和排序機制，這對於你來說是一個優勢。你可以用AI生成的線索去擴展資料庫搜尋，而不是完全依賴AI的摘要。

4. 提高AI結果的透明度

- 要求具體的來源與上下文：**有些AI工具允許你請求更多細節或具體的文獻段落。你可以要求AI提供更具體的引用，例如讓它給出一個完整段落的引用或原文，而不只是簡單的摘要，這樣你可以更快比對其內容的準確性。

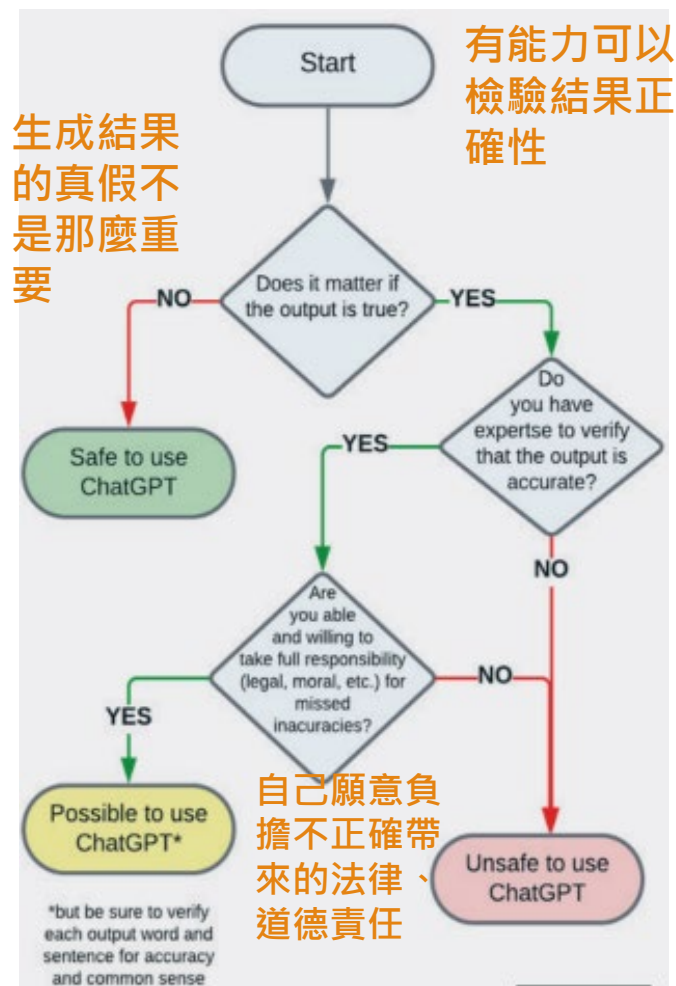
- 關注AI來源的選擇機制：**雖然AI有時並不明確告訴你它如何選擇來源，但你可以關注它的預設資料庫或常用來源，選擇信賴程度較高的AI工具來避免不可靠的信息。

5. 養成快速檢查的習慣

- 檢查出處與引用風格：**AI生成的答案中若有附上出處，可以迅速檢查出處是否符合學術引用標準。如果出處不清晰或無法追溯原文，應提高警覺。

- 確認重要資料的背景：**AI常常生成的是概述性內容，但某些資料需要具體背景才能正確理解。例如數據的年份、研究方法等，這些背景資訊能幫助你更好判斷資料的正確性。

LEVEL 3.ANALYZE & EVALUATE AI



- 對於AI的優缺點已有認識並懷抱正確期待
- 對於要詢問的問題有一定的知識背景

使用AI前

使用AI時

- 有背景知識與邏輯論證能力而能逐步對話
- 知道能同時使用其他資源或工具來多方驗證及學習

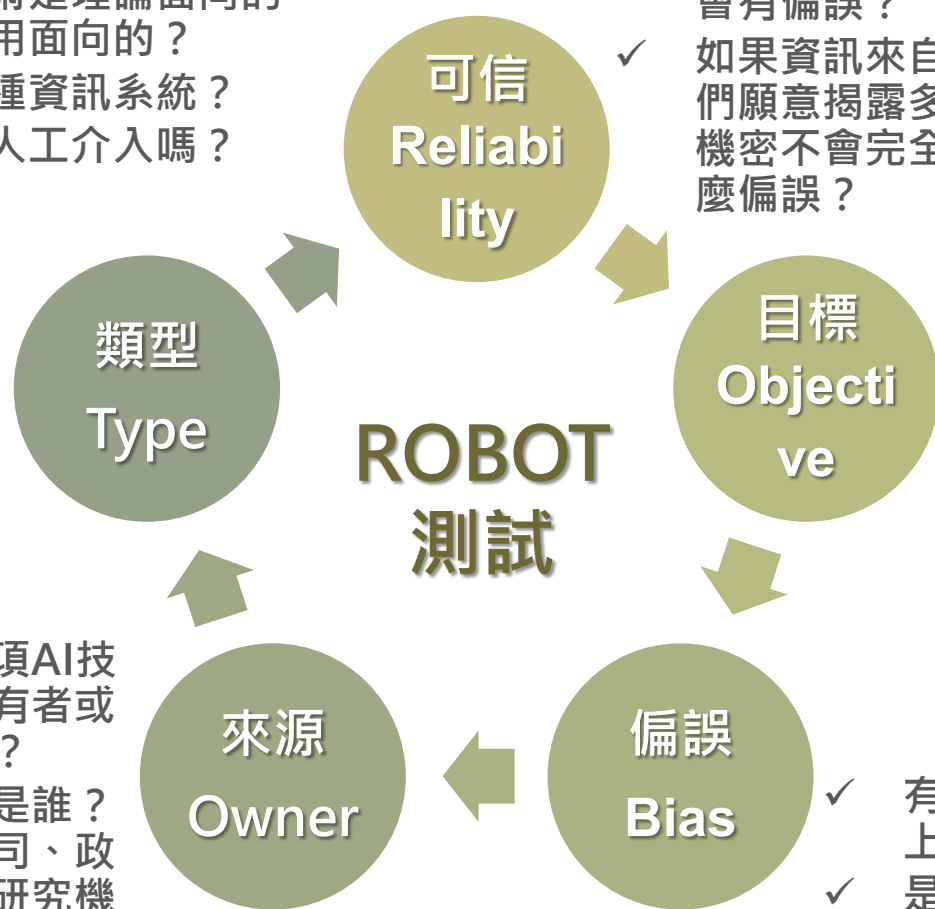
- 具有檢驗能力
- 能展現人的進一步創意與智慧
- 能透明且清楚標示人與AI分別的貢獻

使用AI後

左圖表來自：https://www.iesalc.unesco.org/wp-content/uploads/2023/04/ChatGPT-and-Artificial-Intelligence-in-higher-education-Quick-Start-guide_EN_FINAL.pdf

使用AI的前中後都有展現人類知識與能力的機會，請避免將腦力完全外包給AI！以及請避免過度依賴導致影響學習～

- ✓ 這是什麼類型的AI？
- ✓ 這個技術是理論面向的還是應用面向的？
- ✓ 依賴何種資訊系統？
- ✓ 會需要人工介入嗎？



- ✓ 誰是這項AI技術的擁有者或開發者？
- ✓ 負責人是誰？私人公司、政府還是研究機構？
- ✓ 誰可以接觸到它？使用到它？

- ✓ 此項AI技術可獲得的相關資訊可信度如何？
- ✓ 如果這些資訊不是來自AI技術的負責單位，資訊來源作者是否可信？會不會有偏誤？
- ✓ 如果資訊來自AI技術的負責單位，他們願意揭露多少資訊？是否因為商業機密不會完全公開？資訊是否會有什麼偏誤？

- ✓ 使用AI的目標是什麼？
- ✓ 分享這項AI的目的是什麼？讓更多人知道、說服他人、還是獲得金錢支援？

- ✓ 有什麼可能造成AI技術上的偏誤？
- ✓ 是否有相關的倫理議題？
- ✓ 此技術的資訊來源、負責人和使用者知道這些偏誤和倫理議題嗎？

留意生成式人工智慧 AI 用於學術與研究活動時的 6 個關鍵！

1. 秉持開放與包容的精神



- 學習如何正確使用科技，以提升研究效率。
- 瞭解生成式AI的優點與缺點，避免過度仰賴科技。

2. 具備資訊驗證能力



- 生成式AI的資料來源為既有網路資料，真偽與品質參差不齊。
- 研究者需具備對生成式AI產出之內容具有批判的能力。

3. 堅持學術研究的創新性



- 生成式AI僅能彙整現有資料、編輯文字與修改影像，對知識創新與科學發展有其侷限。
- 研究者將知識內化並從中產生創新見解與發現，才是創造知識新價值的重要關鍵。

4. 秉持學術研究的課責性



- 研究者應對自己的研究行為與產出負全部責任。
- 若直接使用、發表生成式AI產出之文稿，可能產生學術倫理的相關疑慮。

5. 維護學術研究的透明性



- 學術研究要求揭露所有研究過程、步驟、資料來源、協力單位等。
- 運用生成式AI於研究工作時，須注意學術機構、期刊與研討會對技術揭露的規範。

6. 留意可能衍生的法律問題



- 生成式AI的內容是由網路資料產生，該原始資料的著作人可能主張智慧財產權。
- 使用任何科技輔助軟體，都應留意相關的資訊安全及隱私問題。

使用AI之前，建議先思考以下問題

- 刀子可以殺人、也可以用來料理，正確認知工具並將它運用於好的用途。
- 為什麼我在這個場合、情境之下會想要使用AI輔助？使用AI會不會讓我減少學習成長的機會？我可以怎麼使用它讓我同時有好的使用成果又能在它輔助之下有更多學習？
- 這個AI工具背後的訓練資料是什麼？具有什麼功能？為什麼我使用它可以來完成我現在要進行的任務？
- 這個AI工具會不會產生什麼偏見？我提供給它的資料會不會侵犯我或他人的隱私/著作權？我可以怎麼避免這些問題？
- 我在使用前具備哪些已知知識？這些知識是否足夠讓我能去檢驗AI生成答案？或是我可以有什麼方法/工具來交叉檢驗答案？
- 請懷抱試驗精神：
 - 先用熟悉的領域知識來測試與檢驗AI生成結果，來了解這個AI工具的能與不能
 - 同時使用其他資訊資源管道或是其他種AI工具，會不會有其他收穫？或是可能更快更正確？

有許多倫理議題值得進一步關注! 可能是您研究或創業的題材!
(請點選連結初步了解, 可利用圖書館資源查詢更多相關資料)

環境	勞工	隱私權	著作權	偏見與假資訊
<ul style="list-style-type: none">• <u>訓練模型消耗大量電和水</u>• <u>使用也很耗電</u>	<ul style="list-style-type: none">• <u>資料訓練過程的血汗勞工</u>• <u>勞工失業</u>	<ul style="list-style-type: none">• <u>個人資料與隱私保護</u>	<ul style="list-style-type: none">• <u>AI訓練資料侵犯著作權(紐約時報)</u>• <u>AI生成作品的著作權歸屬</u>• <u>訴訟大全</u>	<ul style="list-style-type: none">• <u>強化偏見展現</u>• <u>強化假資訊流傳</u>• <u>增加詐騙</u>• <u>Deep Fake</u>
資訊落差	過度依賴	學術倫理	人機關係	透明度
<ul style="list-style-type: none">• <u>加大資訊落差(對AI的基本認識、付費版本的功能差異)</u>	<ul style="list-style-type: none">• <u>減低大腦認知發展、不利學習</u>	<ul style="list-style-type: none">• <u>陽明交大周倩老師簡報</u>• <u>中興大學孫以翰老師簡報</u>	<ul style="list-style-type: none">• <u>機器的人權與道德責任?</u>• <u>逝者復活的永生問題</u>	<ul style="list-style-type: none">• <u>透明度難題</u>• <u>負責任AI</u>

GLOBAL AI REGULATIONS TRACKER: EUROPE, AMERICAS & ASIA-PACIFIC OVERVIEW

Global AI Regulations Landscape



- 歐盟AI Act於 2024 年 3 月 13 日獲得歐洲議會的贊成票，在2年寬限期後於2026年6月左右全面適用。
- 加拿大正在訂定AI and Data Act (AIDA)
- 巴西正在訂定AI Bill
- 美國以行政命令、法例及擬議法案來進行AI治理
- 其他國家的情況請見全文：
<https://legalnodes.com/article/global-ai-regulations-tracker>

LEVEL 4. CREATE AI

- 思考**AI**與自己的特殊性/不可取代性、如何各自發揮專長的合作出更好的成果？
- 發覺**AI**工具的更多新用途
- 建立自己的**AI**模型/工具
- 提出新的**AI**理論/小研究
- 參與**AI**政策的制定/規劃

UNESCO-Harnessing the era of artificial intelligence in higher education: a primer for higher education stakeholders

<https://unesdoc.unesco.org/ark:/48223/pf0000386670>

Figure 11 – AI Job Postings (% of all job postings) by geographic area, 2014-2022

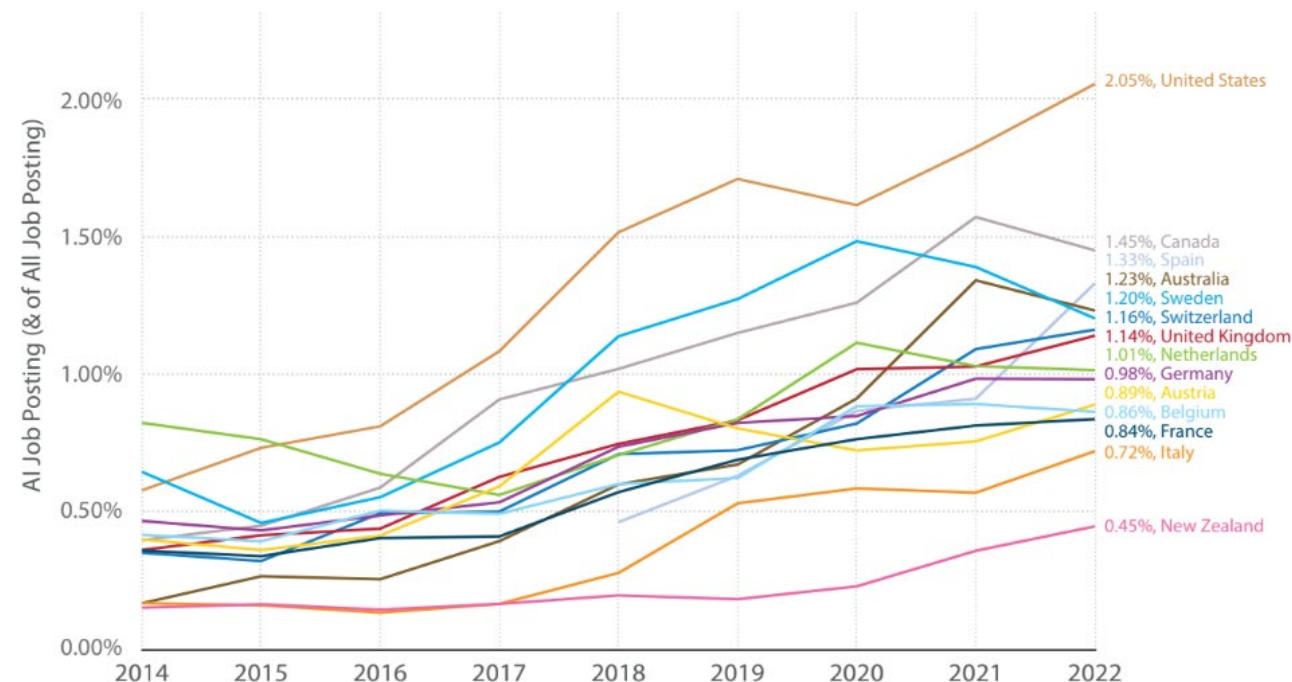


Figure: IESALC | Source: (Stanford University, 2023)

Table 1 – Impact of AI on HE disciplines

In which disciplines will demand for graduates be most positively affected by AI?		In which disciplines will demand for graduates be most negatively affected by AI?	
Computer science	55%	Languages	26%
Medicine	9%	Business and management	14%
Engineering	8%	Law	14%
Business and management	8%	Geography	7%
Allied health	4%	Psychology	5%

Table: IESALC | Source: (Pells, 2019).

Note: only top five disciplines included, responses coded as 'other' excluded. Respondents were able to choose up to three responses.



4. 圖書館現有的AI工具

資料庫檢索

請輸入搜尋詞



輸入資料庫名稱查詢

更多



按主題/名稱/資料類型

• [【試用資料庫】](#)

› [主題瀏覽](#)

› [名稱瀏覽](#)

✓ [資料類型](#)

• [引文索引、研究表現分析](#)

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• [地圖](#)

• [多媒體](#)

• [百科字典、參考工具](#)

• [自學資源](#)

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• [索引摘要](#)

相關連結

- [電子資源常見問題](#)
- [圖書館e學習網](#)

熱門資源

- [月旦知識庫](#)
- [華藝線上圖書館](#)
- [法源法律網](#)
- [Thomson Reuters Westlaw](#)
- [Social Science Citation Index \(Web of Science\)](#)
- [Scopus](#)

【資料庫檢索畫面】

電子資源使用注意事項：

- **使用範圍及目的：**
本館所提供的電子資源與電子期刊，多屬本校訂購之付費資料庫，使用者僅得限於學術研究與教學目的使用，不得進行任何商業或營利之用途。
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請勿短時間大量下載全文，尤其禁止使用任何程式軟體大量下載、列印，情節嚴重可能觸法。
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請妥善保管您的帳號，勿隨意提供他人使用，以確保使用權限的合法性。
- **尊重智慧財產權：**
請尊重智慧財產權，若違反相關規定經查證屬實，讀者須自負相關法律責任，本館有權停止其使用權。
- 問題諮詢 TEL：8237-7066 (校內分機77066) / Email：libnews@nccu.edu.tw

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scopus

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☐ 已選取0 頁碼1 1-10之中的36,940,031 檢索結果

☐ 本館+非本館資源

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資源種類

期刊文章 (34,001,412) ☒

文獻綜述 (1,807,150) ☒

整合查詢

館藏目錄

期刊文獻

資料庫

台灣聯大館藏查詢暨代借

1 資料庫
Scopus
Elsevier Science Publishers.
Amsterdam : Elsevier B. V.; 2004-
[線上可獲得](#)

2 學位論文
商業資料庫與開放取用系統之引文索引比較研究
魯佑敏
國立政治大學; 2013
[線上可獲得](#)

3 期刊文章
Scopus
Archivio antropologico mediterraneo, 2023-06; Dipartimento Culture e Soc
[自行維護](#)

【整合查詢畫面】

請將查詢範圍設定為「資料庫」
或利用左方的「調整檢索結果」
限定資源種類為「資料庫」

SCOPUS AI

資料庫

Scopus

Elsevier Science Publishers.
Amsterdam : Elsevier B. V.; 2004-

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線上檢視

可得全文

Scopus

Scopus收錄清單

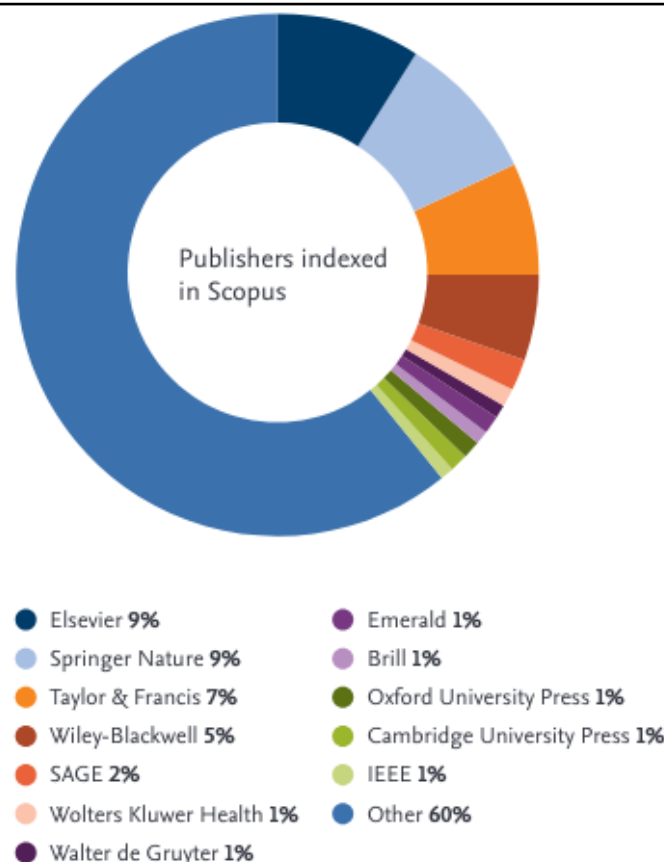
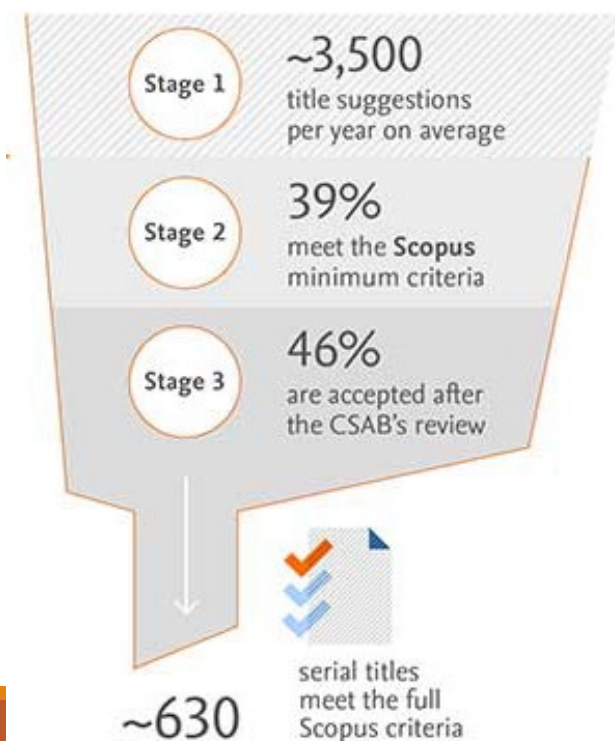


1. Scopus_AI簡介	00:00
2. Scopus簡介	00:07
3. Scopus AI簡介	00:55
4. Chatgpt vs. Scopus AI	01:33
5. Scopus AI的運作	02:10
6. 如何進入Scopus資料庫	03:56
7. Scopus AI功能介紹	04:23

<https://lib.video.nccu.edu.tw/media/377>

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4 The Lancet

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99%
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General Medicine

240,101

1,803

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5 Nature Reviews Drug Discovery

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文獻

作者

搜尋研究人員 (Researcher Discovery)

Organizations

Scopus AI New

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搜尋範圍

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搜尋文獻 *

digital humanities



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篩選條件

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到



作者姓名

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☐ Social Sciences

4,723

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顯示所有摘要

排序

日期 (降冪)

	文獻標題	作者	來源出版物	引用
<input type="checkbox"/> 1	Article • 開放取用 Evol project: a comprehensive online platform for quantitative analysis of ancient literature	Wang, J., Duan, S., Fu, B., Gao, L., Su, Q.	Human Science Communication 291	0
	查看摘要	Find it@NCCU	View at Publisher	相關文獻
<input type="checkbox"/> 2	Article Scenery deconstruction: a new approach to understanding the historical characteristics of Nanjing cultural landscape	Zhang, W., Wang, Y., Fu, L., Hu, Y.	Heritage Science, 12(1), 62	0
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<input type="checkbox"/> 3	Article • 開放取用 Deep image prior inpainting of ancient frescoes in the Mediterranean Alpine arc	Merizzi, F., Saillard, P., Acquier, O., ...Calatroni, L., Dessl, R.M.	Heritage Science, 12(1), 41	0
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- Conference papers 會議論文
- Reports 報告
- Reviews 評論
- Short surveys 簡短的調查
- Data papers 數據檔

ChatGPT的訓練資料內即使有學術資料，也還有其他錯誤資訊，沒有這麼嚴謹的把關。

Conference Reviews and Erratum are not included. We've also taken extensive steps to try to exclude all retracted articles.

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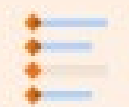
Step 2:

Query formulation



Step 3:

Scopus AI: Vector Search & Result Generation



Step 4:

Language Learning Model (LLM) summary generation



Step 5:

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- 並沒有要取代研究者的**review article**功能，而是用來協助新手研究者、跨領域研究者在一開始找資料時可以更順利。
- 文獻不一定最全面、最好，只是當一個快速的起始點。
- 根據「摘要」和「關鍵字」來挑選出**2003年後的10篇文章**，與引用次數無關。若研究者在摘要和關鍵字中沒有說明清楚全文的研究結果，就會影響Scopus AI的答案。
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- 不會產生虛假答案，如果不知道就會說沒有相關文獻。
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文獻 作者 搜尋研究人員 (Researcher Discovery) 組織 Scopus AI New

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What would you like to learn more about?



Search examples

- What impact do microplastic pollutants have on marine biodiversity in coastal regions?
- How can international cooperation be improved to effectively address global climate change?
- How does chronic sleep deprivation affect cognitive decline in aging populations?



政治大學圖書館

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AI可以幫我辨識研究缺口和選擇論文題目嗎



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Summary

Can AI Help Identify Research Gaps and Choose Dissertation Topics?

AI can indeed assist in identifying research gaps and selecting dissertation topics by leveraging its capabilities in data analysis and pattern recognition. Here are some ways AI can be beneficial:

- Literature Review Automation:** AI can quickly scan and analyze vast amounts of academic literature to identify areas that are under-researched or emerging trends. For instance, in the field of medical devices, AI could analyze existing studies on the reliability of active medical devices and highlight gaps in current standards and guidelines [1](#).
- Trend Analysis:** By examining recent publications, AI can identify trending topics and emerging fields. For example, the use of probiotics in wound healing is a relatively new area of research that AI could flag as a promising dissertation topic [2](#).
- Data-Driven Insights:** AI can process and interpret complex datasets to uncover novel insights. In the context of chronic diseases, AI could analyze data on the relationship between hepatitis B and non-alcoholic fatty liver disease to suggest new avenues for research [3](#).
- Predictive Analytics:** AI can predict future research directions by analyzing citation patterns and funding trends. For example, it could predict that wireless sensing and deep learning algorithms will be significant in the study of neuromuscular diseases like lower back pain [4](#).
- Simulation and Modeling:** AI can assist in creating simulations to test hypotheses in silico before conducting costly and time-consuming experiments. This approach is evident in the use of finite element modeling to study the effects of posterior scleral cross-linking on myopia [5](#).

In summary, AI can significantly streamline the process of identifying research gaps and selecting dissertation topics by automating literature reviews, analyzing trends, providing data-driven insights, predicting future research directions, and assisting in simulation and modeling [1](#) [2](#) [3](#) [4](#) [5](#).

References

- Research on the current situations of reliability and evaluation in Chinese active medical device industry
Zhu J., Yang X., Zheng C., (...), Li Q.
Sheng wu yi xue gong cheng xue za zhi = Journal of biomedical engineering = Shengwu yixue gongchengxue zazhi ↗
2022
- Research progress on the mechanisms of probiotics promoting wound healing
Dong J., Wang X., Bai G., Wang D.
Sheng wu yi xue gong cheng xue za zhi = Journal of biomedical engineering = Shengwu yixue gongchengxue zazhi ↗
2024
- Characteristics, diagnostic and therapeutic strategies for chronic hepatitis B combined with non-alcoholic fatty liver disease
Xu L., Mi Y.Q.
Zhonghua gan zang bing za zhi = Zhonghua ganzangbing zazhi = Chinese journal of hepatology ↗
2020

[Show all 5 references](#)

Foundational documents

❶ No foundational papers for your query found.

Can AI help me identify research gaps and select a thesis topic?

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Summary

Can AI help me Identify research gaps and select a thesis topic?

Yes, AI can significantly aid in identifying research gaps and selecting a thesis topic. Here are some ways AI can help:

- **Automated Literature Reviews:** AI-powered tools, especially those utilizing Natural Language Processing (NLP), can perform rapid and comprehensive literature reviews. These tools can identify emerging trends, gaps, and interconnected themes in the literature, making it easier to pinpoint underexplored areas [1](#) [2](#).
- **Topic Modelling:** Techniques like Latent Dirichlet Allocation (LDA) and BERTopic can analyze large datasets of academic papers to identify common themes and topics. This helps in recognizing the most relevant and trending topics in a specific field, which can guide the selection of a thesis topic [3](#) [4](#).
- **Trend Analysis and Visualization:** AI algorithms can analyze recent articles to identify current research trends. This can help in understanding which topics are gaining traction and which areas might be ripe for further exploration [5](#) [6](#).
- **Research Gap Identification:** AI can automate the identification of research gaps by analyzing the co-occurrence and correlation of key terms in the literature. This method can systematically highlight areas that are less frequently studied but hold potential for novel research [2](#) [7](#).
- **Personalized Recommendations:** AI can provide personalized topic recommendations based on the researcher's interests and the current trends in the field. This ensures that the selected topic is both relevant and aligned with the researcher's capabilities [6](#).

Summary Table

AI Application	Function	Supporting Abstracts
Automated Literature Reviews	Identifies trends and gaps	1 2
Topic Modeling	Recognizes common themes	3 4
Trend Analysis	Identifies current research trends	5 6
Research Gap Identification	Highlights underexplored areas	2 7
Personalized Recommendations	Aligns topics with interests	6

In conclusion, AI tools can streamline the process of identifying research gaps and selecting a thesis topic, making it more efficient and aligned with current academic trends.

References

- 1 Augmenting research: The role of artificial intelligence in recognizing topics and ideas
Agrawal V., Bhardwaj S., Pathak N., (...), Momin M.M.
Utilizing AI Tools In Academic Research Writing 2024
- 2 Machine Learning-Based Approach for Identifying Research Gaps: COVID-19 as a Case Study
Abd-Alrazaq A., Nashwan A.J., Shah Z., (...), Aziz S.
JMIR Formative Research 2024
- 3 Application of Latent Dirichlet Allocation (LDA) to Identify Research Topics in Journal Publications
Rahayu P., Saputra A.J., Nurmaida E., (...), Kraugusteeliana K.
2023 International Conference on Informatics, Multimedia, Cyber and Information Systems, ICIMCIS 2023 2023

Show all 7 references

Foundational documents

30,544 citations
Latent Dirichlet allocation
D.M., Blei, David M., A.Y., Ng, Andrew Y., M.I., Jordan, Michael I.
Journal of Machine Learning Research 2003

86 citations
Topic modeling algorithms and applications: A survey
A., Abdelrazek, Aly, Y., Eid, Yomna, E.K., Gawish, Eman Kamel, (...), A.H., Yousef, Ahmed Hassan
Information Systems 2023

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Topic experts

Antwi-Afari, Maxwell Fordjour M.F.
1,482 citations 3 matching documents 25 h-index

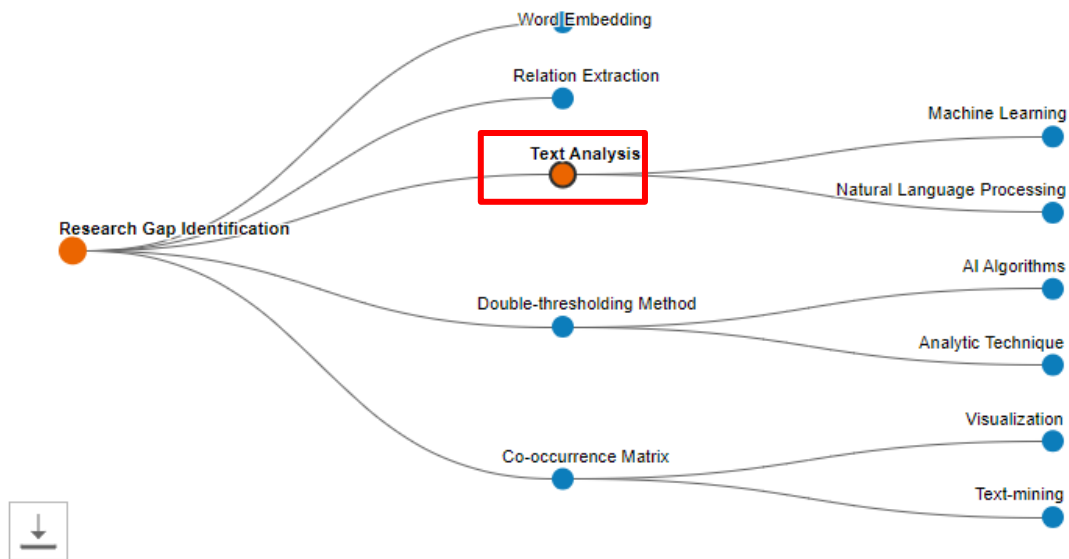
Maxwell Fordjour Antwi-Afari is an expert in the impact of artificial intelligence on organizational justice and project performance, as well as in the analysis of digital twin applications in project operation and maintenance. Their research focuses on the intersection of artificial intelligence and organizational dynamics, making them well-equipped to guide research in identifying gaps and selecting a thesis topic related to AI and its impact on organizational processes.

Preview profile

Falát, Lukáš L.
130 citations 3 matching documents 5 h-index

Lukáš Falát has expertise in the linkage between digital transformation and organizational culture, as well as in human-centricity in Industry 5.0. Their research involves using machine learning and unsupervised topic modeling to explore the impact of digital transformation on various industries. With this expertise, Lukáš is well-suited to assist in identifying research gaps and selecting a thesis topic related to AI's role in digital transformation and its impact on organizational culture.

Preview profile



Linked concept path summary

Research Gap Identification → Text Analysis

Based on the query about identifying research gaps through text analysis, the following insights can be derived from the relevant abstracts:

- **Challenges in Research Gap Identification:** The continuously growing amount of published material makes identifying research gaps increasingly tedious and expensive [1](#). Traditional methods such as literature reviews and expert opinions are time-consuming and prone to bias, especially in rapidly evolving subjects [2](#).
- **Automated Approaches:** A double-threshold procedure and subgraph extraction can assist in automated identification of feasible research gaps [1](#). Machine learning-based approaches, such as BERTopic topic modeling, have been proposed for identifying research gaps through the analysis of scientific literature [2](#).
- **Stakeholder Perspectives:** Stakeholders define research gaps in terms of gaps in information, knowledge/evidence, uncertainties, quality, and patient perspective. Various methods and visualization techniques, such as forest plots and evidence maps, are used to identify and display research gaps in health research [3](#).

Go deeper

↳ How can AI be used to analyze existing literature and identify research gaps?

↳ What are some techniques for using AI to assist in selecting a thesis topic?

↳ How does AI contribute to the process of narrowing down research topics based on existing knowledge gaps?

How can AI be used to analyze existing literature and identify research gaps?

Hide Copilot steps ^

✓ Creating plan to answer your query

✓ Performing natural language search:

- How is artificial intelligence utilized to analyze existing literature and identify research gaps?

✓ Performing keyword search:

- ("artificial intelligence" OR "ai" OR ((machine OR deep) AND learning)) AND ("literature analysis" OR "literature review" OR "literature survey" OR "literature synthesis") AND ("research gaps" OR "research deficiencies" OR "research needs" OR "research shortcomings")

✓ Generating summary

Summary

To analyze existing literature and identify research gaps using AI, several methodologies and tools can be employed:

1. Systematic Literature Reviews (SLRs):

- **Descriptive and Thematic Analysis:** AI can assist in conducting SLRs by using descriptive and thematic analysis to identify trends, gaps, and future research directions. For instance, AI tools can help synthesize knowledge and propose frameworks, such as the MACO framework for supply chain resilience [1](#).
- **Latent Semantic Analysis:** This technique can be used to examine the correspondence between key themes in academic and practitioner discourses, helping to identify research gaps [2](#).

[New search](#)

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I want to know the research trend on higher education from 2018 to 2024

I want to know the research trend on higher education from 2018-2024

Show Copilot steps [v](#)

Summary

Based on the available abstracts, the research trends in higher education from 2018-2024 can be inferred from the following points:

- **Impact of COVID-19:** The COVID-19 pandemic has significantly impacted higher education, leading to a reassessment of future scenarios for teaching and learning [1](#).
- **Global Growth and Challenges:** Globally, there has been a substantial increase in the number of university students, posing challenges such as academic misconduct and the need to adapt to diverse student abilities and digital literacy [2](#).
- **Application of Big Data:** The use of Big Data in higher education has shown a positive impact on improving educational quality and academic performance [3](#).
- **Higher Education in Specific Regions:** Studies have focused on the quantitative growth of higher education in India and the need for increased government expenditure to meet growing demands [4](#).
- **Future Learning Models:** Future trends indicate a shift towards personalized and experiential learning, as well as the integration of advanced educational technologies [5](#).
- **Innovation and Emerging Technologies:** The Horizon Report highlights the influence of emerging technologies on higher education, presenting both opportunities and challenges for educational reform [6](#).

Unfortunately, there is no direct information available on specific research trends in higher education from 2018-2024. However, based on the abstracts, it can be inferred that the trends encompass the impact of the COVID-19 pandemic, global growth and challenges, the application of Big Data, specific regional analyses,

References

- 1 Reimagining the Future of Higher Education Teaching: A Contrastive Evaluation of General Trend Reports and Pandemic-Specific Surveys on Higher Education
Wannemacher K., Lübcke M., Seyfeli-Özhizalan F., Graceva V.
Lecture Notes in Networks and Systems [7](#) 2022
- 2 The Postgraduate Student Perspective on Academic Misconduct in the Era of Essay Mills and Generative AI: A Case Study from Northeast England
Strachan R., Oguna C., Oruche U.
IEEE Global Engineering Education Conference, EDUCON [7](#) 2024
- 3 Using Big Data in higher education: a systematic review of the literature from 2019-2023
Segundo M.O.G., Airtion M.R.J., Daniella F.C.X., Emilyn B.B.A.
RISTI - Revista Iberica de Sistemas e Tecnologias de Informacao [7](#) 2024

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Foundational documents

2,955 citations

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Summary references

Reference [2](#) • 0 citations

The Postgraduate Student Perspective on Academic Misconduct in the Era of Essay Mills and Generative AI: A Case Study from Northeast England [7](#)

Strachan, R. [7](#), Oguna, C. [7](#), Oruche, U. [7](#)

IEEE Global Engineering Education Conference, EDUCON [7](#) 2024

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Reference [3](#) • 0 citations

Using Big Data in higher education: a systematic review of the literature from 2019-2023 [7](#)

Segundo, M.O.G. [7](#), Airtion, M.R.J. [7](#), Daniella, F.C.X. [7](#), Emilyn, B.B.A. [7](#)

RISTI - Revista Iberica de Sistemas e Tecnologias de Informacao [7](#) 2024

Show abstract [v](#)

Reference [4](#) • 0 citations

Higher Education Landscape in India: Government Expenditure and Its Implications on Growth and Access [7](#)

Borthakur, P. [7](#), Nath, S.K. [7](#), Chakraborty, S. [7](#)
Space and Culture, India [7](#) 2024

Show abstract [v](#)

Reference [5](#) • 3 citations

The future of student life: learning [7](#)

King, K. [7](#)

On the Horizon [7](#) 2017

Show abstract [v](#)

Explore topics and discover relevant references since 2003 [How it works](#)

Can I get all the papers on tik-tok from the journal "Online Social Networks and Media"



Can I get all the papers on tik-tok from the journal "Online Social Networks and Media"

[Hide Copilot steps](#) ^

✓ Creating plan to answer your query

✓ Performing keyword search:

- ("tik-tok" OR "tiktok" OR "social media" OR "video sharing")

✓ Generating summary

確定有，但是從摘要無法判斷刊名，於是無法回答

Summary

I'm sorry, but there are no papers specifically from the journal "Online Social Networks and Media" on TikTok. However, there are several academic abstracts that discuss TikTok and its impact on various aspects of society and media. Here's a breakdown of the relevant information from these abstracts:

- **TikTok in Chinese Airlines:** One paper investigates the use of TikTok in Chinese airlines, focusing on its influence on service levels and economic benefits [1](#).
- **TikTok in Physical Education:** Another paper explores the application of TikTok in physical education, highlighting its impact on students' interest and the quality of education [2](#).
- **TikTok for Poverty Alleviation:** A study examines the use of TikTok for poverty alleviation, identifying influencing factors and strategies for promoting the spread of TikTok videos related to e-commerce poverty

References

- 1 Analysis and Research on Operation of Tik Tok Accounts of Chinese Airlines
Pan C., Chi R.
Proceedings of 2020 IEEE 2nd International Conference on Civil Aviation Safety and Information Technology, ICCASIT 2020 2020
- 2 Application of tik tok in physical education
Liao Y.
ACM International Conference Proceeding Series 2021

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What's the characteristic of Gen Z? I only want the result from top tier journal



What's the main characteristic of Gen Z? I only want the result from top tier journal

[Hide Copilot steps](#) ^

✓ Creating plan to answer your query

✓ Performing keyword search:

- ("generation Z" OR "gen Z" OR "post-millennials" OR "iGen") AND (characteristics OR traits OR behaviors OR attitudes)

✓ Generating summary

應該有，但是從摘要無法判斷top tier，於是無法回答

Summary

I'm sorry, but none of the provided abstracts directly address the main characteristic of Generation Z from a top-tier journal. However, based on the information available, we can infer some key characteristics of Gen Z from the provided abstracts:

Key Characteristics of Gen Z:

1. **Digital Natives:** Gen Z is characterized by being digitally native, heavily influenced by digital technologies and social media [1](#) [2](#) [3](#) .
2. **Entrepreneurial Drive:** They exhibit an entrepreneurial drive and a quest for learning and development [4](#) .
3. **Tech-Addiction:** The prevalence of technology and social media has led to the consideration of tech-addiction as a significant dimension of their personality traits [5](#) .

References

- 1 The Application of Digital Technology and the Learning Characteristics of Generation Z in Higher Education
Alruthaya A., Nguyen T.-T., Lokuge S.
ACIS 2021 - Australasian Conference on Information Systems, Proceedings ↗
2021
- 2 Twelve tips for interfacing with the new generation of medical students: iGen
Lerchenfeldt S., Attardi S.M., Pratt R.L., (...), Taylor T.A.H.
Medical Teacher ↗ 2021

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Could you provide an overview of the current state of academic ethics policies, regulations, and practical research related to generative AI?



Could you provide an overview of the current state of academic ethics policies, regulations, and practical research related to generative AI?

[Show Copilot steps](#) ✓

Summary

I'm sorry, but none of the provided abstracts directly address the current state of academic ethics policies, regulations, and practical research related to generative AI. Therefore, I am unable to provide a response based on the given abstracts.



Expanded summary



Go deeper

↳ What are the key ethical considerations in the development of generative AI technologies?

↳ How do academic institutions regulate the use of generative AI in research and experimentation?

有時輸入的問題未能得到答案，但是點選推薦的其他問題就能得到答案。

建議可以多變換問題，試著提供多種脈絡資訊來測試看看不同的答案。

也可以AI問答一個階段後回到資料庫查詢頁面，閱讀一些文獻後，再根據新獲得的新知來此繼續問答。

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New query

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US Economic Threats - August 21, 2024



Explain the biggest economic threat for the United States in the next few years. Is government debt a risk for investments?

August 21, 2024

U.S. Government Debt trillion\$ 34	U.S. Debt-to-GDP Ratio High	Perception of U.S. Treasury Bonds Safe
---------------------------------------	--------------------------------	---

The biggest economic threat for the United States in the next few years is likely the risk of defaulting on its government debt. The U.S. debt has surpassed \$34 trillion in 2024, with the debt ceiling being a recurring issue ¹ ² . A default on government debt could have disastrous economic effects, including a shrinking GDP, millions of jobs lost, reduced stock prices, increased treasury yields, and higher mortgage rates ¹ .

Government debt is indeed a risk for investments, but paradoxically, U.S. treasury bonds are still perceived as one of the safest investments on the market despite the country's high debt-to-GDP ratio ² . However, if the U.S. were to default on its debt, it could face a downgrade in its credit rating, making it more expensive for the country to borrow money and potentially affecting investor confidence ¹ .

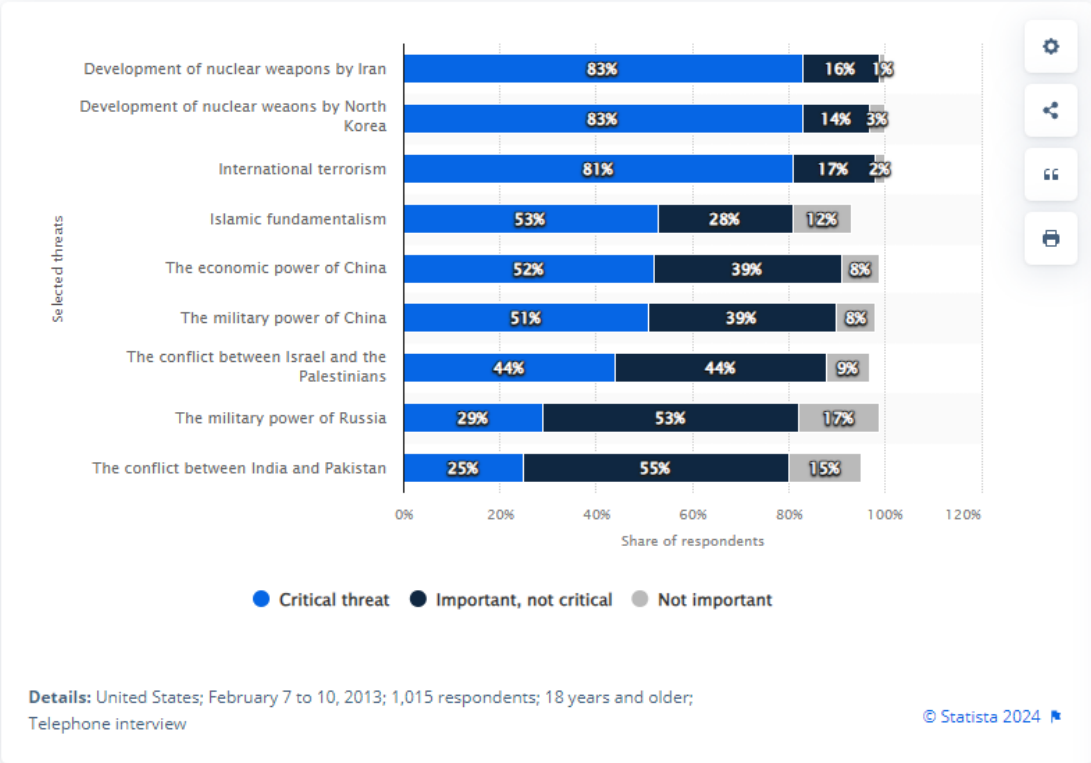
It's worth noting that while government debt is a significant concern, Americans view other issues as more critical threats. A 2021 Gallup poll found that cyberterrorism, nuclear weapons development by North Korea and Iran, and international terrorism were considered more critical threats than economic issues ³ .

Sources

- ¹ Statistics and facts on the debt ceiling in the U.S.
Source: Statista Update: July 3, 2024 Content: Topic
- ² Statistics and facts on national debt of the U.S.
Source: Statista Update: July 29, 2024 Content: Topic
- ³ The Greatest Threats To The U.S. in the Next Few Years
Source: Gallup Update: March 29, 2021 Content: Infographic

New query

Public opinion on the most significant threats to vital interests of the U.S., as of 2013



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Survey by
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Survey name
In U.S., 83% Say North Korean Nukes Are a Critical Threat

Published by
Gallup

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[gallup.com](https://www.gallup.com)

Release date
February 2013

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The Greatest Threats To The U.S. According To Americans

The most critical threats to the U.S. over the next decade, as cited by U.S. adults

Cyberterrorism/use of computers to cause disruption/fear in society	82%
Development of nuclear weapons by North Korea	77%
Development of nuclear weapons by Iran	75%
International terrorism	72%
Spread of infectious diseases throughout the world	72%
The economic power of China	63%
Global warming or climate change	58%
Large numbers of immigrants entering the U.S. illegally	46%
The military power of Russia	44%
Conflict between the Israelis and Palestinians	32%
Conflict between China and Taiwan	30%

n=1,021 adults (Feb 3-18, 2021)
Source: Gallup

EXTENDED QUERY RECOMMENDATIONS



Impact of U.S. default on global economy

What would be the potential impact of a U.S. government debt default on the global economy?

Investor confidence in U.S. treasury bonds

How has investor confidence in U.S. treasury bonds been maintained despite the high debt-to-GDP ratio?

Comparison of economic threats

How does the perceived threat of government debt default compare to other critical threats such as cyberterrorism and nuclear weapons development?

Mitigation strategies for U.S. government debt risk

What are the potential strategies to mitigate the risk associated with U.S. government debt for both domestic and international investors?

Public perception of economic threats

How has public perception of economic threats evolved since the 2021 Gallup poll, and what factors contribute to these changes?

CURATED CONTENT RECOMMENDATIONS

Statistics and facts on the debt ceiling in the U.S.



Topic • July 3, 2024

Statistics and facts on national debt of the U.S.



Topic • July 29, 2024

The Greatest Threats To The U.S. According To Americans



Infographic • March 24, 2021

Public opinion on the most significant threats to vital interests of the U.S., as of 2013



Statistic • July 5, 2024

Yields on two-year government bonds in the seven largest economies worldwide from January 2020 to March 2023, by country



Statistic • April 25, 2023

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Example questions:

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→

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AI generated content: quality may vary

Can AI help me identify research gaps and select a thesis topic?



Artificial Intelligence (AI) can indeed assist in identifying research gaps and selecting a thesis topic. A systematic literature review on HRM(AI) identified noticeable research gaps, such as the unequal distribution of previous HRM(AI) research, absence of sound theoretical frameworks, and minimal research linking HRM(AI) to organizational outcomes [6]. Additionally, a study on doctoral theses in the field of blended learning analyzed research topics to identify gaps and opportunities for future research [1]. These findings suggest that AI can be utilized to analyze existing literature, identify gaps in research topics, and propose new areas for exploration. By leveraging AI tools for data analysis and pattern recognition, researchers can efficiently navigate through vast amounts of information to pinpoint gaps in existing research and select relevant thesis topics. In conclusion, AI can play a crucial role in streamlining the process of identifying research gaps and selecting a thesis topic by analyzing existing literature and highlighting areas for further investigation.

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Using your query, I searched the Web of Science Core Collection for documents with topic "AI", "research gaps" and "thesis topic" and found 96,226 results.

I have used the document information and abstracts from 8 of these to answer your query and introduce you to the relevant research. You can view more about the documents by clicking the references in the response. To view the full set of results, click on 'View additional documents relevant to this response' at the end of the list.

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📊 Documents over time graph for artificial intelligence
See patterns in publishing on this topic

🔗 See related and connected concepts
Topic Map

👤 See
Most

I want to know about seminal papers on Artificial Intelligence

How has AI been utilized in academic research to ic

Are there any case studies where AI has significantly improved the efficiency of thesis topic selection?

AI可以幫我辨識研究缺口和選擇論文題目嗎



人工智慧 (AI) 確實可以協助識別研究缺口並選擇論文題目。對於人力資源管理 (AI) 的系統文獻回顧確定了明顯的研究缺口，例如缺乏堅實的理論框架和有限的實證研究將人力資源管理 (AI) 與組織結果聯繫起來[6]。此外，一項關於混合學習領域博士論文的研究分析了研究主題，以確定缺口和未來研究機會[1]。這些發現表明，AI可以用於分析現有文獻，識別缺乏理論基礎的領域，並突出潛在探索的研究缺口。通過利用AI工具進行文獻回顧和分析，研究人員可以有效地找出知識缺口並選擇有助於解決這些缺口的論文題目。總之，AI可以在引導研究人員識別研究缺口並選擇相關論文題目方面發揮關鍵作用，方法是通過分析現有文獻並突出進一步探索的領域。

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View 8 referenced documents

What would you like to see next?

📊 Documents over time graph for artificial intelligence
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🔗 See related and connected concepts
Topic Map

👤 See top authors on this topic
Most cited and connected authors

我想了解人工智能的重要論文

AI可以幫助我們識別研究缺口和選擇論文題目嗎？

AI如何分析文獻以發現研究缺口？

Topic maps can help you see the big picture, explore more specific topics and learn terminology in a field.

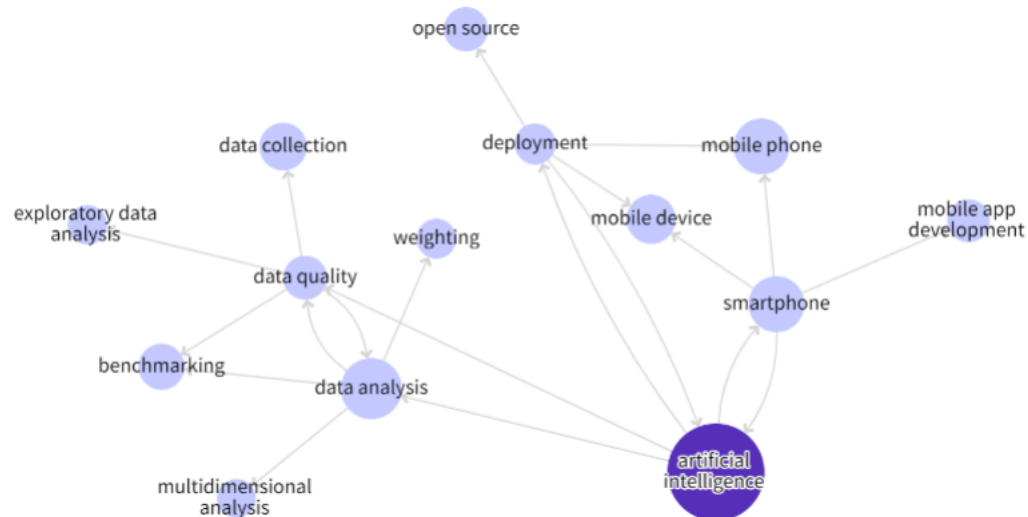
This topic map shows the relationship between topics, determined by documents covering the same topics. The size of the bubble indicates how many documents are on this topic while the arrows show which topics reference each other.

Topic map for artificial intelligence:

View topic map

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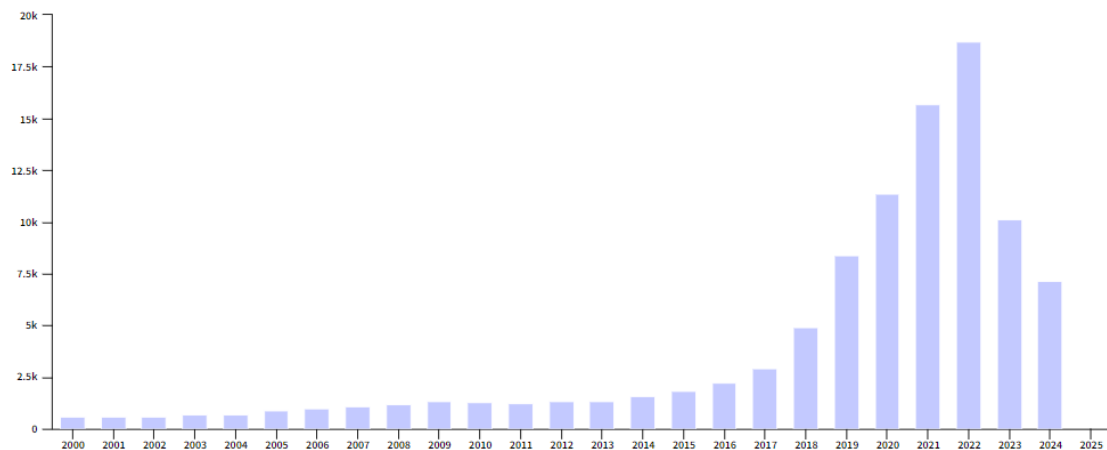
Documents over time graph for artificial intelligence

A chart of documents published over time on a specific topic provides insights into research trends, historical context, and the impact of scholarly work. It helps identify emerging subtopics, collaborative networks, and shifts in interest.

Documents over time graph for artificial intelligence:

Number of Years 25 ▼

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Here are the top authors on the topic of artificial intelligence:

Zadeh, Lofti A.

University of California Berkeley
Web of Science Researcher ID: EGW-5770-2022

Topics (10)

Fuzzy Fuzzy logic Perception Computing Logic Soft c >

Hinton, Geoffrey E.

Google AI
Web of Science Researcher ID: CTD-1281-2022

Topics (10)

Neural network Unsupervised learning Nervous system Art >

許多資料庫廠商已在開發與測試AI功能 不過新功能未必能應用在所有資料且有些功能需要另外付費採購

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What is ecocriticism and which works are considered foundational? ➤

How might Orwell and Wells view developments in artificial intelligence?

What is the main difference between Byron's and Wordsworth's poetry? ➤

Can you give me some examples of social protest in literary works?

What is ecocriticism and which works are considered foundational?

Ecocriticism is a literary and cultural theory that emerged in the late 20th century and focuses on the relationship between literature and the environment. It is an interdisciplinary field that examines how literature and other forms of cultural expression engage with, represent, and comment on the natural world and environmental issues. Ecocriticism can encompass a wide range of literary works, from poetry to novels, and can also be applied to film, art, and other cultural expressions. Some foundational works and theorists in ecocriticism include: Rachel Carson's *Silent Spring* (1962), Joseph Meeker's *The Comedy of Survival: Literary Ecology and a Play Ethic* (1974), Cheryl Glotfelty's *The Ecocriticism Reader: Landmarks in Literary Ecology* (1996), and Lawrence Buell's *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture* (1995).

This answer is AI generated, based on the following 6 sources:

[1] JOURNAL ARTICLE Online PDF
Ecocriticism in Modern English Literature
By Al Fawareh, Abdalaziz Jomah; Dakamsh, Nusaibah J; Alkolur, Ahmad Mohd - 2023
Ecocriticism these days is indeed a relatively new revisionist and reformist trend that has dominated the ecological point of view in recent English literature worldwide. The ecological perspective constructed under Eco-criticism delineates the nature-human alliance in both detrimental and constr...

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[2] JOURNAL ARTICLE Online PDF
Confronting Catastrophe: Ecocriticism in a Warming World
By Rigby, Kate - 2014
Reflecting on the "relative absence in ecocriticism of its most serious issue," in his *Cambridge Introduction to Literature and Environment* (2011), Timothy Clark rightly predicted that this "must be set to change": the trickle of publications addressing climate change in a direct and sustained wa...

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[3] JOURNAL ARTICLE Online PDF
Earth in the Balance: The Commodification of the Environment in The Eye of the Earth and Delta Blues & Home Songs
By Nwagbara, Uzoechi - 2012
Ecopoetry or ecocriticism is a burgeoning pattern of literary criticism that gained popularity about two decades ago on the heels of the groundbreaking work by Cheryl Glotfelty and Harold Fromm. In their own perspective, "ecocriticism is the study of the relationship between literature and the a...

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[4] DISSERTATION
Toward a literary geography of the consequences of climate change in U.S. fiction
By Collins, Rachel Ann - 2012
Lawrence Buell's foundational work on ecocriticism is the broadest guiding principle that the nonhuman environment deserves attention as a presence that human history is implicated in...

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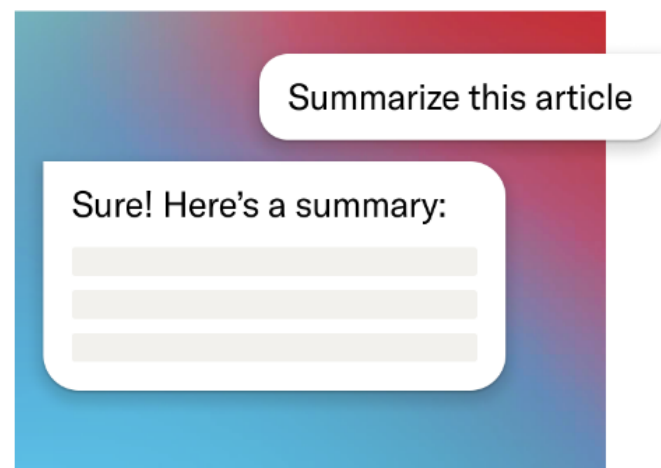
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Our interactive research tool uses AI and other advanced technologies to help people work more efficiently and effectively. This beta feature will appear on the content page for journal articles, book chapters, and research reports, and as an option in addition to JSTOR's standard keyword search. The tool helps you do the following:

<https://about.jstor.org/gen-ai/>

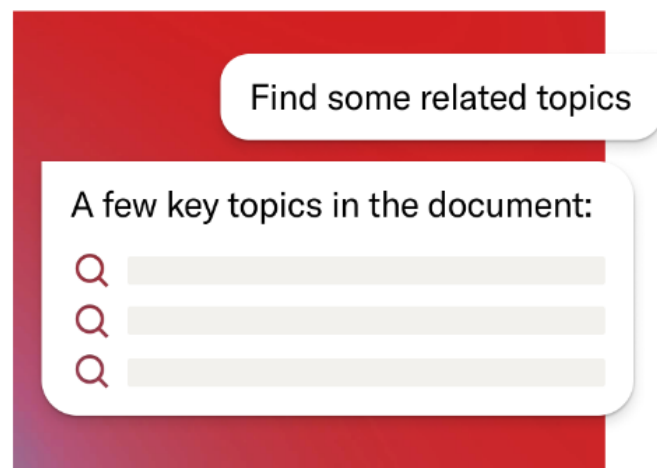
使用 OpenAI 的 gpt-3.5-turbo、Anthropic 的 Claude 3 Haiku 和開源的全 MiniLM-L6-v2 句子轉換器模型。

Assess content relevance



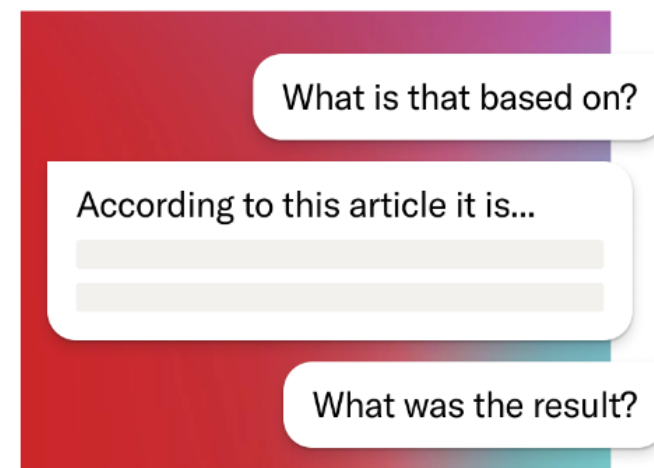
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^ How can ChatGPT be useful for content creators?

ChatGPT can greatly facilitate research writing and other creative pursuits like filmmaking and book writing. It can help content creators be more creative and productive by providing access to ideas and knowledge. However, the extent to which ChatGPT can be useful depends on how good it can get in terms of human-AI complementarity. The ethical boundaries of using ChatGPT as a tool for content creation also need to be navigated.

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How well does this answer the question? ☆ ☆ ☆

✓ What concern is raised regarding the use of ChatGPT by academics?

✓ What is the nature of ChatGPT as a tool?

✓ How can the use of ChatGPT be explored in industry?

✓ What are the major challenges posed by ChatGPT?



ELSEVIER

International Journal of Information Management

Volume 71, August 2023, 102642



Opinion Paper: “So what if ChatGPT wrote it?” Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy ☆



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Key Takeaways

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Points Discussed

Biases or Limitations

Purpose

Summarize

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- 國際電信聯盟 (ITU): AI倫理與隱私
- 經濟合作與發展組織 (OECD): AI政策
- 歐盟委員會 (European Commission): AI Act
- 世界經濟論壇 (WEF): AI技術發展
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頁碼 1 1-10 之 13 找到的資料庫適用於 研究報告

1 ABI/INFORM Collection

University Microfilms International.

Ann Arbor, Mich. : University Microfilms International; [1999]

Title from home page screen. (Viewed on Mar. 4, 2002)

Search 1000 premier worldwide business periodicals for information on advertising, marketing, economics, human resources, finance, taxation, computers, and more. Also, information on 60,000+ companies.

本資料庫是世界著名的商業、經濟管理期刊全文資料庫。收錄1971年至今全球1000多家著名出版機構，共計超過8,500多種商業經濟與管理性學術期刊(含7,100多種全文刊物)、行業雜誌、學位論文、市場報告、產業報告、國家報告、商業案例、公司資料、與財經報紙的內容，是商業學術理論與實踐領域的頂級資源。

[線上可獲得](#)



2 Academic search complete

Ebsco Subscription Services.

Ipswich, Mass. : EBSCO Publishing.; Began in 2007?; 2007

Title from database information screen (viewed Apr. 20, 2007).

A scholarly, multidisciplinary database providing indexing and abstracts for over 10,000 publications, including monographs, reports, conference proceedings, and others. Also includes full-text access to over 5,000 journals. Offers coverage of many areas of academic study including: archaeology, area studies, astronomy, biology, chemistry, civil engineering, electrical engineering, ethnic & multicultural studies, food science & technology, general science, geography, geology, law, mathematics, mechanical engineering, music, physics, psychology, religion & theology, women's studies, and other fields.

學術性綜合學科全文資料庫，為全球最大的綜合性學科全文資料庫之一，主題範疇涵蓋多元化之學術研究領域。

[線上可獲得](#)



3 Advanced technologies & aerospace database

ProQuest (Firm)

Ann Arbor, MI : ProQuest LLC; Began in the 2000s.; 2000?-

ProQuest databases.; ProQuest SciTech collection.; ProQuest technology collection.

收錄自1916年以來3,578多種資源包含學術期刊、雜誌、技術報告、書籍、會議論文等；2342種為全文期刊，主題涵蓋：商業經濟、人文社會、醫藥學、航空航天工程、通訊、生物工程、水資源與海洋學、環境科學、土木工程、電腦科學、材料科學等廣泛領域。

Advanced Technologies & Aerospace Collection provides full-text access to scholarly journals, trade and industry journals, magazines, technical reports, conference proceedings, government publications, and more in the areas of aeronautics, astronautics, computer & information technology, electronics, communications, solid state devices, and space sciences. It can also be searched as part of the Technology Research Database.

[線上可獲得](#)



4 Agriculture science database.

ProQuest (Firm) publisher



2. 重要新聞、雜誌、期刊資源→請善用圖書館電子資源

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<ul style="list-style-type: none">• MIT Technology Review• Wired• The New York Times - Technology Section• The Guardian - Technology Section	<ul style="list-style-type: none">• EdTech Magazine• The Chronicle of Higher Education• The Times Higher Education• Education Week	<ul style="list-style-type: none">• Harvard Business Review• Forbes - AI Section• Bloomberg - Technology Section• The Financial Times• The Wall Street Journal - Technology Section	<ul style="list-style-type: none">• Law Technology Today• The Artificial Lawyer• The National Law Journal• Law.com
<ul style="list-style-type: none">• Nature Machine Intelligence• IEEE Transactions on Neural Networks and Learning Systems• Journal of Artificial Intelligence Research	<ul style="list-style-type: none">• Computers & Education• British Journal of Educational Technology	<ul style="list-style-type: none">• Journal of Business Research	<ul style="list-style-type: none">• Stanford Law Review• The Yale Journal of Law & Technology

* 藍色字體為學校有訂購, 設有連結

* 可以利用[JCR](#)或[Scopus](#)來查詢更多高品質英文期刊

* 中文期刊請利用[CNKI](#)與[華藝線上圖書館](#)

* 更多中英文新聞雜誌請見【[雜誌新聞線上](#)看】

3. 利用SCOPUS建立搜尋結果追蹤以獲得最新高品質研究進度 (您也可以使用其他資料庫的這個功能來同時訂閱多個新知管道)



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作者

搜尋研究人員 (Researcher Discovery)

組織

Scopus AI New

搜尋提示 ⓘ

搜尋範圍

論文名稱、摘要、關鍵字



搜尋文獻 *

AI literacy



AND



搜尋範圍

論文名稱、摘要、關鍵字



搜尋文獻

higher education



OR



搜尋範圍

論文名稱、摘要、關鍵字



搜尋文獻

academic writing



OR



搜尋範圍

論文名稱、摘要、關鍵字



搜尋文獻

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ai literacy higher education a

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設定搜尋通知

(TITLE-ABS-KEY(AI literacy) AND TITLE-ABS-KEY(higher ...

顯示更多

新知通報名稱 *

ai literacy higher education academic

電子郵件地址 *

crko@nccu.edu.tw

用分號、逗號或空格分隔電子郵件地址

頻率

每星期

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245 篇文獻結果

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[設定新的搜尋新知通報](#)

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儲存日期	新知通報名稱	搜尋	頻率	最後一次執行日期	操作	狀態
1. 30 Sep 2024	ai literacy higher education academic	(TITLE-ABS-KEY(AI literacy) AND TITLE-ABS-KEY(higher education) OR TITLE-ABS-KEY(academic writing) OR TITLE-ABS-KEY(academic ethics))	每週	30 Sep 2024 檢查新搜尋結果		<input checked="" type="radio"/> 活躍 <input type="radio"/> 不活躍
2. 29 Apr 2024	chatgpt policy	TITLE-ABS-KEY(chatgpt policy)	每週	23 Sep 2024 檢查新搜尋結果		<input checked="" type="radio"/> 活躍 <input type="radio"/> 不活躍
3. 26 Mar 2024	ai academic integrity higher education	TITLE-ABS-KEY(AI "academic integrity" "higher education")	每週	24 Sep 2024 檢查新搜尋結果		<input checked="" type="radio"/> 活躍 <input type="radio"/> 不活躍
4. 26 Mar 2024	AI literacy higher education	TITLE-ABS-KEY("AI literacy" "higher education")	每週	24 Sep 2024 檢查新搜尋結果		<input checked="" type="radio"/> 活躍 <input type="radio"/> 不活躍
5. 26 Mar 2024	information literacy research acrl	TITLE-ABS-KEY("information literacy" "research" acrl)	每週	24 Sep 2024 檢查新搜尋結果		<input checked="" type="radio"/> 活躍 <input type="radio"/> 不活躍

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- 請先登入您的借閱證帳號密碼(有些資料庫會需要設定VPN)，確認資料庫頁面上方有出現政治大學等字樣，才代表有登入成功。
- 若平常都可以登入成功，突然無法登入，請您先清除瀏覽器Cookies後登入看看。
- 使用線上期刊時，請留意不同資料庫收錄的期刊年代和卷期號範圍不同，選擇您需要的年代範圍的資料庫進入使用。
- 若您在Google scholar查到一篇期刊文章要付費後才能觀看全文，先別付費！
 - 建議您先將該文章題名也來圖書館的學術資源探索系統查看看，也許就會發現圖書館已付費採購了~
 - 可以根據Google scholar這篇文章的網址出現的網域來推論它被收錄於哪個資料庫，再去該資料庫查詢看看~
 - 提醒您設定Google scholar圖書館連結政大！這樣可以增加您在Google scholar查到電子全文的機會！
- 古籍、檔案史料、統計資料、商業報告、法律判例等專業資料，建議您記住幾個領域內重點資料庫，直接使用這些資料庫查詢。
- 請勿大量下載！以及不要將您的帳密提供給校外人士使用！資料庫廠商合約只限校內教職員生使用！