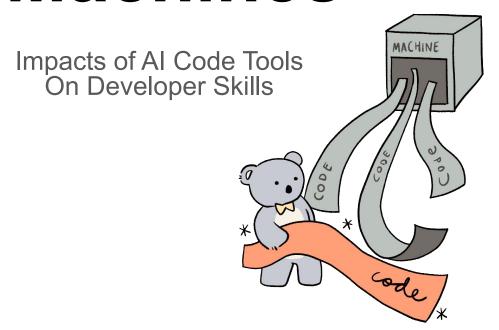


FFConf, Brighton 2025-11-14 CC BY-NC-ND Eda Eren & Jessica Rose Slide art by <u>Kiri</u>

Forgetting Machines



Hi, I'm Eda!

- Passionate about how our understanding of humanities can make us better technologists
- Code Your Future Volunteer
- Happy to chat if you're hiring developers who love to learn

: rivea0.github.io

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Hi, I'm Jess



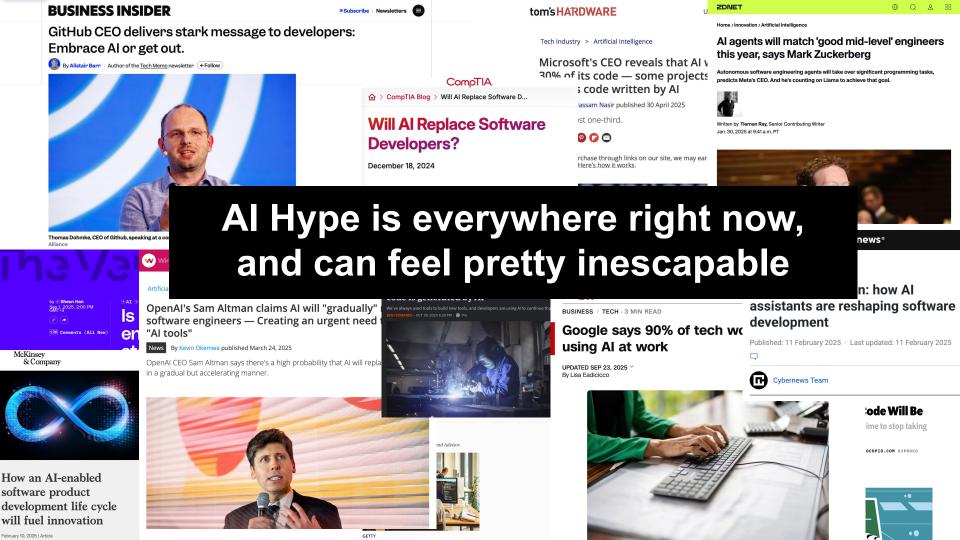
: jessica.tech

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- Works in developer outreach and education
- Co-founded <u>Bad Website Club</u>, a free online webdev bootcamp
- Loves languages*
- Always excited to hear about what you're excited about or to see pet photos. Find me online and say hello!

★ Please do not tell me anything interesting about your language, I am interested in everything and have no self control



First, let's look at how LLMs produce code at a highly simplified level

MACHINE

- Datasets of code are collected
- Models are trained on the data
- Users query the model
- When the model is given a query it produces output based on pattern and frequency matching with what the model has most often "seen" in it's datasets, in contexts it "thinks" are connected to the query



Learning happens when new neural pathways in our mind are built and when existing pathways are strengthened through use and connected to each other.

We can think of this as hedge maze, with the existing connections being the current pathway through the maze. And to create a new connection, we would need to push through the bush to create it and keep using the new path to widen and establish it.

Like pushing through a hedge maze, the first part of establishing a new neural pathway involves a little friction to build it.





Declarative learning:

You know information that you can recall and describe

Procedural learning:

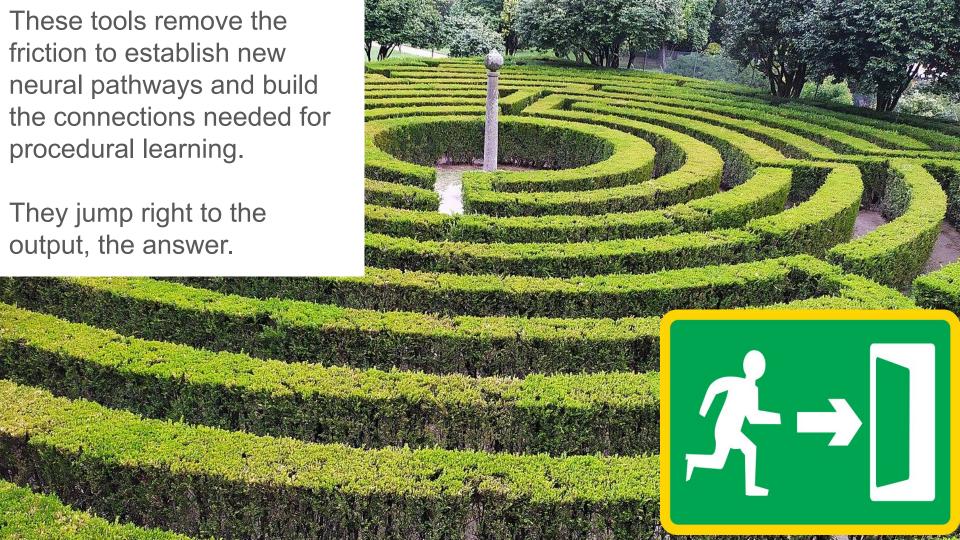
The ability to do stuff like that

(When you develop something through practice, it's intuitive)

Mainichi Shimbun, Public domain, via Wikimedia Commons

Individual Impacts





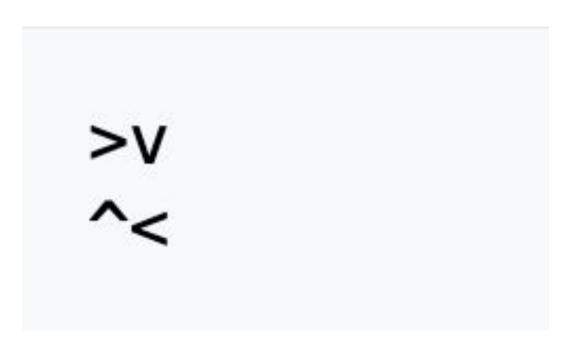


Al coding tools can only produce output based on what they've seen in their datasets. Which means they can't produce creative or original work.

Or, something weird for weirdness sake, like an esoteric programming language that is created not necessarily for practical use, but as a creative act, maybe as a joke, or to win a competition.



Befunge



An infinite loop in Befunge, a 2-dimensional programming language

edit each other's values using dialogue.

Or, a hello world program in SPL, the Shakespeare

a play script, the characters are variables and they

Programming Language where the code is written as

Shakespeare Programming Language

Do Not Adieu, a play in two acts.

Romeo, a young man with a remarkable patience. Juliet, a likewise young woman of remarkable grace. Ophelia, a remarkable woman much in dispute with Hamlet. Hamlet, the flatterer of Andersen Insulting A/S.

Act I: Hamlet's insults and flattery.

Scene I: The insulting of Romeo.

[Enter Hamlet and Romeo]

Hamlet:

You lying stupid fatherless big smelly half-witted coward! You are as stupid as the difference between a handsome rich brave hero and thyself! Speak your mind!

You are as brave as the sum of your fat little stuffed misused dusty old rotten codpiece and a beautiful fair warm peaceful sunny summer's day. You are as healthy as the difference between the sum of the sweetest reddest rose and my father and yourself! Speak your mind!

You are as cowardly as the sum of yourself and the difference between a big mighty proud kingdom and a horse. Speak your mind.

Speak your mind!

[Exit Romeo]

Scene II: The praising of Juliet.

[Enter Juliet]

Hamlet:

Thou art as sweet as the sum of the sum of Romeo and his horse and his black cat! Speak thy mind!

[Exit Juliet]

Scene III: The praising of Ophelia.

[Enter Ophelia]

Hamlet:

Thou art as beautiful as the difference between Romeo and the square of a huge green peaceful tree. Speak thy mind!

Thou art as lovely as the product of a large rural town and my amazing bottomless embroidered purse. Speak thy mind!

Thou art as loving as the product of the bluest clearest sweetest sky and the sum of a squirrel and a white horse. Thou art as beautiful as the difference between Juliet and thyself. Speak thy mind!

[Exeunt Ophelia and Hamlet]

Act II: Behind Hamlet's back.

Scene I: Romeo and Juliet's conversation.

[Enter Romeo and Juliet]

Romeo:

Speak your mind. You are as worried as the sum of yourself and the difference between my small smooth hamster and my nose. Speak your mind!

Juliet:

Speak YOUR mind! You are as bad as Hamlet! You are as small as the difference between the square of the difference between my little pony and your big hairy hound and the cube of your sorry little codpiece. Speak your mind!

[Exit Romeo]

Scene II: Juliet and Ophelia's conversation.

[Enter Ophelia]

Juliet:

Thou art as good as the quotient between Romeo and the sum of a small furry animal and a leech. Speak your mind!

Ophelia:

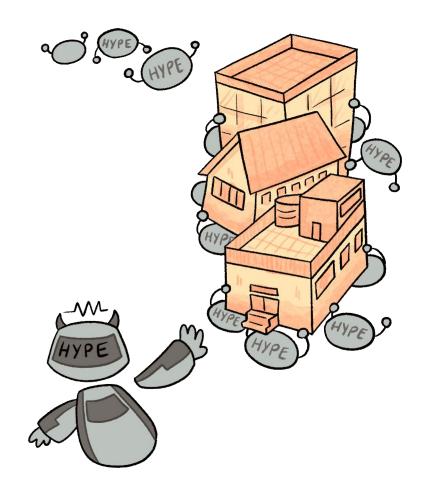
Thou art as disgusting as the quotient between Romeo and twice the difference between a mistletoe and an oozing infected blister! Speak your mind!

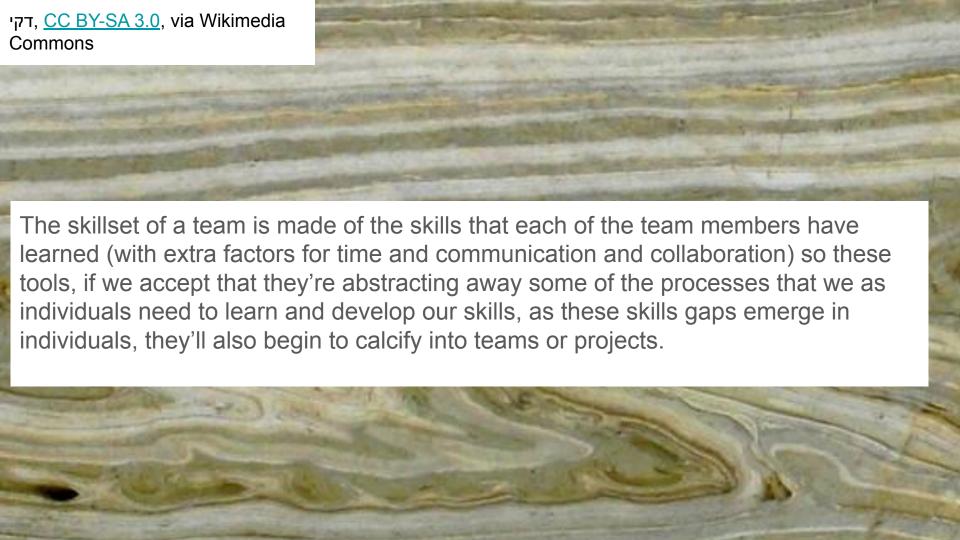
[Exeunt]

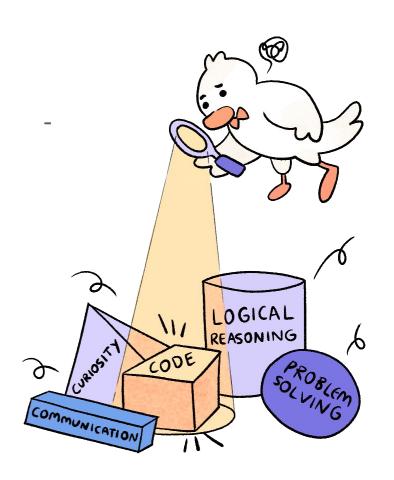
"Esoteric languages inherently make little sense and frequently serve little purpose, making them conceptually completely counter to Al-generated code and thus often not even understood by them—almost the code equivalent of wearing clothing to confuse facial recognition software."

https://spectrum.ieee.org/esoteric-programming-languages-daniel-temkin

Team and Project Impacts







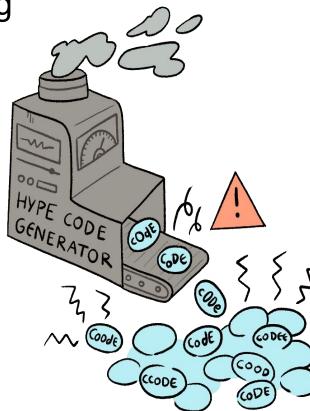
These tools also do learners a disservice by producing code independent of user needs, use cases and user research

Abstracting all this away makes it more likely you'll build the wrong thing, but also prevents you from learning the non-code skills engineers need to perform and thrive.

Al Code Tools are Amazing at Prototyping

Al code tools can be fantastic at build prototypes. But these prototypes are fragile and don't often connect and scale to make real, maintainable codebases for you or your users.

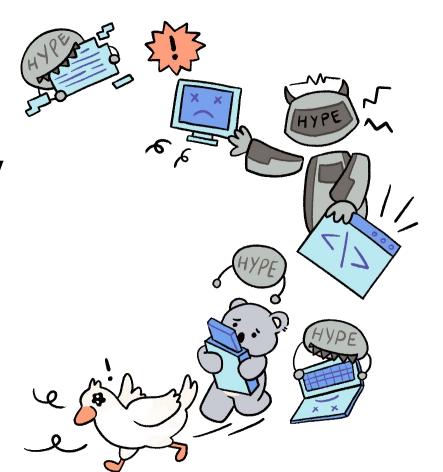
By learning to make quick, disposable prototypes, we're forgetting how to write code that is robust and even more importantly, maintainable.

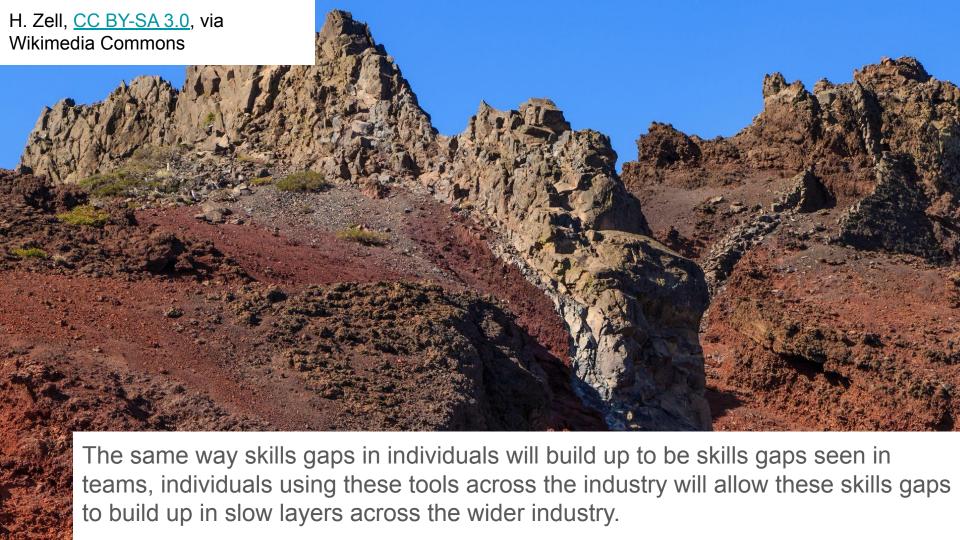


Code you did not write is code you do not understand.

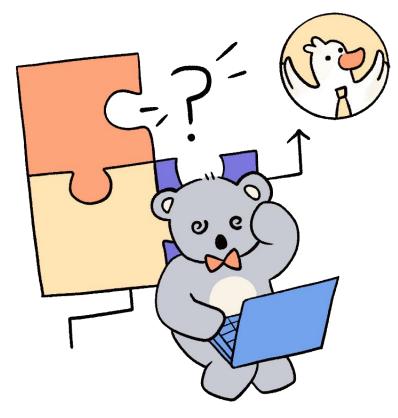
You cannot maintain code you do not understand.

Industry Impacts



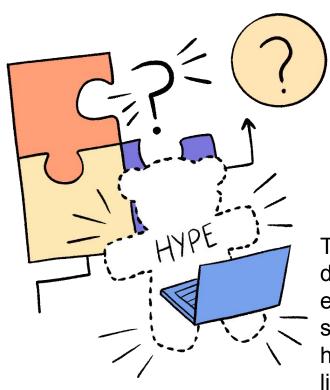


This industry level gap is likely to be increasingly visible over time for talent emerging now.



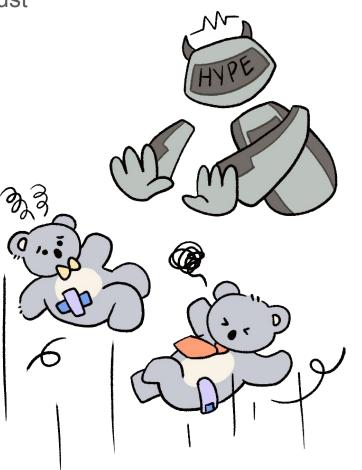
The abstraction these tools provide may prevent the development of procedural learning for these foundational concepts that allow new engineers to become really great seniors.

This gap becomes more literal as we see companies and teams using Al as an excuse to avoid hiring junior and emerging talent.



Taken at face value, this discourse by toolmakers and employers risks dramatically sharpening "senior only" hiring in tech, creating a literal missing generation of new developers.

The threat of AI code tools replacing developer isn't just being used against new talent.



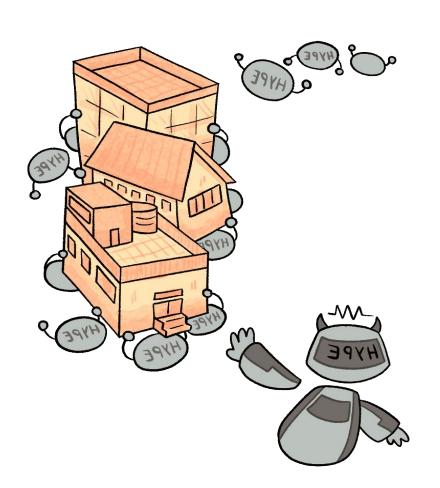
Intentionally or not, hype around these tools are weakening labour power for tech workers and creating a more fragile career security outlook for workers in tech.

...as well as workers from other creative and knowledge work who have had their work scraped into datasets.

What can we do for our own learning



- Formal courses or learning support programs like Recurse centre
- Silly (or serious) side projects
- Reading
- Keeping learning journal
- Daily challenges / exercises / exercism.org, codewars.com
- Writing blog posts about things you're learning, as notes to your future self
- When using these tools, pause to talk through what your generated code is doing at each step to better understand the code



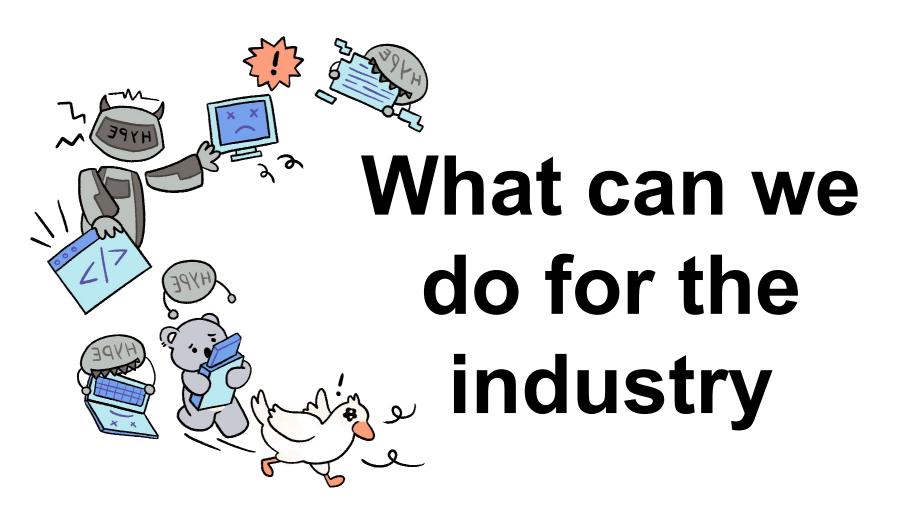
What can we do for our teams?

If you're a manager or decisions maker:

- Build learning time into your timelines
- Code reviews that check for understanding
- Skills sharing build into team processes
- Be judicious and thoughtful about where and how these tools are supplied, encouraged and evaluated for your team members
- Training and supports that reinforce skills development

If you're not a manager or decision maker:

 ...there's not a lot you can do. You can try and convince your managers and decision makers that these things are important, but I might softly, kindly, suggest focusing your hope and your energy on developing your skills and supporting your peers in their skills





 Teach and mentor, it's one of the best ways to share knowledge and will help you with your own skills development so it's win/win

 Support emerging talent: Their success as a lever for keeping the industry healthy

 Reinforce healthy working patterns and processes to build time to learn



Thank you

Slide art by Kiri at kirionearth.com

Glitch art by Antonio Roberts

Painting by Claire Douglass



Neuroscience and programming information based on work by Barbara Oakley and Zach Caceres

Endless thanks to FFConf organizers, attendees and all the beautiful, real people making silly, strange real things and helping each other learn