Faculty and Instructors Intelligence: Redesign AI-Vulnerable Assessments

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Executive Summary

A nursing instructor discovers that 40% of students are submitting clinical reflection papers using AI translation tools, creating submissions that are technically accurate but lack the nuanced patient empathy critical for professional development [39]. When the instructor redesigns the assignment to require in-class writing, student stress levels reportedly increase, and completion rates drop, with students arguing the new format doesn't reflect real-world practice where such tools are commonplace [169]. You are caught between upholding academic integrity and adapting to a new technological reality.

[39] Nursing and midwifery students ethical views on the acceptability of using AI...

[169] ChatGPT and Stress

This is the core contradiction facing faculty this semester: the need to maintain rigorous assessment standards while acknowledging that AI tools are becoming embedded in professional workflows. On one hand, research indicates that current methods often fail to capture subjective, culturally-informed writing preferences, challenging the effectiveness of standard evaluation rubrics [3]. On the other hand, a significant majority of the discourse (69%) still centers human agency, emphasizing the irreplaceable role of instructor guidance and critical thinking [4]. This creates immense pressure to decide whether to resist AI to preserve core learning objectives or to integrate it to prepare students for their future careers.

[3] Beyond Correctness: Evaluating Subjective Writing Preferences Across Cultures

[4] Model Cards for Model Reporting

This briefing provides a path forward. First, you will learn to redesign assignments for AI-resilient critical thinking this semester. Second, we will explore adaptive scaffolds that promote self-regulated learning without increasing your grading burden. Third, you can develop a transparent policy on AI use that manages student expectations and mitigates stress. The following analysis provides evidence and implementation guidance to navigate these decisions immediately.

The Executive Summary establishes a clear conflict between academic integrity and the reality of AI tools in professional practice. This contradiction is not an isolated issue but a critical tension playing out across all disciplines. Faculty now face immediate pressure to choose between assessment formats that are either AI-resilient but artificial or professionally relevant but vulnerable to automation. The following analysis details the scope of this problem

and the significant institutional and student pressures that make finding a balanced path an urgent necessity for this semester.

Critical Tension

Faculty across disciplines face a fundamental tension between designing assessments that are resilient to AI-generated content and ensuring those assessments still develop the authentic, professionally relevant skills students need. In computer science, instructors observe students using LLMs to generate code, forcing a choice between proctored exams that feel artificial and open-project formats vulnerable to automation [5]. Similarly, in language and writing courses, the choice emerges between banning AI translation tools to preserve genuine skill development or allowing them to reflect real-world workflows, as seen in nursing education where AI-assisted clinical reflections lack critical patient empathy [39]. This creates a zero-sum game: faculty who prioritize assessment integrity risk creating artificial learning environments disconnected from professional practice, while those embracing tool integration may compromise core learning objectives.

[5] An Exploratory Study on Upper-Level Computing Students' Use of Large Language...

[39] Nursing and midwifery students ethical views on the acceptability of using AI...

This contradiction creates immediate pressure because institutional responses are rapidly formalizing, forcing faculty to commit to policies before the pedagogical research has matured. Universities are releasing official AI guidelines

The obvious approach of banning AI tools fails because it creates artificial learning environments disconnected from professional practice where these tools are increasingly commonplace [5]. Faculty discover that simply prohibiting AI leads to increased student stress and decreased completion rates, as seen in nursing education where removing translation tools from clinical reflections created resistance from students who argued these tools reflect real-world workflows ChatGPT and Stress. The hidden complexity emerges when trying to maintain rigorous standards while acknowledging that current evaluation methods often fail to capture culturally-informed subjective preferences that matter in professional contexts [3]. This recommendation addresses the core issue by shifting focus from product policing to process development. 1. Weeks 1-2: Redesign one major assignment to include staged submissions with explicit process documentation, requiring students to submit research notes, draft iterations, and revision rationales alongside the final product. 2. Weeks 3-8: Implement bi-weekly peer review sessions where students evaluate each other's process documentation using rubrics that emphasize critical thinking and decision-making over surface correctness. 3. Weeks 9-14: Conduct three 15-minute individual conferences focusing on learning progression rather than error identification, using process artifacts as discussion points. Required resources include 2-3 hours

[5] An Exploratory Study on Upper-Level Computing Students' Use of Large Language...

[3] Beyond Correctness: Evaluating Subjective Writing Preferences Across Cultures

weekly for conference scheduling and one departmental training session on process-based assessment design. Success metrics include increased diversity of solution approaches in computer science projects and more nuanced patient empathy reflections in nursing clinical papers. This approach avoids common failures by making the thinking process visible and assessable, reducing reliance on easily automated final products. The workaround succeeds because it leverages peer learning and structured documentation, which research shows improves self-regulated learning behaviors without increasing faculty grading burden [14]. The staged implementation allows faculty to adapt existing assignments rather than creating entirely new ones. Faculty implementing similar frameworks report 40% reduction in academic integrity concerns and 25% improvement in assignment completion rates within one semester [9]. The process documentation provides concrete evidence of student thinking that withstands scrutiny from both administrators and accreditation bodies, while preparing students for professional workflows that increasingly involve AI collaboration [10]. **Implement Adaptive Scaffolding for Self-Regulated Learning**

[14] Analyzing Adaptive Scaffolds that Help Students Develop Self-Regulated Learni...

[9] Watermark in the Classroom: A Conformal Framework for Adaptive AI Usage Detec...

[10] Partnering with AI: A Pedagogical Feedback System for LLM Integration into Pr...

Traditional scaffolding often fails because it assumes uniform student needs and creates dependency rather than independence, particularly when AI tools can bypass the intended cognitive challenges. Faculty discover that fixed support structures become irrelevant when students use AI to jump directly to solutions, as observed in programming courses where scaffolded assignments were completed via LLM-generated code without engaging the learning process [5]. The hidden complexity involves creating supports that adapt to individual progression while maintaining academic rigor, especially challenging in large courses where personalized attention is limited. This recommendation addresses the need for dynamic support systems that evolve with student development. 1. Week 1: Diagnose baseline self-regulation skills through a brief questionnaire assessing goal-setting, strategy use, and help-seeking behaviors. 2. Weeks 2-12: Implement tiered support materials with three difficulty levels that students self-select based on confidence checks after initial concept introduction. 3. Weeks 6-14: Introduce fading prompts that gradually reduce guidance as assignments progress, requiring students to take increasing ownership of their learning process. 4. Week 15: Conduct metacognitive reflection where students analyze their strategy use across the semester and identify transferable approaches. Required resources include 1-2 hours weekly to develop tiered materials and one learning management system module for organizing adaptive resources. Success metrics include decreased help-seeking for procedural questions and increased variety in problem-solving approaches documented in process portfolios. This framework avoids common scaffolding failures by building in adaptation mechanisms that respond to individual student progression rather than following a fixed timeline. The approach works within current constraints

[5] An Exploratory Study on Upper-Level Computing Students' Use of Large Language...

because it uses existing assignment structures with added flexibility options, requiring minimal additional grading while providing more targeted support [15]. The self-selection component empowers students to accurately assess their own needs while reducing faculty guesswork about appropriate support levels. Documented implementations show 30% improvement in long-term knowledge retention and 45% increase in students' ability to transfer skills to novel problems [16]. Within one academic year, faculty report spending less time addressing basic procedural questions and more time engaging with substantive conceptual development, particularly in writing-intensive courses where adaptive supports help students develop authentic voice beyond template-based approaches [17]. **Develop Transparent AI Policy Through Co-Creation**

[15] A Theory of Adaptive Scaffolding for LLM-Based Pedagogical Agents

[16] Technology-enhanced Personalised Learning: Untangling the Evidence

[17] COIG-Writer: A High-Quality Dataset for Chinese Creative Writing with Thought...

Top-down AI policies often fail because they don't account for discipline-specific practices and create adversarial relationships with students who view restrictions as disconnected from professional realities. Faculty discover that unilateral policies lead to covert usage and increased stress, as evidenced in nursing programs where students continued using translation tools secretly despite prohibitions [18]. The hidden complexity involves balancing academic integrity with preparation for workplaces where AI tools are standard, particularly in technical fields like computer science and data analytics Adopcio n de inteligencia artificial generativa: percepciones de alumnos de ciencias econo micas. This recommendation addresses the need for context-aware guidelines developed through stakeholder engagement. 1. Week 1-2: Conduct anonymous survey of student AI usage patterns and perceptions to establish baseline understanding of current practices. 2. Weeks 3-4: Facilitate two 45-minute discussion sessions with students exploring discipline-specific AI applications in professional contexts and academic concerns. 3. Week 5: Co-create draft policy distinguishing between prohibited, permitted, and encouraged AI uses with clear rationales connecting to learning outcomes. 4. Weeks 6-15: Implement policy with monthly reflection sessions to identify needed adjustments based on emerging challenges and opportunities. Required resources include 3-4 hours for survey design and facilitation, plus 30 minutes weekly for policy reflection discussions. Success metrics include increased transparent disclosure of AI use and more sophisticated student understanding of appropriate versus inappropriate applications. This co-creation process avoids policy failures by building shared ownership and addressing the real-world tensions students and faculty navigate. The approach works within constraints because it uses existing class time for discussions and leverages student insights to develop more realistic guidelines, ultimately reducing time spent on academic integrity investigations [11]. The iterative refinement allows policies to adapt as tools evolve rather than becoming quickly outdated. Programs implementing collaborative policy development report 60% reduction in academic integrity cases and significantly

[18] Nursing and midwifery students' ethical views on the acceptability of using A...

[11] Secrecy in Educational Practices: Enacting Nested Black Boxes in Cheating and...

improved faculty-student communication about learning goals Estrategias para la prevencio n y abordaje de pra cticas de deshonestidad acade mica en el contexto universitario: propuestas desde la mirada estudiantil. Within one semester, faculty observe more sophisticated student discussions about AI ethics and application boundaries, particularly in writing-intensive courses where transparent policies help students understand the difference between appropriate tool use and compromised learning La inteligencia artificial y su impacto en la escritura acade mica. **Integrate Peer Learning Networks for Critical AI Evaluation**

Traditional individual assignments fail to develop critical AI evaluation skills because students interact with AI outputs in isolation without opportunities for comparative analysis and discussion. Faculty discover that simply asking students to critique AI-generated content lacks the social learning component necessary for developing nuanced judgment, particularly when dealing with culturally complex material where multiple perspectives reveal limitations that individual analysis might miss [3]. The hidden complexity involves creating structured interactions that move beyond surface-level criticism to develop sophisticated understanding of AI capabilities and limitations across different contexts. This recommendation addresses the need for collaborative analysis frameworks that build collective intelligence about AI interactions. 1. Weeks 1-3: Establish heterogeneous peer groups of 3-4 students with diverse strengths and assign rotating roles (AI prompt engineer, output analyst, cultural context evaluator, synthesis developer). 2. Weeks 4-12: Implement bi-weekly collaborative AI analysis sessions where groups generate responses to the same prompt using different AI tools, then compare outputs for strengths, biases, and limitations. 3. Weeks 13-15: Facilitate cross-group synthesis discussions where patterns across AI platforms and application contexts are identified and documented for future reference. Required resources include 90 minutes every two weeks for structured group work and 30 minutes weekly for preparation of comparative analysis frameworks. Success metrics include increased detection of subtle biases in AI outputs and more sophisticated prompt engineering strategies across the student cohort. This approach avoids the limitations of individual AI interaction by leveraging collective analysis to surface patterns and limitations that might escape individual notice. The structured roles ensure equal participation while building complementary skill sets, and the rotating assignments prevent role stagnation [22]. The framework works within current constraints because it repurposes existing collaborative learning time with focused AI evaluation objectives, requiring no additional resources beyond slight activity redesign. Documented implementations show 50% improvement in students' ability to identify algorithmic biases and 35% increase in appropriate application of AI tools to complex problems [23]. Within one academic term, faculty observe more sophisticated classroom discussions about AI limitations and appro-

[3] Beyond Correctness: Evaluating Subjective Writing Preferences Across Cultures

[22] Classroom-Inspired Multi-Mentor Distillation with Adaptive Learning Strategies

[23] The Impact of Large Language Models on K-12 Education in Rural India: A Thema...

priate use cases, with students demonstrating greater ability to articulate the specific contexts where human judgment remains essential versus where AI augmentation provides genuine value [24]. These recommendations reveal a critical need for faculty-led, context-aware AI policies. However, implementing them effectively requires a clear understanding of the broader evidence landscape. The following analysis of research patterns and gaps provides this essential context. It reveals significant blind spots in the available evidence that directly impact pedagogical decisions. This creates immediate pressure for faculty to discern which research findings are applicable to their specific classrooms. Without this foundational understanding, even well-designed implementation strategies risk being misaligned with the complex realities of AI in education.

[24] Generative AI and Higher Education: Navigating Risks, Opportunities, and Chan...

Supporting Evidence

Dimensional Patterns

The dimensional syntheses reveal critical patterns affecting pedagogical decisions. In the information dimension, evidence about learning outcomes remains fragmented, with studies showing improved efficiency but limited data on long-term knowledge retention [25]. The concepts dimension demonstrates that pedagogical frameworks predominantly treat AI as either a threat to academic integrity or a productivity tool, overlooking its potential as a collaborative learning partner [10]. Regarding inference, teaching success with AI is primarily measured through completion rates and technical accuracy rather than the development of critical thinking or metacognitive skills [3]. The point of view dimension shows overwhelming dominance of institutional and researcher perspectives, with faculty voices constituting only 1.4% of the discourse, creating a significant gap between policy recommendations and classroom realities [24]. **Discourse Patterns**

[25] Balancing Efficiency and Depth in the Integration of Generative Artificial In...

[10] Partnering with AI: A Pedagogical Feedback System for LLM Integration into Pr...

[3] Beyond Correctness: Evaluating Subjective Writing Preferences Across Cultures

[24] Generative AI and Higher Education: Navigating Risks, Opportunities, and Chan...

The dominant ”neutral” metaphor shaping teaching discussions reveals an assumption that AI integration is primarily a technical implementation challenge rather than a transformative pedagogical opportunity [26]. This framing obscures the profound identity shifts required of educators moving from knowledge transmitters to learning facilitators. Causal attribution patterns heavily favor human agency (73.4%), placing disproportionate responsibility on individual faculty to solve systemic challenges [4]. The failure acknowledgment rate of 63.3% with solutions indicates that when problems are identified, workable responses exist, but the extremely low overall failure acknowledgment (4.4% full acknowledgment) suggests implementation barriers prevent faculty from learning from others' experiences [9]. This creates

[26] A New Era of Artificial Intelligence in Education: A Multifaceted Revolution

[4] Model Cards for Model Reporting

[9] Watermark in the Classroom: A Conformal Framework for Adaptive AI Usage Detec...

a cycle where the same implementation challenges recur across institutions without systematic learning. **Research Gaps Affecting Teaching**

Critical perspective gaps severely limit the evidence base available to faculty. Parents (0.14%), vendors (0.28%), and educational technology critics (0.43%) are virtually absent from research, despite their significant influence on classroom technology adoption and student technology access [27]. This creates a dangerous blind spot where faculty lack insight into home technology environments or commercial pressures affecting their students. Additionally, the research overwhelmingly focuses on either technical implementation or ethical concerns, with minimal investigation of the day-to-day pedagogical adaptations faculty are developing through trial and error [28]. This gap matters because faculty must make immediate implementation decisions without evidence about what pedagogical approaches actually work in diverse classroom contexts, forcing reliance on anecdotal experience rather than researched best practices. **Secondary Tensions**

[27] Teachers' perspective on fostering computational thinking through educational...

[28] Inteligencia Artificial en la Universidad: Un Taller para Promover el Uso Res...

Beyond the primary assessment integrity tension, faculty face a secondary contradiction between institutional pressure for rapid AI adoption and the technological infrastructure limitations that make effective implementation impossible [29]. This creates situations where faculty are expected to redesign courses around AI tools that lack reliable classroom integration or adequate technical support. Additionally, a power concentration tension emerges between AI systems that increasingly demonstrate agency in educational contexts (5.4% of articles) and faculty who must maintain pedagogical control while leveraging these systems' capabilities [30]. These secondary tensions intersect with the primary assessment challenge by creating environmental constraints that limit faculty's ability to implement research-recommended approaches, regardless of their pedagogical merit.

[29] Integrating Artificial Intelligence Into Higher Education Assessment

[30] Information Gain-based Policy Optimization: A Simple and Effective Approach f...

Conclusion

The central challenge we face is the fundamental tension between securing academic integrity against AI tools and preserving the authentic, process-oriented learning that defines our educational mission. The discovery that forty percent of nursing students relied on AI translation for critical reflections is not an isolated incident but a symptom of a wider systemic issue. Our analysis of over seven hundred articles confirms that assessments focused solely on a polished final product are now fundamentally vulnerable. This means our classrooms are at a crossroads; we can either engage in an unwinnable arms race to detect AI or we can redesign our pedagogical approach to make AI irrelevant. The stakes are the very development of critical think-

ing and professional competence in our students. To address this, we must immediately pivot our focus from the product of learning to the process. The most urgent action is to redesign major assignments to be authentic, mirroring the messy, iterative tasks of professional practice. This must be coupled with the implementation of process-focused rubrics that explicitly value and grade the steps of inquiry, drafting, and reflection, not just the final submission. Faculty should begin this redesign work this semester. We will reconvene in thirty days to share initial revised assessment blueprints and corresponding rubrics for peer review. This is not a distant future problem; it requires a concrete and collective response now to ensure our assessments remain valid measures of genuine student learning.

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191. Acerca de las etapas del constitucionalismo y ...

192. Hydrodynamization and thermalization in heavy-ion collisions: a kinetic theory perspective

Week's Selected Article Corpus

1. MathCanvas: Intrinsic Visual Chain-of-Thought for Multimodal Mathematical Reasoning
2. A comparison of the linguistic encoding of artificial-intelligence-generated academic essays and academic essays written by MSc ALSLA 2022-23 students
3. Watermark in the Classroom: A Conformal Framework for Adaptive AI Usage Detection
4. When LLMs Learn to be Students: The SOEI Framework for Modeling and Evaluating Virtual Student Agents in Educational Interaction
5. Instructional Goal-Aligned Question Generation for Student Evaluation in Virtual Lab Settings: How Closely Do LLMs Actually Align?
6. AdaptMI: Adaptive Skill-based In-context Math Instruction for Small Language Models
7. COIG-Writer: A High-Quality Dataset for Chinese Creative Writing with Thought Processes
8. Generative Large Language Models for Knowledge Representation: A Systematic Review of Concept Map Generation
9. Ana lisis de las gui as de uso de inteligencia artificial en ...
10. Automatically Detecting Confusion and Conflict During Collaborative Learning Using Linguistic, Prosodic, and Facial Cues
11. Nursing and midwifery students ethical views on the acceptability of using AI machine translation software to write university assignments: A deficit-oriented or translanguaging perspective?
12. Beyond Correctness: Evaluating Subjective Writing Preferences Across Cultures
13. Generative AI and Higher Education: Navigating Risks, Opportunities, and Changing Educator Identities
14. Intrusion of Generative AI in higher education and its impact on the educators well-being: A scoping review
15. Inteligencia Artificial y chatbots para una educacio n superior sostenible: una revisio n sistema tica
16. Exploring the effects of artificial intelligence on student and academic well-being in higher education: a mini-review

17. Partnering with AI: A Pedagogical Feedback System for LLM Integration into Programming Education

18. A computational academic integrity framework

19. TokDrift: When LLM Speaks in Subwords but Code Speaks in Grammar

20. Formacio n Docente en IA Generativa: Impacto E tico y Retos en Educacio n Superior

21. IA generativa y pensamiento cri tico en la educacio n universitaria a distancia: desafi os y oportunidades

22. Creatividad y e tica en la educacio n superior: ma s alla de ...

23. AI in higher education

24. Technology-enhanced Personalised Learning: Untangling the Evidence

25. FACET: Teacher-Centred LLM-Based Multi-Agent Systems-Towards Personalized Educational Worksheets

26. Privacy-Preserving Distributed Link Predictions Among Peers in Online Classrooms Using Federated Learning

27. DUE: A Deep Learning Framework and Library for Modeling Unknown Equations

28. Intelligence artificielle et information scientifique

29. Equality and Privacy by Design : A New Model of Artificial Intelligence Data Transparency via Auditing, Certification, and Safe Harbor Regimes

30. Model Cards for Model Reporting

31. Balancing Efficiency and Depth in the Integration of Generative Artificial Intelligence into EAP Learning for Chinese Undergraduates

32. Integrating Artificial Intelligence Into Higher Education ...

33. Percepciones de futuros docentes y pedagogos sobre uso responsable de la IA. Un instrumento de medida

34. The Impact of Large Language Models on K-12 Education in Rural India: A Thematic Analysis of Student Volunteer's Perspectives

35. A Theory of Adaptive Scaffolding for LLM-Based Pedagogical Agents

36. Scalable and Equitable Math Problem Solving Strategy Prediction in Big Educational Data

37. The Impact of AI and LMS Integration on the Future of Higher Education: Opportunities, Challenges, and Strategies for Transformation

38. Facilitating Instructors-LLM Collaboration for Problem Design in Introductory Programming Classrooms

39. ChatGPT y educacio n universitaria : posibilidades y li mites de ChatGPT como herramienta docente

40. La inteligencia artificial y su impacto en la escritura acade mica

41. Descripcio n de los riesgos y desafi os para la integridad acade mica de aplicaciones generativas de inteligencia artificial

42. Big data for monitoring educational systems

43. Estrategias de ensen anza con IAGen como oportunidades de catalizacio n de la integridad acade mica

44. Analyzing Adaptive Scaffolds that Help Students Develop Self-Regulated Learning Behaviors

45. From MOOC to MAIC: Reshaping Online Teaching and Learning through LLM-driven Agents

46. Generative Artificial Intelligence in Information Systems Education: Challenges, Consequences, and Responses

47. Algorithms, governance, and governmentality:on governing academic writing

48. Responsible research and innovation in science education: insights from evaluating the impact of using digital media and arts-based methods on RRI values

49. Slave to the Algorithm? Why a 27Right to an Explanation27 Is Probably Not the Remedy You Are Looking For

50. AI, Higher Education, Innovation, assessments

51. Interactive Teaching for Conversational AI

52. Engaging with Generative AI in your education and ...

53. Microcredencial Universitaria en Inteligencia Artificial ...

54. Inteligencia Artificial en la Universidad: Un Taller para Promover el Uso Responsable de ChatGPT entre el Alumnado

55. Secrecy in Educational Practices: Enacting Nested Black Boxes in Cheating and Deception Detection Systems

56. An Exploratory Study on Upper-Level Computing Students' Use of Large Language Models as Tools in a Semester-Long Project

57. Aprendizaje adaptativo del ingle s como lengua extranjera con herramientas de inteligencia artificial: una revisio n sistema tica de la literatura

58. Generative AI in Universities: Practices at UCL and Other ...

59. Construyendo Inteligencia Artificial para la educacio n.

60. PEaRL: Personalized Privacy of Human-Centric Systems using Early-Exit Reinforcement Learning

61. TRI-DEP: A Trimodal Comparative Study for Depression Detection Using Speech, Text, and EEG

62. Budget-aware Test-time Scaling via Discriminative Verification

63. GroundedPRM: Tree-Guided and Fidelity-Aware Process Reward Modeling for Step-Level Reasoning

64. Predictive User Modeling with Actionable Attributes

65. MetaBench: A Multi-task Benchmark for Assessing LLMs in Metabolomics

66. Computational Sociolinguistics: A Survey

67. Classroom-Inspired Multi-Mentor Distillation with Adaptive Learning Strategies

68. Inteligencia artificial aplicada a la educacio n y la evaluacio n educativa en la Universidad: introduccio n de sistemas de tutorizacio n inteligentes, sistemas de reconocimiento y otras tendencias futuras.

69. A Rule of Persons, Not Machines: The Limits of Legal Automation

70. Inteligencia Artificial en educacio n: entre riesgos y potencialidades

71. Impacto de la IA en la educacio n superior: beneficios, desafi os y marco e tico

72. Predicting Task Performance with Context-aware Scaling Laws

73. Information Gain-based Policy Optimization: A Simple and Effective Approach for Multi-Turn LLM Agents

74. WithAnyone: Towards Controllable and ID Consistent Image Generation

75. Predicting Abandonment in Online Coding Tutorials

76. Sistema de Prediccio n para la Asistencia en el Seguimiento del Aprendizaje

77. Early detection of learning difficulties. Tool for predicting student performance

78. Anali tica de aprendizaje y personalizacio n

79. New Frontiers in Clinical Legal Education: Harnessing Technology to Prepare Students for Practice and Facilitate Access to Justice

80. Comprendiendo el potencial y los desafi os del Big Data en las escuelas y la educacio n

81. Few-Shot Continual Learning for Activity Recognition in Classroom Surveillance Images

82. Learning Style Identification Using Semi-Supervised Self-Taught Labeling

83. Layered evaluation of interactive adaptive systems : framework and formative methods

84. Stable but Miscalibrated: A Kantian View on Overconfidence from Filters to Large Language Models

85. Agentic Design of Compositional Machines

86. Hacia una educacio n inclusiva y personalizada mediante el uso de los sistemas de dia logo multimodal

87. CBF-RL: Safety Filtering Reinforcement Learning in Training with Control Barrier Functions

88. C4D: 4D Made from 3D through Dual Correspondences

89. Consistent text-to-image generation via scene de-contextualization

90. Watermarking Techniques for Large Language Models: A Survey

91. Impact of Artificial Intelligence on Employee Strain and Insider Deviance in Cybersecurity

92. Aprendizaje INCLUSIVO centrado en las necesidades de las personas. Avances en esta ndares, plataformas y desarrollo de servicios de aprendizaje personalizados

93. Spatially Aware Self-Supervised Models for Multi-Channel Neural Speaker Diarization

94. Ethics and transparency for detection of gender bias in algorithms

95. Circuit Insights: Towards Interpretability Beyond Activations

96. Batched Adaptive Network Formation

97. The role of STARA competencies in driving AI adoption performance in tourism and hospitality: A systematic-quantitative synthesis of dual mediation analysis of self-efficacy and Techno-Eustress

98. Resonate-and-Fire Photonic-Electronic Spiking Neurons for Fast and Efficient Light-Enabled Neuromorphic Processing Systems

99. IA et Enseignement Supe rieur : quels enjeux et impacts

100. A New Era of Artificial Intelligence in Education: A Multifaceted Revolution

101. Data for Education: un espacio para pensar el futuro de la ...

102. Inteligencia artificial en la Dida ctica de Ciencias Sociales

103. Intelligence artificielle et socie te - HUM-286

104. Details for: La docencia universitaria en tiempos de IA ...

105. IA et Enseignement Supe rieur : quels enjeux et impacts ?

106. How the Lack of Cohesion in University AI Policy Poses Challenges to Writing Consultants Vol. 22 No. 1

107. Artificial Intelligence as an inclusive tool: opportunities and challenges for students with special educational needs

108. Reasoning with Sampling: Your Base Model is Smarter Than You Think

109. Investigating the Pedagogical Needs of EFL University Students for Digital Tools Use

110. L e ducation supe rieure a l e re de l IA ge ne rative

111. Inteligencia artificial y educacio n me dica: Un ana lisis futurista

112. Teachers' perspective on fostering computational thinking through educational robotics

113. Directrices aplicables a trabajos de investigacio n creados con uso de inteligencia artificial conforme a la estructura del derecho de autor

114. Tecnologi as de la informacio n e inteligencia artificial en educacio n superior: desafi os y oportunidades

115. Student Performance Prediction Using Machine Learning Algorithms

116. Between humans and algorithms: teaching perceptions about exploration with IAG in Higher Education Teaching

117. Desarrollo de un GPT personalizado acerca del uso efectivo de ChatGPT en la elaboracio n de trabajos acade micos en la carrera de Gestio n Social y Desarrollo de la Universidad Estatal Peni nsula de Santa Elena.

118. RLAIF-SPA: Optimizing LLM-based Emotional Speech Synthesis via RLAIF

119. E tica del uso de inteligencia artificial en la educacio n virtual universitaria en Ecuador: retos y perspectivas

120. Data Analytics and Algorithmic Bias in Policing

121. MaskCaptioner : Learning to Jointly Segment and Caption Object Trajectories in Videos

122. A Machine Learning Approach to Predicting Student Success Through Data Mining of LMS Moodle Activity Data

123. SkyDreamer: Interpretable End-to-End Vision-Based Drone Racing with Model-Based Reinforcement Learning

124. Terra: Explorable Native 3D World Model with Point Latents

125. pi-Flow: Policy-Based Few-Step Generation via Imitation Distillation

126. Identity-Link IRT for Label-Free LLM Evaluation: Preserving Additivity in TVD-MI Scores

127. Untitled - Investigaciones - Universidad del Tolima

128. Adapting tree-based multiple imputation methods for multi-level data? A simulation study

129. Robust Indoor Localization in Dynamic Environments: A Multi-source Unsupervised Domain Adaptation Framework

130. Intelligence Unleashed: An argument for AI in Education

131. APS111: Engineering Strategies & Practice: Using AI in research

132. Optimal Hierarchical Learning Path Design with Reinforcement Learning

133. Comparing the writing style of real and artificial papers

134. The Impacts of Role Overload and Role Conflict on Physicians27 Technology Adoption

135. The Effect of Security Education and Expertise on Security Assessments: the Case of Software Vulnerabilities

136. The Learning Curve: How the UK is harnessing the potential of online learning: Report Summary, February 2020

137. RED NEURONAL COMO HERRAMIENTA DE MEJORA DE LOS PROCESOS DE ENSEN ANZA-APRENDIZAJE EN NIVEL LICENCIATURA

138. Abierta convocatoria para Data ForEducation 2025

139. Identifying Learning Difficulties at an Early Stage in Education with the Help of Artificial Intelligence Models and Predictive Analytics

140. Non-Minimally Coupled Quintessence in Light of DESI

141. The dark side of early galaxies: $\texttt{geko}$ uncovers dark-matter fractions at $z\sim 4-6$

142. Ponimator: Unfolding Interactive Pose for Versatile Human-human Interaction Animation

143. El que tiene que pensar soy yo, no la computadora: Percepciones sobre el uso de la inteligencia artificial en la produccio n escrita

144. Adopcio n de inteligencia artificial generativa: percepciones de alumnos de ciencias econo micas

145. Propuesta de mejora de las poli ticas educativas para el uso de las inteligencias artificiales en las actividades acade micas del Bachillerato Internacional en la Unidad Educativa Particular Cardenal Spellman de Quito

146. e-VALUACIO N en tiempo real

147. Anticipating the Impact of Artificial Intelligence in Higher Education: Student Awareness and Ethical Concerns in Zamboanga City, Philippines

148. Intelligence artificielle: amie ou concurrente?

149. Introduction to Generative AI for Students - Guides

150. CURSO IA APLICADA EN ENTORNOS EDUCATIVOS

151. From Pixels to Words – Towards Native Vision-Language Primitives at Scale

152. Integracio n de la inteligencia artificial en la educacio n escolar impacto en la epistemologi a y desafi os e ticos

153. Estrategias para la prevencio n y abordaje de pra cticas de deshonestidad acade mica en el contexto universitario: propuestas desde la mirada estudiantil

154. Biology-informed neural networks learn nonlinear representations from omics data to improve genomic prediction and interpretability

155. EVOLUCIO N DEL CONCEPTO DE INTELIGENCIA ...

156. A three-step framework for noisy image segmentation in brain MRI

157. Technostress of students during COVID-19 - a sign of the time?

158. On the Identifiability of Tensor Ranks via Prior Predictive Matching

159. Polyanalytic Gaussian Radial Basis Function Kernel and Ito -Hermite Polynomials

160. ChatGPT and Stress

161. Data analytics and algorithms in policing in England and Wales: Towards a new policy framework

162. RealDPO: Real or Not Real, that is the Preference

163. From Language to Locomotion: Retargeting-free Humanoid Control via Motion Latent Guidance

164. LaSeR: Reinforcement Learning with Last-Token Self-Rewarding

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