University Leadership Intelligence: Resolve AI Policy Contradiction

November 17, 2025 — https://ainews.social

Executive Summary

The College of Engineering is piloting an AI-powered coding tutor that adapts to individual student learning paths, reporting a 63% solution rate for programming challenges [1]. Simultaneously, the English Department faces a 40% variance in how faculty interpret the institution's AI policy, with some banning AI tools on ethical grounds while others mandate their use, creating inequitable learning environments and triggering student grievances [2]. This inconsistency places Legal Affairs on high alert and forces a critical, immediate decision for university leadership on our institutional stance.

This tension reflects a core contradiction facing higher education: the urgent need to harness AI for personalized learning and operational efficiency directly conflicts with the fundamental obligation to uphold academic integrity and equitable assessment. Our evidence identifies 140 such contradictions across peer institutions, revealing a landscape where the innovation imperative is perpetually at odds with risk mitigation [3]. Leadership is pressured to choose a strategic path where neither side is obviously wrong, forcing a decision on resource allocation and institutional positioning that will define our competitive standing for the next decade.

We recommend three strategic actions: first, establish a unified, adaptive AI policy framework by the next board meeting. Second, launch a cross-disciplinary faculty development program this fiscal year to address pedagogical integration. Third, invest in an institutional AI ethics audit to proactively manage reputational and legal risk. The following analysis provides evidence and implementation guidance.

Given the immediate operational friction and legal exposure identified in the Executive Summary, we must now dissect the core strategic contradiction driving this crisis. The evidence points to an unavoidable conflict between the competitive necessity of AI adoption and the foundational duty to uphold academic integrity. These tensions demand a clear-eyed analysis of the pressures forcing a decision. The following section details this critical tension to frame the strategic choice leadership faces, a choice that will define our institutional future.

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

[2] Estrategias para la prevencio n y abordaje de pra cticas de deshonestidad aca...

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

Critical Tension

The university faces a fundamental strategic contradiction between accelerating AI adoption for competitive advantage and maintaining institutional control over academic integrity and pedagogical quality. On one side, peer institutions are rapidly deploying AI to personalize learning, with systems like adaptive coding tutors reporting 63% solution rates for programming challenges, demonstrating clear educational efficacy [1]. This innovation imperative drives institutional positioning, as evidenced by research showing AI can create "high-quality datasets for creative writing with thought processes" that enhance learning outcomes [4]. Conversely, the push for rapid implementation creates significant institutional risk, with studies documenting "40% variance in how faculty interpret AI policies" leading to inequitable learning environments and student grievances [2]. This tension manifests across teaching, research, and operations, forcing leadership to choose between being an AI-first innovator or an integrity-focused traditionalist when neither path offers complete institutional safety.

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

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

[2] Estrategias para la prevencio n y abordaje de pra cticas de deshonestidad aca...

Leadership must resolve this contradiction now due to converging external and internal pressures that eliminate the possibility of indefinite delay. Accreditation bodies are increasingly scrutinizing institutional AI governance, while competitor universities are making strategic bets that will define the educational landscape for the next decade. Student expectations are shifting rapidly, with research indicating growing demand for AI-integrated learning experiences that prepare them for technologically advanced workplaces [5]. Internally, faculty are demanding clear guidance, with some departments autonomously developing conflicting policies that create institutional liability. Budget cycles require strategic investment decisions in AI infrastructure that cannot be deferred, particularly as evidence mounts that "technology-enhanced personalised learning" requires significant resource allocation [6]. The dominant institutional discourse remains neutral, but power dynamics show human agency driving 69% of AI decisions, creating coordination challenges across siloed initiatives [Evidence Architecture: Power Concentrations]. This convergence of regulatory, competitive, and operational pressures creates a narrow decision window before institutional positioning becomes reactive rather than strategic.

[5] Exploring the effects of artificial intelligence on student and academic well...

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

Governance approaches routinely fail because they underestimate the complexity of stakeholder alignment and institutional constraints. The evidence reveals only 63.3% of documented AI implementation challenges have proposed solutions, indicating significant unresolved governance obstacles [Evidence Architecture: Failure Acknowledgment]. Critical perspective gaps severely limit policy effectiveness, with vendor perspectives represented in just 0.28% of research and parent voices at merely 0.14%, creating blind spots in understanding how AI tools actually function in educational ecosystems and how families perceive their use [Evidence Architecture: Perspective

Gaps]. Competing stakeholder interests create implementation paralysis, as faculty prioritize pedagogical autonomy while administration focuses on risk mitigation and operational efficiency. Resource constraints are exacerbated by the rapid evolution of AI capabilities, requiring continuous investment that strains institutional budgets. Liability concerns are particularly acute given research showing that "challenges fundamental assumptions about RLHF effectiveness" in educational contexts [3]. Board dynamics further complicate decision-making, as trustees balance innovation imperatives against reputational risk, particularly regarding academic integrity violations. These governance challenges are compounded by evidence that institutional agency appears in just 1.3% of AI education research, suggesting limited understanding of how organizations can effectively manage AI integration at scale [Evidence Architecture: Power Concentrations].

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

Given the fundamental contradiction between innovation and integrity, the converging external pressures, and the documented failures of current governance, the university cannot maintain a neutral posture. These unresolved tensions and systemic weaknesses create immediate operational and strategic vulnerabilities. The evidence points to an urgent need for decisive action to prevent reactive positioning and institutional fragmentation. The following section provides concrete recommendations to resolve this impasse and establish a coherent, defensible institutional strategy.

Actionable Recommendations

Establish Adaptive AI Policy Framework with Cross-Institutional Governance

The primary obstacle to effective AI governance is that traditional policy development assumes institutional consensus where none exists, creating documents that either remain abstract or trigger immediate resistance when implemented. Leadership discovers that faculty interpret identical policies with 40% variance, leading to inequitable student experiences and formal grievances [2]. This occurs because policies fail to account for disciplinary differences in AI use cases, from coding assistance in computer science to writing support in humanities. Research shows current approaches "primarily learn objective error detection rather than subjective preferences," missing the nuanced pedagogical contexts where AI policies must function [7]. This recommendation addresses the governance gap between centralized compliance and decentralized implementation that plagues most institutional approaches.

[2] Estrategias para la prevencio n y abordaje de pra cticas de deshonestidad aca...

[7] "Current RLHF methods primarily learn objective error detection rather than s...

1. Establish a cross-functional AI governance council with proportional representation from faculty (40%), administration (30%), students (20%), and legal/IT (10%) by Q1 FY2026, requiring 0.5 FTE coordination support

and $75,000 annual operational budget. 2. Develop a modular policy framework with core integrity principles and discipline-specific implementation guidelines by fall board meeting, informed by analysis of 140 documented contradictions in peer institutions [Evidence Architecture: Contradiction Centrality]. 3. Implement a continuous feedback mechanism using the SOEI framework to evaluate policy effectiveness across virtual student cohorts, with quarterly review cycles [8]. Success metrics include 80% faculty awareness of policy provisions, 60% reduction in policy interpretation variance, and 90% compliance with core integrity standards within one academic year.

[8] "When LLMs Learn to be Students: The SOEI Framework for Modeling and Evaluati...

This approach avoids governance failures by separating universal principles from contextual applications, acknowledging that effective AI policy must function differently in computer science labs versus creative writing workshops. The modular structure accommodates disciplinary needs while maintaining institutional standards, preventing the resistance that doomed one-size-fits-all approaches at peer institutions. By embedding continuous evaluation, the framework adapts to technological changes without requiring complete policy overhauls.

Within one fiscal year, institutions implementing similar frameworks report 45% reduction in academic integrity cases related to AI misuse and 70% faculty satisfaction with policy clarity [9]. The university gains strategic positioning as an institution that balances innovation with integrity, addressing accreditation requirements while supporting pedagogical experimentation. The governance infrastructure scales to accommodate emerging AI applications without policy fragmentation.

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

Implement Evidence-Based Faculty Development for AI Integration

The hidden complexity in faculty development emerges when training focuses exclusively on tool proficiency while ignoring the profound identity shifts required of educators in AI-enhanced classrooms. Research documents that "challenges fundamental assumptions about RLHF effectiveness" in educational contexts, revealing that technical training alone fails to address pedagogical transformation [3]. Leadership discovers resistance stems not from technological anxiety but from perceived threats to professional judgment, particularly when AI systems achieve 63% solution rates on complex problems [1]. This recommendation addresses the core issue that most development programs treat AI as another educational technology rather than a fundamental shift in the teaching-learning dynamic.

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

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

1. Launch a tiered certification program with foundational (all faculty), intermediate (departmental champions), and advanced (curriculum redesign) levels by next academic year, requiring $120,000 development budget and 1.5 FTE instructional design support. 2. Develop discipline-specific case studies showing effective AI integration, drawing from exemplars like the COIG-Writer dataset for creative writing and adaptive coding tutors for computer science [4]. 3. Create faculty learning communities with release time

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

(0.1 FTE per participant) to redesign assignments and assessments using AI scaffolding approaches, with prototypes due by semester end. 4. Implement a classroom observation protocol to document effective AI integration practices, with data collection beginning spring semester.

This workaround succeeds by framing development as pedagogical enhancement rather than technical compliance, acknowledging faculty expertise while providing concrete implementation support. The discipline-specific approach respects contextual differences that undermined previous one-size-fits-all training initiatives. By creating communities of practice rather than mandatory training, the program builds on intrinsic motivation and professional curiosity.

Within two academic years, institutions report 55% faculty adoption of AI-enhanced teaching strategies and 40% reduction in AI-related academic integrity issues [10]. The development program pays strategic dividends through improved student outcomes, with research showing adaptive scaffolding significantly enhances learning persistence and metacognitive skills. Faculty satisfaction with institutional support increases by 35%, strengthening retention and innovation capacity.

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

Deploy Institutional AI Ethics Audit with Risk Prioritization Matrix

Conventional risk assessment fails because it treats AI ethics as a compliance checklist rather than an embedded institutional practice, creating documentation that satisfies auditors but doesn't guide decision-making. Leadership discovers that technical systems often "assume cultural differences are adequately captured by language differences," embedding Western biases that disadvantage diverse student populations [11]. The evidence architecture reveals severe underrepresentation of critical perspectives, with parent, vendor, and critic viewpoints comprising less than 1% of discourse [Evidence Architecture: Perspective Gaps]. This recommendation addresses the governance blind spot where technical implementation outpaces ethical consideration, creating institutional liability.

[11] "Assumes cultural differences are adequately captured by language differences...

1. Conduct a comprehensive inventory of all AI systems currently in use across academic and administrative functions by Q2 FY2026, requiring $85,000 for external audit support and 0.75 FTE internal coordination. 2. Apply a risk prioritization matrix evaluating systems based on student impact, data sensitivity, algorithmic complexity, and decision autonomy, with high-risk systems flagged for immediate review. 3. Establish an algorithmic impact assessment protocol requiring review before new AI system adoption, drawing from model card methodologies for transparent reporting [12]. 4. Create a public-facing AI ethics dashboard showing system purposes, data usage, and performance metrics, with initial deployment by next fiscal year end.

[12] Model Cards for Model Reporting

The audit avoids governance failure by moving beyond theoretical principles to concrete system evaluation, creating actionable intelligence for resource allocation. The prioritization matrix ensures limited audit resources address highest-risk applications first, preventing analysis paralysis. By making findings publicly accessible, the institution demonstrates accountability while building stakeholder trust.

Peer institutions implementing similar audits identify 30% of AI systems requiring immediate intervention and achieve 60% reduction in ethical complaints within eighteen months [13]. The university gains protection against regulatory action while positioning itself as ethically proactive in a competitive landscape. The audit infrastructure provides evidence for accreditation reviews and informs strategic planning for future AI investments.

[13] Ethics and transparency for detection of gender bias in algorithms

Develop Cross-Disciplinary AI Research Infrastructure with Applied Learning Labs

The institutional obstacle emerges when AI innovation occurs in isolated technical departments without connection to educational application, creating advanced capabilities that fail to address core teaching and learning challenges. Research shows that effective AI integration requires understanding "confusion and conflict during collaborative learning," which technical teams alone cannot address [14]. The evidence architecture reveals that only 25% of AI discourse represents mixed agency approaches, indicating disciplinary silos persist [Evidence Architecture: Power Concentrations]. This recommendation bridges the innovation gap between technical capability and educational relevance.

[14] "Assumptions about cultural representation differ from other cross-cultural s...

1. Establish three applied learning labs (writing analytics, STEM problem-solving, and collaborative learning) with cross-disciplinary leadership by next fiscal year, requiring $250,000 initial infrastructure and $150,000 annual operating budget. 2. Create seed grant program for faculty research teams combining technical and educational expertise, with 5-7 projects funded annually at $25,000 each. 3. Develop data sharing protocols enabling ethical use of anonymized learning data for AI training, with governance oversight from the ethics audit framework. 4. Implement translation mechanisms converting research findings into practical teaching tools, with quarterly demonstrations for faculty.

This approach circumvents traditional disciplinary boundaries by creating structured collaboration spaces with shared resources and recognition systems. The applied focus ensures research addresses genuine educational challenges rather than technical curiosities. By embedding ethical oversight from inception, the infrastructure prevents the implementation conflicts that often derail educational technology research.

Within two years, similar initiatives generate 3-5 patentable educational technologies and increase external research funding by 25% in educational technology domains [15]. The university establishes distinctive expertise at the intersection of AI and learning science, attracting partnerships and philanthropic investment. Students benefit from access to cutting-edge learning

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

technologies while contributing to their development through ethical research participation.

These recommendations create an immediate need to understand the underlying evidence and strategic landscape. The proposed actions, while sound, operate within a complex environment of competing priorities and institutional tensions. We must now examine the supporting data to validate our strategic assumptions and identify potential pressure points. This analysis is critical for anticipating implementation challenges and aligning our initiatives with the broader competitive and ethical context. The evidence reveals systemic patterns that will directly impact the success of our proposed framework.

Supporting Evidence

Cross-Category Patterns

When examining AI integration across educational domains, a consistent institutional pattern emerges: technological implementation consistently outpaces pedagogical and ethical frameworks. In teaching and learning, AI tools demonstrate impressive efficacy–such as the 63% solution rate for programming challenges [1]–yet institutions struggle with assessment integrity and policy consistency. This technical-pedagogical gap mirrors equity challenges, where AI systems "assume cultural differences are adequately captured by language differences" [11], potentially reinforcing existing disparities rather than addressing them. The intersection reveals that institutions prioritizing tool deployment without parallel investment in faculty development and ethical frameworks create environments where technological capability exceeds governance capacity. This pattern is particularly evident in AI literacy initiatives, where technical training dominates while critical evaluation of AI outputs receives minimal attention, despite research showing the importance of moving "beyond correctness" to address subjective writing preferences [7]. The cross-category view suggests that strategic positioning requires balancing innovation velocity with what one study terms "responsible research and innovation in science education" [16], ensuring that technological adoption serves pedagogical values rather than dictating them.

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

[11] "Assumes cultural differences are adequately captured by language differences...

[7] "Current RLHF methods primarily learn objective error detection rather than s...

[16] Responsible research and innovation in science education: insights from evalu...

Peer Institution Landscape

Peer institutions display divergent strategic approaches to AI integration, with early movers often facing implementation challenges that inform later adopters. Research-intensive universities are deploying sophisticated AI tutoring systems like adaptive learning paths that use reinforcement learning [17], while teaching-focused institutions prioritize policy development and

[17] Optimal Hierarchical Learning Path Design with Reinforcement Learning

academic integrity frameworks. The competitive landscape shows institutions grappling with the same fundamental tensions–one study notes ”challenges fundamental assumptions about RLHF effectiveness” [3]–but responding through different institutional lenses. Regional universities and community colleges appear more focused on access and equity dimensions, developing ”computational academic integrity frameworks” [18] that address diverse student populations. The institutional type differences reveal that R1 universities prioritize research applications and technical innovation, while teaching-focused institutions emphasize classroom integration and assessment integrity. This divergence creates a fragmented competitive environment where no single approach has emerged as clearly superior, though institutions delaying strategic decisions risk being forced into reactive positions as student expectations and accreditation standards evolve.

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

[18] A computational academic integrity framework

Power Dynamics and Missing Voices

Current institutional AI decisions predominantly reflect human agency perspectives (73.4% of causal attributions), with faculty and administrators driving implementation while critical stakeholder groups remain severely underrepresented [Evidence Architecture: Causal Frames]. The power concentration analysis reveals that only 1.4% of perspectives come from researchers, 0.57% from advocates, and a mere 0.14% from parents, creating governance blind spots regarding community impact and ethical considerations [Evidence Architecture: Perspective Gaps]. This imbalance is particularly problematic given that AI systems increasingly make decisions affecting student progression, with studies showing machine learning approaches to ”predicting student performance” [19] without adequate community input. The missing voices extend to students themselves, who are often subjects of AI implementation rather than partners in design, despite research indicating the importance of ”student volunteer’s perspectives” in understanding educational impact [20]. The institutional tendency toward ”human agency” dominance (69.1% of power concentrations) creates implementation models that prioritize administrative and faculty convenience over student experience and community values, potentially undermining the very educational missions AI is meant to serve.

[19] Early detection of learning difficulties. Tool for predicting student perform...

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

Secondary Strategic Tensions

Beyond the primary innovation-integrity contradiction, institutions face a critical secondary tension between personalized learning efficiency and the development of critical thinking skills. Research indicates that while AI can create ”high-quality datasets for creative writing with thought processes” [4], this efficiency may come at the cost of students’ own cognitive development, particularly regarding what one study identifies as ”critical thinking in university distance education” [21]. This tension intersects with the primary governance challenge by forcing institutions to decide whether AI integration

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

[21] IA generativa y pensamiento cri tico en la educacio n universitaria a distanc...

should optimize for learning outcomes or cognitive development–objectives that may not always align. The implication for governance is that policy frameworks must address not only what AI does well, but what educational processes might be diminished through over-reliance on automated systems, requiring nuanced understanding of pedagogical trade-offs rather than binary approval/rejection decisions.

Conclusion

This analysis of 702 articles reveals a fundamental institutional contradiction: the drive to adopt transformative technologies like AI for competitive advantage is actively undermined by governance structures designed for a pre-digital era. The pilot coding tutor demonstrates clear pedagogical benefits, yet its success, and that of similar initiatives, is threatened by the widening gap between the pace of technological change and the speed of policy development. This core tension is not an isolated academic concern; it is an existential strategic threat. The failure to resolve this will result in a reactive posture, where the institution perpetually chases technological trends, incurs unnecessary risk, and cedes its competitive positioning to more agile peers. The evidence is unequivocal; technological implementation without corresponding governance evolution creates vulnerability, not value. To avert this, leadership must pivot from ad-hoc adaptation to proactive, principle-based governance. This requires immediate action on two fronts. First, we must establish an adaptive AI policy framework with cross-institutional governance to replace our current fragmented and obsolete policies. Second, this governance body must be tasked with developing a clear institutional AI strategy that defines our competitive posture and ethical boundaries. The timeline for deliberation is over. We recommend that the Provost and President charter the cross-institutional governance task force within 30 days, with a mandate to present the draft adaptive policy framework and strategic principles for leadership approval by the next board meeting. The institution's ability to lead in the coming decade depends on the decisions we make this semester.

References

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

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

3. Generative AI and Higher Education: Navigating Risks, Opportunities, and Changing Educator Identitie

4. COIG-Writer: A High-Quality Dataset for Chinese Creative Writing with Thought Processes
5. Exploring the effects of artificial intelligence on student and academic well-being in higher educat
6. Technology-enhanced Personalised Learning: Untangling the Evidence
7. ”Current RLHF methods primarily learn objective error detection rather than subjective preferences [Beyond Correctness: Evaluating Subjective Writing Preferences Across Cultures
8. ”When LLMs Learn to be Students: The SOEI Framework for Modeling and Evaluating Virtual Student Age
9. Watermark in the Classroom: A Conformal Framework for Adaptive AI Usage Detection
10. Analyzing Adaptive Scaffolds that Help Students Develop Self-Regulated Learning Behaviors
11. ”Assumes cultural differences are adequately captured by language differences [Inteligencia Artificial y chatbots para una educacio n superior sostenible: una revisio n sistema tica
12. Model Cards for Model Reporting
13. Ethics and transparency for detection of gender bias in algorithms
14. ”Assumptions about cultural representation differ from other cross-cultural studies [Automatically Detecting Confusion and Conflict During Collaborative Learning Using Linguistic, Pro
15. Teachers’ perspective on fostering computational thinking through educational robotics
16. Responsible research and innovation in science education: insights from evaluating the impact of using digital media and arts-based methods on RRI values
17. Optimal Hierarchical Learning Path Design with Reinforcement Learning
18. A computational academic integrity framework
19. Early detection of learning difficulties. Tool for predicting student performance
20. The Impact of Large Language Models on K-12 Education in Rural India: A Thematic Analysis of Student Volunteer’s Perspectives

21. IA generativa y pensamiento cri tico en la educacio n universitaria a distancia: desafi os y oportunidades
22. MathCanvas: Intrinsic Visual Chain-of-Thought for Multimodal Mathematical Reasoning
23. A comparison of the linguistic encoding of artificial-intelligence-generated academic essays and academic essays written by MSc ALSLA 2022-23 students
24. Instructional Goal-Aligned Question Generation for Student Evaluation in Virtual Lab Settings: How Closely Do LLMs Actually Align?
25. AdaptMI: Adaptive Skill-based In-context Math Instruction for Small Language Models
26. Generative Large Language Models for Knowledge Representation: A Systematic Review of Concept Map Generation
27. Ana lisis de las gui as de uso de inteligencia artificial en ...
28. 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?
29. Intrusion of Generative AI in higher education and its impact on the educators well-being: A scoping review
30. TokDrift: When LLM Speaks in Subwords but Code Speaks in Grammar
31. Formacio n Docente en IA Generativa: Impacto E tico y Retos en Educacio n Superior
32. Creatividad y e tica en la educacio n superior: ma s alla de ...
33. AI in higher education
34. FACET: Teacher-Centred LLM-Based Multi-Agent Systems-Towards Personalized Educational Worksheets
35. Privacy-Preserving Distributed Link Predictions Among Peers in Online Classrooms Using Federated Learning
36. DUE: A Deep Learning Framework and Library for Modeling Unknown Equations
37. Intelligence artificielle et information scientifique
38. Equality and Privacy by Design : A New Model of Artificial Intelligence Data Transparency via Auditing, Certification, and Safe Harbor Regimes

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

40. Integrating Artificial Intelligence Into Higher Education ...

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

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

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

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

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

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

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

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

49. Big data for monitoring educational systems

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

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

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

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

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

55. AI, Higher Education, Innovation, assessments

56. Interactive Teaching for Conversational AI

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

58. Microcredencial Universitaria en Inteligencia Artificial ...

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

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

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

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

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

64. Construyendo Inteligencia Artificial para la educacio n.

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

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

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

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

69. Predictive User Modeling with Actionable Attributes

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

71. Computational Sociolinguistics: A Survey

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

73. 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.

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

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

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

77. Predicting Task Performance with Context-aware Scaling Laws

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

79. WithAnyone: Towards Controllable and ID Consistent Image Generation

80. Predicting Abandonment in Online Coding Tutorials

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

82. Anali tica de aprendizaje y personalizacio n

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

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

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

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

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

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

89. Agentic Design of Compositional Machines

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

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

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

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

94. Watermarking Techniques for Large Language Models: A Survey

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

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

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

98. Circuit Insights: Towards Interpretability Beyond Activations

99. Batched Adaptive Network Formation

100. 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

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

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

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

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

105. Inteligencia artificial en la Dida ctica de Ciencias Sociales

106. Intelligence artificielle et socie te - HUM-286

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

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

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

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

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

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

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

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

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

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

117. Student Performance Prediction Using Machine Learning Algorithms

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

119. 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.

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

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

122. Data Analytics and Algorithmic Bias in Policing

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

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

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

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

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

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

129. Untitled - Investigaciones - Universidad del Tolima

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

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

132. Intelligence Unleashed: An argument for AI in Education

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

134. Comparing the writing style of real and artificial papers

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

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

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

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

139. Abierta convocatoria para Data ForEducation 2025

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

141. Non-Minimally Coupled Quintessence in Light of DESI

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

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

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

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

146. 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

147. e-VALUACIO N en tiempo real

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

149. Intelligence artificielle: amie ou concurrente?

150. Introduction to Generative AI for Students - Guides

151. CURSO IA APLICADA EN ENTORNOS EDUCATIVOS

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

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

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
165. Efficient Parallel Samplers for Recurrent-Depth Models and Their Connection to Diffusion Language Models
166. ChangingGrounding: 3D Visual Grounding in Changing Scenes
167. LLMs as Scalable, General-Purpose Simulators For Evolving Digital Agent Training
168. Learning an Image Editing Model without Image Editing Pairs
169. Coupled Diffusion Sampling for Training-Free Multi-View Image Editing
170. Attention Is All You Need for KV Cache in Diffusion LLMs
171. RainDiff: End-to-end Precipitation Nowcasting Via Token-wise Attention Diffusion
172. Plan de Estudios del Curso en Inteligencia Artificial ...
173. Queen’s Strategic AI Framework | Artificial Intelligence
174. Introduction to Generative AI | Teaching & Learning - UCL
175. Using AI in research - MIE542: Human Factors Integration
176. ¿Que tan permitente es la innovacio n, inclusio n e
177. Stability Criteria and Motor Performance in Delayed Haptic Dyadic Interactions Mediated by Robots
178. Orders matter: tight bounds on the precision of sequential quantum estimation for multiparameter models
179. Dark Matter Subhalos and Higher Order Catastrophes in Gravitational Wave Lensing
180. What is Generative Artificial Intelligence (AI)
181. Gamification of the learning process: lessons learned

182. Paradigmas de la inteligencia artificial en los nuevos escenarios de ensen anza y aprendizaje: Desafi os tecnolo gicos, pedago gicos y e ticos

183. Evaluacio n Formativa e Inteligencia Artificial: Estrategias para un Aprendizaje Humano y Eficaz

184. AREPO-RSG: Aspherical Circumstellar Material and Winds from Pulsating Dusty Red Supergiants in Global 3D Radiation Hydrodynamic Simulations

185. A universal description of Mott insulators: Characterizing quantum phases beyond broken symmetries

186. IA para todos, Aprende a Automatizar sin saber Programar

187. Architecture Is All You Need: Diversity-Enabled Sweet Spots for Robust Humanoid Locomotion

188. A Density Condition on Point Sets with Slowly-Scaling Distinct Dot Products

189. Computation of attractor dimension and maximal sums of Lyapunov exponents using polynomial optimization

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

191. 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 Chat-GPT 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: $geko$ 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

165. Efficient Parallel Samplers for Recurrent-Depth Models and Their Connection to Diffusion Language Models

166. ChangingGrounding: 3D Visual Grounding in Changing Scenes

167. LLMs as Scalable, General-Purpose Simulators For Evolving Digital Agent Training

168. Learning an Image Editing Model without Image Editing Pairs

169. Coupled Diffusion Sampling for Training-Free Multi-View Image Editing

170. Attention Is All You Need for KV Cache in Diffusion LLMs

171. RainDiff: End-to-end Precipitation Nowcasting Via Token-wise Attention Diffusion

172. Plan de Estudios del Curso en Inteligencia Artificial ...

173. Queen's Strategic AI Framework | Artificial Intelligence

174. Introduction to Generative AI | Teaching & Learning - UCL

175. Using AI in research - MIE542: Human Factors Integration

176. ¿Que tan permitente es la innovacio n, inclusio n e

177. Stability Criteria and Motor Performance in Delayed Haptic Dyadic Interactions Mediated by Robots

178. Orders matter: tight bounds on the precision of sequential quantum estimation for multiparameter models

179. Dark Matter Subhalos and Higher Order Catastrophes in Gravitational Wave Lensing

180. What is Generative Artificial Intelligence (AI)

181. Gamification of the learning process: lessons learned

182. Paradigmas de la inteligencia artificial en los nuevos escenarios de ensen anza y aprendizaje: Desafi os tecnolo gicos, pedago gicos y e ticos

183. Evaluacio n Formativa e Inteligencia Artificial: Estrategias para un Aprendizaje Humano y Eficaz

184. AREPO-RSG: Aspherical Circumstellar Material and Winds from Pulsating Dusty Red Supergiants in Global 3D Radiation Hydrodynamic Simulations

185. A universal description of Mott insulators: Characterizing quantum phases beyond broken symmetries

186. IA para todos, Aprende a Automatizar sin saber Programar

187. Architecture Is All You Need: Diversity-Enabled Sweet Spots for Robust Humanoid Locomotion

188. A Density Condition on Point Sets with Slowly-Scaling Distinct Dot Products

189. Computation of attractor dimension and maximal sums of Lyapunov exponents using polynomial optimization

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

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