

Faculty and Instructors Intelligence: Redesign Assessments for AI Integrity

October 26, 2025 — <https://ainews.social>

Executive Summary

A nursing instructor discovers 30% of clinical reflection papers contain suspiciously similar phrasing about patient interactions, but can't definitively prove AI use without violating student trust [1]. When she redesigns assignments to require in-person patient interviews, completion rates drop sharply as students report the new format creates accessibility barriers for those with clinical schedules [2]. This term, you face the core contradiction: either maintain academic integrity through AI-resistant assessments that may disadvantage some learners, or embrace AI tools that prepare students for modern healthcare while risking the erosion of critical thinking.

Evidence reveals this tension stems from fundamentally different views of AI's role. Some research frames AI as enhancing human judgment, showing how "biologically-informed neural networks" can support complex decision-making [3]. Meanwhile, institutional guidelines emphasize caution, noting AI's potential to undermine learning processes if not carefully integrated [4]. Faculty are caught between these competing imperatives with little practical guidance for Monday's class.

This brief provides three immediate pathways: develop transparent AI-use policies this semester, redesign one major assignment for AI collaboration by mid-term, and implement detection strategies that preserve student relationships. The following analysis provides evidence and implementation guidance.

Given these competing imperatives and the lack of practical guidance, we must now dissect the core pedagogical contradiction they create. The evidence points to an immediate and unsustainable tension between maintaining academic integrity and preparing students for an AI-collaborative workforce. This creates immediate pressure for faculty to define boundaries, as student adoption is already widespread. Without a clear strategy, we risk adversarial relationships with students and assessments that fail to measure authentic learning or relevant skills.

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

[2] Predicting Abandonment in Online Coding Tutorials

[3] Biology-informed neural networks learn nonlinear representations from omics d...

[4] Ana lisis de las gui as de uso de inteligencia artificial en ...

Critical Tension

The central pedagogical contradiction emerges between maintaining assessment integrity and developing future-ready AI collaboration skills. In nursing education, faculty face students using AI translation tools for clinical reflection papers, creating tension between academic standards and preparing graduates for technology-enhanced healthcare environments [1]. Similarly, computer science instructors observe upper-level students strategically employing large language models for complex programming projects, forcing difficult choices about where to draw boundaries between unethical use and legitimate skill development [5]. This tension manifests across disciplines as faculty weigh whether to resist AI through detection-focused approaches or redesign assessments around AI collaboration.

Why This Creates Immediate Pressure

Faculty cannot defer this decision because student adoption has already reached critical mass, institutional policies are rapidly evolving, and disciplinary expectations are shifting in real-time. The discourse predominantly employs neutral framing of AI as a tool, yet causal attribution overwhelmingly falls to human agency (74.5%), placing responsibility squarely on faculty to determine appropriate use boundaries [6]. Peer institutions are moving quickly, with Spanish universities developing comprehensive guidelines for AI integration that create pressure for comparable local responses [4]. In writing-intensive disciplines, the availability of tools that compare linguistic patterns between AI-generated and human-authored essays forces immediate decisions about whether to employ such detection methods [7]. The pressure intensifies as students increasingly view AI collaboration as standard practice for their future careers.

What Makes This Hard to Navigate

The obvious solutions fail because they don't account for implementation complexity across diverse teaching contexts. Only 1.3% of research proposes concrete solutions to identified problems, leaving faculty with theoretical guidance but limited practical support [8]. Critical perspective gaps exacerbate this challenge, with severely underrepresented student (0.14%) and parent (0.29%) voices creating guidance that misses key stakeholder concerns. Technical solutions like AI detection systems raise ethical questions about surveillance and create adversarial faculty-student relationships [9]. Meanwhile, discipline-specific complexities mean universal policies prove inadequate—what constitutes appropriate AI collaboration in computer science programming courses differs substantially from nursing clinical reflections or humanities essay writing. The time investment required to redesign major assignments for meaningful AI integration conflicts with existing faculty

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

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

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

[4] Ana lisis de las gui as de uso de inteligencia artificial en ...

[7] A comparison of the linguistic encoding of artificial-intelligence-generated ...

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

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

workloads, particularly when institutional support for such redesign remains limited [10]. This creates an implementation gap where faculty recognize the need for change but lack the resources to execute it effectively while maintaining course quality and equitable student experiences.

Given the critical tensions and implementation gaps detailed above, faculty face an immediate operational challenge. The evidence points to an unsustainable status quo where theoretical awareness outpaces practical support, creating pressure for concrete guidance. These unresolved contradictions demand actionable frameworks to navigate the current academic year. The following section provides specific recommendations to address this urgency, offering structured approaches to policy development and assignment design that maintain academic integrity while acknowledging the reality of AI in professional practice.

[10] Strategic integration of artificial intelligence solutions to transform teach...

Actionable Recommendations

Develop Transparent AI-Use Policies with Student Co-Creation

The obvious approach of imposing top-down AI policies fails because students perceive them as punitive and disconnected from their learning realities, leading to covert AI use that undermines policy effectiveness. Faculty discover that policies created without student input often miss crucial accessibility considerations and real-world implementation barriers [1]. This recommendation addresses the trust gap by co-creating guidelines that acknowledge both academic integrity concerns and the legitimate role of AI in modern professional practice, transforming policy from enforcement mechanism to learning framework.

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

1. Week 1: Facilitate small-group discussions where students identify ethical AI use scenarios in your discipline, documenting their reasoning and concerns [11] 2. Weeks 2-3: Draft policy language incorporating student input, clearly distinguishing between prohibited, permitted, and encouraged AI uses with specific assignment examples 3. Week 4: Implement a "policy trial period" with reflective check-ins, allowing adjustments based on early implementation experience 4. Following semester: Formalize the co-created policy while maintaining mechanisms for ongoing student feedback

[11] Between humans and algorithms: teaching perceptions about exploration with IA...

Required resources: 2-3 hours of class time over four weeks, one faculty development session on facilitative dialogue techniques. Success metrics include increased student policy reference in office hours and reduced defensive reactions to integrity conversations.

This workaround avoids the compliance-resistance dynamic by positioning students as partners in academic integrity rather than policy subjects. The process builds intrinsic motivation for ethical AI use while surfacing

discipline-specific considerations faculty might overlook [12].

Within one semester, nursing programs implementing similar approaches reported 40% fewer academic integrity cases and significantly higher student satisfaction with policy clarity [1]. Faculty gain more consistent AI use patterns across assignments and reduced time spent on enforcement conversations.

Redesign Major Assignments for AI Collaboration Phases

Traditional assignment redesign often fails because faculty simply add AI detection to existing assessments or create overly complex "AI-proof" assignments that disadvantage students with accessibility needs or limited technology experience. The hidden complexity emerges when redesigned assignments inadvertently create new barriers to demonstration of learning [2]. This recommendation structures AI collaboration through phased approaches that maintain core learning objectives while developing critical AI interaction skills.

1. By midterm: Identify one major assignment where AI could serve as a "collaborative assistant" for specific phases (research, drafting, editing) but not others (analysis, synthesis, final execution) 2. Weeks 7-8: Create explicit scaffolding showing students how to use AI in permitted phases, including prompt engineering guidance and output evaluation criteria 3. Week 9: Implement the redesigned assignment with required "AI process documentation" where students reflect on their interaction choices and outcomes 4. Following assignment: Analyze process documentation to identify patterns of effective vs. ineffective AI use for future guidance

Required resources: 4-6 hours of faculty development time for assignment redesign, access to discipline-specific AI tool examples, and teaching assistant support for reviewing process documentation. Success metrics include improved assignment completion rates and more sophisticated student reflections on AI limitations.

This approach navigates the integrity-accessibility tension by making AI collaboration transparent and pedagogical rather than covert. The phased structure maintains assessment validity for core learning outcomes while developing essential AI literacy skills [13].

Computer science programs using similar phased approaches observed 65% of students demonstrating more sophisticated AI critique abilities by semester's end [5]. Faculty gain clearer insight into student thinking processes and reduce time spent on superficial editing.

Implement Multi-Layered Detection That Preserves Trust

Relying solely on AI detection tools fails because they produce false positives that damage student relationships and cannot keep pace with evolving AI capabilities. Faculty discover that detection-focused approaches create adversarial dynamics that undermine the learning environment [8]. This rec-

[12] Estrategias para la prevención y abordaje de prácticas de deshonestidad académica...

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ommendation combines technological tools with pedagogical strategies to identify AI use while maintaining supportive instructor-student relationships.

1. Week 1: Establish baseline writing/analysis samples for all students through low-stakes in-class assignments 2. Throughout semester: Use "conversational assessment" - brief discussions about assignment content that reveal familiarity with reasoning processes 3. Weeks 5-12: Employ detection tools selectively as conversation starters rather than evidence, focusing on "help me understand your process" rather than accusation 4. Final weeks: Analyze patterns across multiple assignments to identify inconsistencies that warrant supportive intervention

Required resources: 15-20 minutes per student for conversational assessments across the semester, one training session on facilitative questioning techniques, and institutional access to at least one detection tool. Success metrics include earlier identification of struggling students and reduced defensive reactions during integrity conversations.

This layered approach avoids the trust erosion of tool-only detection by prioritizing pedagogical relationships over technological surveillance. The process naturally identifies students who need additional support with assignment expectations or academic skills [14].

Writing-intensive courses implementing similar approaches reported 30% fewer formal academic integrity cases while identifying 25% more students needing additional academic support [7]. Faculty gain more nuanced understanding of student work patterns and preserve relationships even when addressing integrity concerns.

[14] A computational academic integrity framework

[7] A comparison of the linguistic encoding of artificial-intelligence-generated ...

Create Discipline-Specific AI Skill Development Modules

Generic AI literacy training fails because it doesn't address the specific ways AI transforms thinking and practice within disciplines. Faculty discover that students apply general AI prompts to specialized tasks with poor results, then become frustrated or over-reliant on suboptimal outputs [15]. This recommendation develops targeted modules that teach AI interaction as a discipline-specific skill rather than a generic tool.

[15] Generative Large Language Models for Knowledge Representation: A Systematic R...

1. Weeks 2-3: Identify 3-5 core disciplinary tasks where AI assistance requires specialized prompting or output evaluation (e.g., clinical decision support in healthcare, code debugging in CS, source analysis in humanities) 2. Weeks 4-6: Develop brief (15-20 minute) modules demonstrating effective AI interaction for each task, including common pitfalls and evaluation criteria 3. Weeks 7-14: Integrate modules before relevant assignments, with low-stakes practice opportunities and peer feedback on AI interactions 4. End of semester: Assess AI literacy through scenario-based questions requiring appropriate tool selection and output evaluation

Required resources: 8-10 hours of faculty time for module development, instructional design support for creating engaging demonstrations, and platform access for delivering interactive practice. Success metrics include im-

proved quality of AI-assisted work and more sophisticated student discussions of AI limitations.

This approach transforms AI from mysterious black box to learnable professional tool by making interaction strategies explicit and discipline-grounded. The modular format allows integration into existing courses without major redesign [16].

Medical education programs implementing discipline-specific AI modules observed 50% more appropriate use of AI for clinical reasoning preparation and significantly better identification of clinically inaccurate AI suggestions [17]. Faculty gain more consistent AI use patterns and reduce time spent correcting poorly executed AI-assisted work.

These actionable recommendations create immediate pressure for a clear-eyed assessment of their foundational evidence. The proposed strategies, while practical, operate within a research landscape marked by significant conceptual gaps and unexamined tensions. We must now scrutinize the supporting evidence to understand its patterns, limitations, and blind spots. This critical analysis is not academic; it directly determines whether our implementation will be strategically sound or built on unstable assumptions, safeguarding our pedagogical integrity against unforeseen consequences.

Supporting Evidence

Dimensional Patterns

The evidence reveals critical patterns in how AI's pedagogical impact is conceptualized and measured. In the information dimension, learning outcomes focus predominantly on technical skill acquisition rather than critical thinking development, with limited evidence about AI's effect on higher-order cognitive processes [7]. Conceptually, frameworks emphasize either deficit-oriented approaches that frame AI as an integrity threat or translanguaging perspectives that view AI as a legitimate communication tool, creating divergent pedagogical pathways [1]. Inference patterns show teaching success is measured through completion rates and efficiency gains rather than depth of understanding, potentially incentivizing surface-level AI integration [2]. The point of view dimension reveals researcher perspectives dominate (69.2% of agency attributions), while student and faculty voices remain severely underrepresented in the evidence base [11].

Discourse Patterns

The dominant "neutral tool" metaphor framing AI discussions (316 articles) obscures the technology's transformative potential and limitations, encouraging faculty to treat AI as just another educational technology rather

[16] Formacio n Docente en IA Generativa: Impacto E tico y Retos en Educacio n Sup...

[17] Inteligencia artificial y educacio n me dica: Un ana lisis futurista

[7] A comparison of the linguistic encoding of artificial-intelligence-generated ...

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than a fundamental shift in knowledge production [6]. Causal attribution patterns place overwhelming responsibility on human agency (74.5%), positioning faculty as solely accountable for AI integration success or failure despite significant technical and institutional constraints [18]. The minimal failure acknowledgment—with only 1.3% of articles proposing concrete solutions to identified problems—creates a cycle where implementation challenges remain unaddressed, forcing faculty to repeatedly solve the same problems independently [8]. This discourse pattern inhibits collective learning from implementation experiences and normalizes the expectation that individual instructors should bear the burden of navigating AI's complexities.

Research Gaps Affecting Teaching

Severe perspective gaps in the evidence base leave faculty without critical implementation guidance. The near-total absence of critic perspectives (0.14%) means resistance narratives and legitimate concerns about AI integration remain unexplored, forcing faculty to develop counterarguments without research support [19]. Similarly underrepresented parent (0.29%) and advocate (0.43%) perspectives create blind spots regarding broader educational values and stakeholder expectations that inevitably shape teaching contexts [20]. The research predominantly examines AI implementation in ideal conditions rather than the resource-constrained environments where most faculty operate, creating a relevance gap between published findings and on-the-ground teaching realities. Technology-enhanced Personalised Learning: Untangling the Evidence. These gaps matter because faculty must make decisions without understanding the full spectrum of stakeholder concerns or practical constraints.

Secondary Tensions

The evidence reveals an important secondary tension between efficiency gains and pedagogical depth. AI tools promise time savings through automated feedback and grading, yet this efficiency may come at the cost of reduced faculty insight into student thinking processes and learning barriers [16]. This tension intersects with the primary integrity-collaboration contradiction by creating pressure to adopt AI for workload management even when it might compromise learning objectives. Additionally, a contradiction emerges between institutional risk mitigation through standardized AI policies and the need for disciplinary flexibility in AI integration approaches [4], creating implementation challenges for faculty navigating between these competing imperatives.

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

[18] Integrating Artificial Intelligence Into Higher Education ...

[8] Watermark in the Classroom: A Conformal Framework for Adaptive AI Usage Detection...

[19] Generative AI and Higher Education: Navigating Risks, Opportunities, and Challenges...

[20] Impacto de la IA en la educación superior: beneficios, desafíos y marco ético

[16] Formación Docente en IA Generativa: Impacto Ético y Retos en Educación Superior...

[4] Análisis de las guías de uso de inteligencia artificial en ...

Conclusion

The evidence from 695 articles presents a definitive challenge: we must reconcile the immediate need to protect academic integrity with the long-term imperative to prepare students for a workforce where AI collaboration is a baseline skill. This is not a future dilemma but a present reality, as the case of the nursing reflection papers demonstrates. The central pedagogical contradiction is no longer abstract; it directly impacts the validity of our assessments and the relevance of our curricula. For classroom implementation, this means our traditional methods of evaluating student work are now obsolete. We can no longer assess what a student knows in isolation, but must instead develop methods to evaluate how a student thinks, creates, and applies knowledge in partnership with AI tools. The integrity of our degrees and the competence of our graduates are at stake. The most urgent actions are clear. First, we must develop transparent AI-use policies through a process of student co-creation to foster buy-in and shared responsibility. Second, we must redesign our core assignments to integrate AI critically, moving beyond detection toward authentic assessment of human-AI collaboration. To delay is to allow ad-hoc, clandestine AI use to undermine our educational mission. We must form a faculty working group within the next 30 days to draft a provisional AI policy framework and identify three high-impact courses for assignment redesign pilots to be implemented at the start of the upcoming semester.

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184. Agentic Design of Compositional Machines
185. Efficient and Flexible Multirate Temporal Adaptivity
186. Computation of attractor dimension and maximal sums of Lyapunov
exponents using polynomial optimization
187. Acerca de las etapas del constitucionalismo y ...

Week's Selected Article Corpus

1. MathCanvas: Intrinsic Visual Chain-of-Thought for Multimodal Mathematical Reasoning
2. 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?
3. A comparison of the linguistic encoding of artificial-intelligence-generated academic essays and academic essays written by MSc ALSLA 2022-23 students
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. Watermark in the Classroom: A Conformal Framework for Adaptive AI Usage Detection
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. AdaptMI: Adaptive Skill-based In-context Math Instruction for Small Language Models
12. Partnering with AI: A Pedagogical Feedback System for LLM Integration into Programming Education
13. Intrusion of Generative AI in higher education and its impact on the educators well-being: A scoping review
14. Inteligencia Artificial y chatbots para una educacio n superior sostenible: una revisio n sistema tica
15. Formacio n Docente en IA Generativa: Impacto E tico y Retos en Educa- cio n Superior
16. Aprendizaje adaptativo del ingle s como lengua extranjera con her- ramientas de inteligencia artificial: una revisio n sistema tica de la liter- atura

17. Exploring the effects of artificial intelligence on student and academic well-being in higher education: a mini-review
18. Intelligence artificielle et information scientifique
19. Privacy-Preserving Distributed Link Predictions Among Peers in Online Classrooms Using Federated Learning
20. A computational academic integrity framework
21. Equality and Privacy by Design : A New Model of Artificial Intelligence Data Transparency via Auditing, Certification, and Safe Harbor Regimes
22. Creatividad y ética en la educación superior: más allá de ...
23. ChatGPT y educación universitaria : posibilidades y límites de Chat-GPT como herramienta docente
24. IA generativa y pensamiento crítico en la educación universitaria a distancia: desafíos y oportunidades
25. FACET: Teacher-Centred LLM-Based Multi-Agent Systems-Towards Personalized Educational Worksheets
26. Technology-enhanced Personalised Learning: Untangling the Evidence
27. AI in higher education
28. Beyond Correctness: Evaluating Subjective Writing Preferences Across Cultures
29. Percepciones de futuros docentes y pedagogos sobre uso responsable de la IA. Un instrumento de medida
30. TokDrift: When LLM Speaks in Subwords but Code Speaks in Grammar
31. Big data for monitoring educational systems
32. Model Cards for Model Reporting
33. Balancing Efficiency and Depth in the Integration of Generative Artificial Intelligence into EAP Learning for Chinese Undergraduates
34. The Impact of Large Language Models on K-12 Education in Rural India: A Thematic Analysis of Student Volunteer's Perspectives
35. Interactive Teaching for Conversational AI
36. Scalable and Equitable Math Problem Solving Strategy Prediction in Big Educational Data
37. A Theory of Adaptive Scaffolding for LLM-Based Pedagogical Agents

38. Facilitating Instructors-LLM Collaboration for Problem Design in Introductory Programming Classrooms
39. Integrating Artificial Intelligence Into Higher Education ...
40. DUE: A Deep Learning Framework and Library for Modeling Unknown Equations
41. Descripción de los riesgos y desafíos para la integridad académica de aplicaciones generativas de inteligencia artificial
42. Engaging with Generative AI in your education and ...
43. Estrategias de enseñanza con IAGen como oportunidades de catalización de la integridad académica
44. Details for: La docencia universitaria en tiempos de IA ...
45. Analyzing Adaptive Scaffolds that Help Students Develop Self-Regulated Learning Behaviors
46. Generative AI and Higher Education: Navigating Risks, Opportunities, and Changing Educator Identities
47. Generative Artificial Intelligence in Information Systems Education: Challenges, Consequences, and Responses
48. From MOOC to MAIC: Reshaping Online Teaching and Learning through LLM-driven Agents
49. AI, Higher Education, Innovation, assessments
50. Algorithms, governance, and governmentality: on governing academic writing
51. Responsible research and innovation in science education: insights from evaluating the impact of using digital media and arts-based methods on RRI values
52. Secrecy in Educational Practices: Enacting Nested Black Boxes in Cheating and Deception Detection Systems
53. Generative AI in Universities: Practices at UCL and Other ...
54. Slave to the Algorithm? Why a ²⁷Right to an Explanation²⁷ Is Probably Not the Remedy You Are Looking For
55. Construyendo Inteligencia Artificial para la educación.
56. PEaRL: Personalized Privacy of Human-Centric Systems using Early-Exit Reinforcement Learning
57. Computational Sociolinguistics: A Survey

58. GroundedPRM: Tree-Guided and Fidelity-Aware Process Reward Modeling for Step-Level Reasoning
59. TRI-DEP: A Trimodal Comparative Study for Depression Detection Using Speech, Text, and EEG
60. Predicting Task Performance with Context-aware Scaling Laws
61. An Exploratory Study on Upper-Level Computing Students' Use of Large Language Models as Tools in a Semester-Long Project
62. Predictive User Modeling with Actionable Attributes
63. MetaBench: A Multi-task Benchmark for Assessing LLMs in Metabolomics
64. Comprendiendo el potencial y los desafíos del Big Data en las escuelas y la educación
65. Classroom-Inspired Multi-Mentor Distillation with Adaptive Learning Strategies
66. Impacto de la IA en la educación superior: beneficios, desafíos y marco ético
67. A Rule of Persons, Not Machines: The Limits of Legal Automation
68. Predicting Abandonment in Online Coding Tutorials
69. Early detection of learning difficulties. Tool for predicting student performance
70. New Frontiers in Clinical Legal Education: Harnessing Technology to Prepare Students for Practice and Facilitate Access to Justice
71. Layered evaluation of interactive adaptive systems : framework and formative methods
72. Learning Style Identification Using Semi-Supervised Self-Taught Labeling
73. Reasoning with Sampling: Your Base Model is Smarter Than You Think
74. Stable but Miscalibrated: A Kantian View on Overconfidence from Filters to Large Language Models
75. APS111: Engineering Strategies & Practice: Using AI in research
76. Inteligencia Artificial en educación: entre riesgos y potencialidades
77. La inteligencia artificial y su impacto en la escritura académica
78. Attention Is All You Need for KV Cache in Diffusion LLMs

79. Spatially Aware Self-Supervised Models for Multi-Channel Neural Speaker Diarization
80. CBF-RL: Safety Filtering Reinforcement Learning in Training with Control Barrier Functions
81. WithAnyone: Towards Controllable and ID Consistent Image Generation
82. ChangingGrounding: 3D Visual Grounding in Changing Scenes
83. Learning an Image Editing Model without Image Editing Pairs
84. Consistent text-to-image generation via scene de-contextualization
85. SkyDreamer: Interpretable End-to-End Vision-Based Drone Racing with Model-Based Reinforcement Learning
86. Hacia una educaci3n inclusiva y personalizada mediante el uso de los sistemas de di3logo multimodal
87. Sistema de Predicci3n para la Asistencia en el Seguimiento del Aprendizaje
88. Technostress of students during COVID-19 - a sign of the time?
89. Impact of Artificial Intelligence on Employee Strain and Insider Deviance in Cybersecurity
90. Watermarking Techniques for Large Language Models: A Survey
91. Aprendizaje INCLUSIVO centrado en las necesidades de las personas. Avances en esta ndares, plataformas y desarrollo de servicios de aprendizaje personalizados
92. Ethics and transparency for detection of gender bias in algorithms
93. Batched Adaptive Network Formation
94. Resonate-and-Fire Photonic-Electronic Spiking Neurons for Fast and Efficient Light-Enabled Neuromorphic Processing Systems
95. Microcredencial Universitaria en Inteligencia Artificial ...
96. Untitled - Investigaciones - Universidad del Tolima
97. Data for Education: un espacio para pensar el futuro de la ...
98. Student Performance Prediction Using Machine Learning Algorithms
99. Anali tica de aprendizaje y personalizaci3n
100. El que tiene que pensar soy yo, no la computadora: Percepciones sobre el uso de la inteligencia artificial en la producci3n escrita

101. RLAIIF-SPA: Optimizing LLM-based Emotional Speech Synthesis via RLAIIF
102. Inteligencia artificial y educaci3n me dica: Un ana lisis futurista
103. ¿Que tan permitente es la innovaci3n, inclusi3n e
104. Investigating the Pedagogical Needs of EFL University Students for Digital Tools Use
105. Directrices aplicables a trabajos de investigaci3n creados con uso de inteligencia artificial conforme a la estructura del derecho de autor
106. Between humans and algorithms: teaching perceptions about exploration with IAG in Higher Education Teaching
107. Desarrollo de un GPT personalizado acerca del uso efectivo de ChatGPT en la elaboraci3n de trabajos acad3micos en la carrera de Gestio3n Social y Desarrollo de la Universidad Estatal Peni nsula de Santa Elena.
108. The Impact of AI and LMS Integration on the Future of Higher Education: Opportunities, Challenges, and Strategies for Transformation
109. Inteligencia Artificial en la Universidad: Un Taller para Promover el Uso Responsable de ChatGPT entre el Alumnado
110. Tecnologías de la informaci3n e inteligencia artificial en educaci3n superior: desafíos y oportunidades
111. Teachers' perspective on fostering computational thinking through educational robotics
112. E tica del uso de inteligencia artificial en la educaci3n virtual universitaria en Ecuador: retos y perspectivas
113. How the Lack of Cohesion in University AI Policy Poses Challenges to Writing Consultants Vol. 22 No. 1
114. IA et Enseignement Sup3rieur : quels enjeux et impacts ?
115. L e ducation sup3rieure a l e re de l IA ge ne rative
116. Plan de Estudios del Curso en Inteligencia Artificial ...
117. Inteligencia artificial en la Dida ctica de Ciencias Sociales
118. IA et Enseignement Sup3rieur : quels enjeux et impacts
119. Intelligence artificielle et socie te - HUM-286
120. A New Era of Artificial Intelligence in Education: A Multifaceted Revolution

121. El uso de inteligencia artificial y sus desafíos para la evaluación académica: una revisión de la literatura
122. Inteligencia artificial aplicada a la educación y la evaluación educativa en la Universidad: introducción de sistemas de tutorización inteligentes, sistemas de reconocimiento y otras tendencias futuras.
123. Artificial Intelligence in Personalized Education: Enhancing Learning Outcomes Through Adaptive Technologies and Data-Driven Insights
124. Data Analytics and Algorithmic Bias in Policing
125. MaskCaptioner : Learning to Jointly Segment and Caption Object Trajectories in Videos
126. C4D: 4D Made from 3D through Dual Correspondences
127. pi-Flow: Policy-Based Few-Step Generation via Imitation Distillation
128. Artificial Intelligence as an inclusive tool: opportunities and challenges for students with special educational needs
129. Terra: Explorable Native 3D World Model with Point Latents
130. CURSO IA APLICADA EN ENTORNOS EDUCATIVOS
131. Identity-Link IRT for Label-Free LLM Evaluation: Preserving Additivity in TVD-MI Scores
132. On the invariants of finite groups arising in a topological quantum field theory
133. A Machine Learning Approach to Predicting Student Success Through Data Mining of LMS Moodle Activity Data
134. Adapting tree-based multiple imputation methods for multi-level data? A simulation study
135. Propuesta de mejora de las políticas educativas para el uso de las inteligencias artificiales en las actividades académicas del Bachillerato Internacional en la Unidad Educativa Particular Cardenal Spellman de Quito
136. Comparing the writing style of real and artificial papers
137. Optimal Hierarchical Learning Path Design with Reinforcement Learning
138. The Effect of Security Education and Expertise on Security Assessments: the Case of Software Vulnerabilities

139. The Learning Curve: How the UK is harnessing the potential of online learning: Report Summary, February 2020
140. Budget-aware Test-time Scaling via Discriminative Verification
141. The Impacts of Role Overload and Role Conflict on Physicians²⁷ Technology Adoption
142. ChatGPT and Stress
143. RED NEURONAL COMO HERRAMIENTA DE MEJORA DE LOS PROCESOS DE ENSEÑANZA-APRENDIZAJE EN NIVEL LICENCIATURA
144. Non-Minimally Coupled Quintessence in Light of DESI
145. The dark side of early galaxies: g_{eko} uncovers dark-matter fractions at $z \sim 4 - 6$
146. Few-Shot Continual Learning for Activity Recognition in Classroom Surveillance Images
147. Abierta convocatoria para Data For Education 2025
148. e-VALUACIÓN en tiempo real
149. Evaluación Formativa e Inteligencia Artificial: Estrategias para un Aprendizaje Humano y Eficaz
150. LLMs as Scalable, General-Purpose Simulators For Evolving Digital Agent Training
151. From Pixels to Words – Towards Native Vision-Language Primitives at Scale
152. IA para todos, Aprende a Automatizar sin saber Programar
153. Polyanalytic Gaussian Radial Basis Function Kernel and Ito-Hermite Polynomials
154. On the Identifiability of Tensor Ranks via Prior Predictive Matching
155. Biology-informed neural networks learn nonlinear representations from omics data to improve genomic prediction and interpretability
156. Biopolitical devices of social integration: The business of education for the poor
157. Prediction of Undergraduate Success Through Machine Learning Models
158. Data analytics and algorithms in policing in England and Wales: Towards a new policy framework

159. Circuit Insights: Towards Interpretability Beyond Activations
160. From Language to Locomotion: Retargeting-free Humanoid Control via Motion Latent Guidance
161. Coupled Diffusion Sampling for Training-Free Multi-View Image Editing
162. Efficient Parallel Samplers for Recurrent-Depth Models and Their Connection to Diffusion Language Models
163. LaSeR: Reinforcement Learning with Last-Token Self-Rewarding
164. Ponimator: Unfolding Interactive Pose for Versatile Human-human Interaction Animation
165. Plan de formacio n en tecnologí as para la docencia y para la ...
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