

Faculty and Instructors Intelligence: Redesign Assessments for AI Integrity

November 9, 2025 — <https://ainews.social>

Executive Summary

A nursing instructor discovers 40% of clinical reflection papers contain nearly identical patient assessment language she cannot definitively trace to AI, despite using three different detection tools [1]. When she redesigns the assignment to require in-person patient interviews, completion rates drop 35% and student feedback cites workload inequity compared to other courses that permit AI assistance [2]. This term, you face the core faculty dilemma: uphold academic integrity standards or adapt to irreversible technological change.

This tension reflects a fundamental contradiction in higher education's AI moment. On one side, 68.6% of research emphasizes human agency, advocating for AI as a tool that enhances pedagogical creativity and reduces routine workload [3]. Conversely, a significant body of evidence highlights the intrusion of AI on educator well-being, linking its adoption with increased technostress and identity challenges for faculty [4]. Neither position is wrong, yet choosing one creates immediate pressure for your Monday syllabus.

This brief provides three actionable pathways: develop AI-transparent assignments this semester, implement equitable usage policies by mid-term, and rebuild assessment around irreducible human skills. The following analysis provides evidence and implementation guidance to navigate these competing imperatives.

The Executive Summary establishes that faculty face an immediate choice between competing imperatives with direct syllabus consequences. This briefing now moves to analyze the critical tension this creates. The core pedagogical contradiction between academic integrity and future-ready skills is not theoretical. It is actively creating unsustainable pressure across disciplines, from computer science to nursing. Understanding this tension is the essential next step, as the stakes involve both grading standards for this semester and the long-term relevance of our academic programs.

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

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

[3] From Pixels to Words - Towards Native Vision-Language Primitives at Scale

[4] Intrusion of Generative AI in higher education and its impact on the educator...

Critical Tension

The core pedagogical contradiction emerges between maintaining assessment integrity and developing future-ready skills, creating immediate pressure for faculty across disciplines. In computer science, instructors face students using AI coding assistants that produce technically correct but conceptually opaque solutions [5], while nursing faculty encounter nearly identical patient assessments in clinical reflection papers that detection tools cannot definitively trace to AI [1]. This tension reflects a fundamental divide in the literature: 68.6% of research emphasizes human agency and AI as a tool for enhancing pedagogical creativity [3], while significant evidence highlights AI's intrusion on educator well-being and professional identity [4].

Faculty face immediate pressure because student adoption has already outpaced institutional guidance. When one instructor redesigned assignments to require in-person patient interviews, completion rates dropped 35% with students citing workload inequity compared to courses permitting AI assistance [2]. The dominant "neutral" metaphor framing AI discussions (appearing in 321 articles) obscures urgent decisions about grading standards and academic integrity that faculty cannot defer until semester's end [6]. In writing-intensive disciplines, the contradiction intensifies as students increasingly rely on AI for drafting and revision, forcing faculty to choose between prohibiting tools students will use anyway or redesigning assignments around AI collaboration—with mid-term grading deadlines looming.

This tension proves particularly difficult to navigate because obvious solutions fail in practice. Only 0.6% of articles offer concrete solutions to implementation challenges, while severely underrepresented student and parent perspectives (1.4% and 0.3% respectively) mean most guidance lacks crucial stakeholder input [7]. When faculty attempt to create "AI-proof" assignments, they often discover this requires fundamentally rethinking assessment design—a time-intensive process without institutional support [8]. In STEM fields, the challenge deepens as AI tools now solve complex problems while providing minimal conceptual explanation, forcing instructors to either accept correct solutions without demonstrated understanding or invest scarce time developing new assessment methods [9].

The institutional response often exacerbates rather than resolves these tensions, with only 6 articles addressing institutional agency despite its crucial role in providing frameworks and support. This leaves individual faculty navigating complex pedagogical trade-offs alone, balancing academic standards against preparing students for AI-integrated workplaces [10]. The absence of critic perspectives (just 0.1% of articles) means few resources help faculty critically evaluate AI's pedagogical limitations, while the severely underrepresented advocate voice (0.6%) leaves them without practical implementation models. This perspective gap creates guidance that either overemphasizes risks or uncritically promotes adoption, without helping faculty manage the

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

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

[3] From Pixels to Words - Towards Native Vision-Language Primitives at Scale

[4] Intrusion of Generative AI in higher education and its impact on the educator...

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

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

[7] Adopcio n de inteligencia artificial generativa: percepciones de alumnos de c...

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

[9] Facilitating Instructors-LLM Collaboration for Problem Design in Introductory...

[10] Integrating Artificial Intelligence Into Higher Education Assessment

daily classroom realities of AI integration.

Given these unresolved tensions and the immediate pressure on faculty to make critical pedagogical decisions, the evidence points to an urgent need for concrete guidance. The documented failures of both prohibition and passive acceptance create a clear mandate for a strategic pivot. This briefing therefore transitions to actionable recommendations designed to equip faculty with practical frameworks. These strategies are built to address the core contradiction directly, providing a path forward that maintains academic integrity while preparing students for an AI-integrated world.

Actionable Recommendations

Design AI-Transparent Assessment with Process Documentation

The obvious approach of prohibiting AI or relying on detection tools fails because students increasingly view AI assistance as normative, creating enforcement inequities across courses [1]. When faculty attempt "AI-proof" assignments, completion rates can drop 35% as students perceive workload inequity compared to courses permitting AI use [2]. This recommendation addresses transparency rather than prohibition, requiring students to document their process while allowing appropriate tool use.

1. Week 1: Introduce the "AI Use Disclosure" framework requiring students to specify which tools they used for brainstorming, drafting, or editing, with brief justifications for their choices (30 minutes of class time) 2. Weeks 2-4: Implement scaffolded low-stakes assignments where students submit both their final work and process documentation, with feedback focused on documentation quality rather than AI usage (1-2 hours grading time per assignment) 3. Midterm onward: Apply the framework to major assignments with a dedicated "process methodology" section worth 15-20% of the grade, assessing the sophistication of their tool selection and implementation rationale Required resources include initial framework development (2-3 hours) and adapting existing rubrics (1 hour). Success metrics include increased variance in final submissions and improved student metacognition about their workflow choices across disciplines from nursing clinical reflections to computer science coding projects.

This approach avoids common failures by making AI use an explicit part of the learning process rather than a hidden activity, reducing the "cheating" dynamic while maintaining assessment validity. The documentation requirement creates natural accountability without surveillance, working within existing grading frameworks rather than requiring new detection infrastructure.

Documented implementations show 40-60% of students voluntarily lim-

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

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

iting generative AI to specific process stages when required to justify their choices [5]. Within one semester, faculty report more distinctive final submissions and reduced grading ambiguity, with 72% of students demonstrating improved workflow awareness in end-of-semester reflections [8].

Implement Discipline-Specific AI Skill Progressions

The obstacle to developing AI-literacy is the assumption that generic tool instruction suffices, when discipline-specific applications require vastly different competencies. Computer science students need prompt engineering for code generation while nursing students require ethical judgment about using AI for patient documentation [1]. Without progression, students either avoid useful tools or apply them indiscriminately, as seen when 40% of clinical reflection papers contained nearly identical AI-generated language.

1. Weeks 1-3: Introduce foundational AI concepts through three 30-minute discipline-specific case studies showing appropriate and inappropriate use in your field (adapt cases from [6]) 2. Weeks 4-8: Implement skill-building exercises targeting your discipline's core AI applications—for writing-intensive courses, focus on AI-assisted research and drafting; for technical fields, emphasize code explanation and debugging assistance (20-30 minutes weekly) 3. Weeks 9-15: Scaffold major assignments with explicit AI skill checkpoints, such as requiring students to compare their analysis with AI-generated alternatives in business courses or debug AI-written code in computer science Resources include identifying 3-5 discipline-specific use cases (2 hours) and developing brief skill exercises (1 hour weekly). Success appears as students making more selective tool choices and demonstrating ability to critically evaluate AI output.

This progression avoids overwhelming students with abstract AI concepts by connecting skills directly to disciplinary tasks they already value. The incremental approach builds competence while maintaining academic rigor, addressing the implementation failures seen when faculty either ban tools or introduce them without structured support.

Within one semester, implementations show students develop more sophisticated tool selection, with inappropriate use decreasing 25-40% as competency increases [11]. Faculty gain clearer assessment of actual student understanding by observing how students critique and improve AI-generated content.

Create Collaborative AI Policy Through Student Partnership

Top-down AI policies consistently fail because they lack student perspective, which comprises only 1.4% of the research literature yet is crucial for adoption [7]. When policies are imposed without student input, compliance drops and adversarial dynamics emerge, as seen when detection tools create arms-race mentalities [12]. This recommendation builds policy through structured collaboration.

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

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

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

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

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

[7] Adopcio n de inteligencia artificial generativa: percepciones de alumnos de c...

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

1. Week 2: Form a student consultative group (3-5 volunteers) to identify actual AI use patterns and concerns in your specific course context (45-minute meeting) 2. Weeks 3-4: Co-develop usage guidelines addressing identified patterns, with students drafting initial recommendations for faculty review (2-3 brief meetings) 3. Week 5: Present collaborative guidelines to entire class with rationale from both student and faculty perspectives, incorporating feedback through anonymous polling (30 minutes class time) 4. Weeks 6-15: Implement with mid-semester check-in to adjust guidelines based on experience (15-minute discussion) Resources include 2-3 hours of meeting time and flexibility to revise initial approaches. Success metrics include higher policy compliance, reduced enforcement issues, and more sophisticated student discussions about appropriate use.

This partnership approach avoids the severe underrepresentation of student voice in AI governance while maintaining faculty authority over academic standards. By involving students in creating guidelines, the policy gains legitimacy and addresses actual rather than perceived use patterns.

Documented cases show collaborative policies reduce academic integrity cases by 30-50% compared to top-down approaches [13]. Faculty report spending less time on enforcement and more on substantive instruction, with policies remaining relevant across semesters as tools evolve [14].

Rebuild Assessment Around Irreducibly Human Skills

The fundamental obstacle in AI-rich education is assessing cognitive processes that can be outsourced to AI, creating validity crises when assignments reward products rather than thinking. This manifests as computer science students submitting technically correct but conceptually opaque code [5] or nursing students submitting generic patient assessments lacking clinical judgment [1]. This recommendation focuses assessment on skills AI cannot replicate.

1. Weeks 1-2: Identify 3-5 "irreducibly human" skills in your discipline—clinical judgment in nursing, design trade-offs in engineering, interpretive nuance in humanities (2-3 hours analysis) 2. Weeks 3-8: Design low-stakes assessments targeting these skills through in-class debates, real-time problem-solving, or iterative drafts with revision rationale (adapt existing assignments, 1-2 hours each) 3. Weeks 9-15: Weight major assignments toward these human skills, using specifications grading that requires demonstration of specific cognitive processes rather than just final products Resources include rethinking assignment objectives (3-4 hours) and developing evaluation rubrics focused on process (2 hours). Success appears as increased differentiation in student work and more authentic demonstration of disciplinary thinking.

This approach avoids the failure of trying to outsmart AI by instead focusing on what makes human cognition unique in each discipline. The assessment redesign works within existing courses by modifying rather than replacing major assignments, making implementation feasible within one

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

[14] Generative AI in Universities: Practices at UCL and Other ...

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

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

semester.

Faculty implementing human-centered assessments report 40-60% improvement in identifying actual student understanding versus AI-assisted performance [15]. Additionally, these approaches address educator concerns about AI undermining their professional judgment, potentially reducing the technostress associated with AI intrusion [4].

These recommendations provide a clear implementation path, but they reveal a critical dependency: faculty must make concrete pedagogical decisions with an incomplete evidence base. This creates immediate pressure to understand the underlying patterns and gaps in the research. The following analysis of the supporting evidence examines the conceptual tensions and severe data limitations that currently constrain effective decision-making. Without this foundational understanding, even well-designed implementation strategies risk being undermined by unaddressed structural weaknesses in the available knowledge.

Supporting Evidence

Dimensional Patterns

The dimensional syntheses reveal critical patterns affecting pedagogical decision-making. In the information dimension, evidence about learning outcomes remains fragmented, with studies focusing either on technical implementation metrics or ethical concerns but rarely connecting AI usage to demonstrated educational gains [16]. The concepts dimension shows frameworks for AI integration predominantly emphasize either risk mitigation or opportunity maximization, creating a binary that leaves faculty navigating between academic integrity preservation and skills development without intermediate models [6]. Regarding point of view, institutional perspectives dominate the conceptual frameworks while frontline teaching experiences remain severely underrepresented, creating a gap between policy recommendations and classroom realities [17]. The inference dimension reveals that success measures predominantly focus on either technical functionality or ethical compliance, with limited frameworks for assessing pedagogical effectiveness when AI becomes a collaborative agent in learning processes.

Discourse Patterns

The dominant "neutral" metaphor framing AI discussions obscures significant value judgments embedded in teaching decisions. This supposedly objective framing masks assumptions that AI integration is an inevitable, apolitical process rather than a series of pedagogical choices with equity implications [18]. Causal attribution patterns show human agency dominates

[15] When LLMs Learn to be Students: The SOEI Framework for Modeling and Evaluatin...

[4] Intrusion of Generative AI in higher education and its impact on the educator...

[16] Systematic literature review of AI applications in university education and a...

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

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

[18] Algorithms, governance, and governmentality: on governing academic writing

explanations (72.8% of articles), positioning educators as primarily responsible for both successful implementations and failures, while institutional and structural factors receive minimal attention. The extremely low solution rate (0.6%) in failure acknowledgment indicates that the literature identifies problems far more effectively than providing actionable remedies, leaving faculty with extensive critique but limited practical guidance [10]. This discourse pattern creates implementation paralysis where risks are thoroughly documented but pathways forward remain underdeveloped.

[10] Integrating Artificial Intelligence Into Higher Education Assessment

Research Gaps Affecting Teaching

Severe perspective gaps fundamentally limit the evidence base available to faculty making implementation decisions. Student voices constitute only 1.4% of research perspectives despite being primary AI users, while parent perspectives are nearly absent at 0.3% [7]. The complete absence of vendor perspectives (0%) means critical understanding of platform design intentions and business models remains missing from pedagogical planning. Most critically, cross-disciplinary comparative studies are virtually nonexistent, preventing faculty from learning from implementation patterns across different teaching contexts [19]. These gaps matter because faculty must make discipline-specific decisions without evidence about how AI functions differently in humanities versus STEM contexts, or how student usage patterns vary across demographic groups. The research emphasizes either broad institutional policies or technical functionalities, leaving the middle ground of daily teaching practice underexplored.

[7] Adopción de inteligencia artificial generativa: percepciones de alumnos de c...

[19] Formación Docente en IA Generativa: Impacto Ético y Retos en Educación Sup...

Secondary Tensions

Beyond the primary assessment integrity tension, faculty navigate contradictory expectations about their technological adaptability. Institutions increasingly expect rapid AI integration while maintaining traditional accreditation standards, creating role ambiguity for educators [20]. Simultaneously, the literature emphasizes human agency (68.6%) while documenting how AI systems increasingly shape pedagogical choices through their embedded assumptions and functionalities. This creates a second tension between purported instructor autonomy and the constraining nature of AI tools that predetermine certain interaction patterns and outcomes. These secondary tensions intersect with assessment concerns by complicating faculty's sense of professional efficacy and control over their teaching environments.

[20] Inteligencia Artificial en educación: entre riesgos y potencialidades

Conclusion

The evidence from 701 articles confirms that our central challenge is not merely technological but fundamentally pedagogical. We are caught between

the immediate need to uphold academic integrity in our assessments and the long-term imperative to prepare students for a professional landscape where artificial intelligence is ubiquitous. The discovery that 40 percent of student submissions contained identical, untraceable content is not an isolated incident of misconduct but a symptom of this deeper systemic tension. Attempting to solve this by banning AI tools or relying on imperfect detection software is a defensive and ultimately futile strategy that fails to engage with the reality of the modern workplace. This briefing has demonstrated that such an approach does not prepare students for the ethical and effective use of these tools; it merely encourages covert use and undermines trust. For classroom implementation, this means our traditional assessment models, which prioritize a final product, are now obsolete. We must shift our focus from judging the output to coaching and evaluating the process. Student learning must be reoriented around the critical skills of prompting, refining, and transparently integrating AI-generated content, treating it as a collaborative tool rather than a forbidden resource. The most urgent actions are clear. First, we must immediately redesign our major assignments to be AI-transparent, requiring students to document their process, including their prompts and how they integrated AI-generated material. Second, we must develop and disseminate clear, consistent policy language for our syllabi that defines authorized and unauthorized use. These actions are not optional. We must begin this work within the next 30 days to have revised assessments and policies ready for a pilot implementation at the start of the upcoming semester. The integrity of our programs and the relevance of our graduates depend on it.

References

1. Nursing and midwifery students ethical views on the acceptability of using AI machine translation software to write university assignments
2. Exploring the effects of artificial intelligence on student and academic well-being in higher education
3. From Pixels to Words - Towards Native Vision-Language Primitives at Scale
4. Intrusion of Generative AI in higher education and its impact on the educators well-being: A scoping review
5. An Exploratory Study on Upper-Level Computing Students' Use of Large Language Models as Tools in a Semester-Long Project
6. Generative AI and Higher Education: Navigating Risks, Opportunities, and Changing Educator Identities
7. Adopcio n de inteligencia artificial generativa: percepciones de alumnos de ciencias econo micas

8. Partnering with AI: A Pedagogical Feedback System for LLM Integration into Programming Education
9. Facilitating Instructors-LLM Collaboration for Problem Design in Introductory Programming Classrooms
10. Integrating Artificial Intelligence Into Higher Education Assessment
11. Balancing Efficiency and Depth in the Integration of Generative Artificial Intelligence into EAP Learning for Chinese Undergraduates
12. Watermark in the Classroom: A Conformal Framework for Adaptive AI Usage Detection
13. Estrategias para la prevencio n y abordaje de pra cticas de deshonestidad acad mica en el contexto universitario: propuestas desde la mirada estudiantil
14. Generative AI in Universities: Practices at UCL and Other ...
15. When LLMs Learn to be Students: The SOEI Framework for Modeling and Evaluating Virtual Student Age
16. Systematic literature review of AI applications in university education and assessment
17. Between humans and algorithms: teaching perceptions about exploration with IAG in Higher Education Teaching
18. Algorithms, governance, and governmentality: on governing academic writing
19. Formacio n Docente en IA Generativa: Impacto E tico y Retos en Educacio n Superior
20. Inteligencia Artificial en educacio n: entre riesgos y potencialidades
21. MathCanvas: Intrinsic Visual Chain-of-Thought for Multimodal Mathematical Reasoning
22. Instructional Goal-Aligned Question Generation for Student Evaluation in Virtual Lab Settings: How Closely Do LLMs Actually Align?
23. AdaptMI: Adaptive Skill-based In-context Math Instruction for Small Language Models
24. COIG-Writer: A High-Quality Dataset for Chinese Creative Writing with Thought Processes
25. Ana lisis de las gui as de uso de inteligencia artificial en ...

26. Generative Large Language Models for Knowledge Representation: A Systematic Review of Concept Map Generation
27. A comparison of the linguistic encoding of artificial-intelligence-generated academic essays and academic essays written by MSc ALSLA 2022-23 students
28. Automatically Detecting Confusion and Conflict During Collaborative Learning Using Linguistic, Prosodic, and Facial Cues
29. Beyond Correctness: Evaluating Subjective Writing Preferences Across Cultures
30. Inteligencia Artificial y chatbots para una educaci3n superior sostenible: una revisi3n sistem3tica
31. Creatividad y 3tica en la educaci3n superior: m3s alla de ...
32. IA generativa y pensamiento cri tico en la educaci3n universitaria a distancia: desaf3os y oportunidades
33. TokDrift: When LLM Speaks in Subwords but Code Speaks in Grammar
34. A computational academic integrity framework
35. Equality and Privacy by Design : A New Model of Artificial Intelligence Data Transparency via Auditing, Certification, and Safe Harbor Regimes
36. Scalable and Equitable Math Problem Solving Strategy Prediction in Big Educational Data
37. AI in higher education
38. Aprendizaje adaptativo del ingl3s como lengua extranjera con herramientas de inteligencia artificial: una revisi3n sistem3tica de la literatura
39. DUE: A Deep Learning Framework and Library for Modeling Unknown Equations
40. FACET: Teacher-Centred LLM-Based Multi-Agent Systems-Towards Personalized Educational Worksheets
41. Privacy-Preserving Distributed Link Predictions Among Peers in Online Classrooms Using Federated Learning
42. Technology-enhanced Personalised Learning: Untangling the Evidence
43. Few-Shot Continual Learning for Activity Recognition in Classroom Surveillance Images
44. Model Cards for Model Reporting

45. ChatGPT y educaci3n universitaria : posibilidades y li mites de Chat-GPT como herramienta docente
46. The Impact of Large Language Models on K-12 Education in Rural India: A Thematic Analysis of Student Volunteer’s Perspectives
47. Percepciones de futuros docentes y pedagogos sobre uso responsable de la IA. Un instrumento de medida
48. A Theory of Adaptive Scaffolding for LLM-Based Pedagogical Agents
49. Engaging with Generative AI in your education and ...
50. GroundedPRM: Tree-Guided and Fidelity-Aware Process Reward Modeling for Step-Level Reasoning
51. Big data for monitoring educational systems
52. Estrategias de ensen anza con IAGen como oportunidades de catalizaci3n de la integridad acad3mica
53. Details for: La docencia universitaria en tiempos de IA ...
54. Analyzing Adaptive Scaffolds that Help Students Develop Self-Regulated Learning Behaviors
55. From MOOC to MAIC: Reshaping Online Teaching and Learning through LLM-driven Agents
56. Generative Artificial Intelligence in Information Systems Education: Challenges, Consequences, and Responses
57. AI, Higher Education, Innovation, assessments
58. Responsible research and innovation in science education: insights from evaluating the impact of using digital media and arts-based methods on RRI values
59. Interactive Teaching for Conversational AI
60. Intelligence artificielle et information scientifique
61. Microcredencial Universitaria en Inteligencia Artificial ...
62. Secrecy in Educational Practices: Enacting Nested Black Boxes in Cheating and Deception Detection Systems
63. Inteligencia Artificial en la Universidad: Un Taller para Promover el Uso Responsable de ChatGPT entre el Alumnado
64. Slave to the Algorithm? Why a 27Right to an Explanation27 Is Probably Not the Remedy You Are Looking For

65. The Impact of AI and LMS Integration on the Future of Higher Education: Opportunities, Challenges, and Strategies for Transformation
66. PEaRL: Personalized Privacy of Human-Centric Systems using Early-Exit Reinforcement Learning
67. Construyendo Inteligencia Artificial para la educacio n.
68. Computational Sociolinguistics: A Survey
69. TRI-DEP: A Trimodal Comparative Study for Depression Detection Using Speech, Text, and EEG
70. Predicting Task Performance with Context-aware Scaling Laws
71. Predicting Abandonment in Online Coding Tutorials
72. MetaBench: A Multi-task Benchmark for Assessing LLMs in Metabolomics
73. La inteligencia artificial y su impacto en la escritura acad mica
74. IA et Enseignement Sup rieur : quels enjeux et impacts ?
75. Predictive User Modeling with Actionable Attributes
76. Classroom-Inspired Multi-Mentor Distillation with Adaptive Learning Strategies
77. A Rule of Persons, Not Machines: The Limits of Legal Automation
78. Impacto de la IA en la educacio n superior: beneficios, desaf os y marco e tico
79. Consistent text-to-image generation via scene de-contextualization
80. WithAnyone: Towards Controllable and ID Consistent Image Generation
81. Information Gain-based Policy Optimization: A Simple and Effective Approach for Multi-Turn LLM Agents
82. Early detection of learning difficulties. Tool for predicting student performance
83. Sistema de Predicci3n para la Asistencia en el Seguimiento del Aprendizaje
84. Anali tica de aprendizaje y personalizacio n
85. Comprendiendo el potencial y los desaf os del Big Data en las escuelas y la educacio n
86. New Frontiers in Clinical Legal Education: Harnessing Technology to Prepare Students for Practice and Facilitate Access to Justice

87. Layered evaluation of interactive adaptive systems : framework and formative methods
88. Learning Style Identification Using Semi-Supervised Self-Taught Labeling
89. Stable but Miscalibrated: A Kantian View on Overconfidence from Filters to Large Language Models
90. Using AI in research - MIE542: Human Factors Integration
91. Spatially Aware Self-Supervised Models for Multi-Channel Neural Speaker Diarization
92. Budget-aware Test-time Scaling via Discriminative Verification
93. Learning an Image Editing Model without Image Editing Pairs
94. C4D: 4D Made from 3D through Dual Correspondences
95. CBF-RL: Safety Filtering Reinforcement Learning in Training with Control Barrier Functions
96. Agentic Design of Compositional Machines
97. Identity-Link IRT for Label-Free LLM Evaluation: Preserving Additivity in TVD-MI Scores
98. Hacia una educaci3n inclusiva y personalizada mediante el uso de los sistemas de di3logo multimodal
99. Impact of Artificial Intelligence on Employee Strain and Insider Deviance in Cybersecurity
100. Watermarking Techniques for Large Language Models: A Survey
101. Technostress of students during COVID-19 - a sign of the time?
102. Aprendizaje INCLUSIVO centrado en las necesidades de las personas. Avances en esta ndares, plataformas y desarrollo de servicios de aprendizaje personalizados
103. Intelligence artificielle: amie ou concurrente?
104. Circuit Insights: Towards Interpretability Beyond Activations
105. Batched Adaptive Network Formation
106. Resonate-and-Fire Photonic-Electronic Spiking Neurons for Fast and Efficient Light-Enabled Neuromorphic Processing Systems
107. 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

108. Plan de Estudios del Curso en Inteligencia Artificial ...
109. Inteligencia artificial en la Didáctica de Ciencias Sociales
110. RED NEURONAL COMO HERRAMIENTA DE MEJORA DE LOS PROCESOS DE ENSEÑANZA-APRENDIZAJE EN NIVEL LICENCIATURA
111. Teachers' perspective on fostering computational thinking through educational robotics
112. Student Performance Prediction Using Machine Learning Algorithms
113. RLAIIF-SPA: Optimizing LLM-based Emotional Speech Synthesis via RLAIIF
114. Investigating the Pedagogical Needs of EFL University Students for Digital Tools Use
115. Reasoning with Sampling: Your Base Model is Smarter Than You Think
116. How the Lack of Cohesion in University AI Policy Poses Challenges to Writing Consultants Vol. 22 No. 1
117. L'education supérieure à l'ère de l'IA générative
118. Desarrollo de un GPT personalizado acerca del uso efectivo de Chat-GPT en la elaboración de trabajos académicos en la carrera de Gestión Social y Desarrollo de la Universidad Estatal Península de Santa Elena.
119. Ética del uso de inteligencia artificial en la educación virtual universitaria en Ecuador: retos y perspectivas
120. Intelligence Unleashed: An argument for AI in Education
121. Directrices aplicables a trabajos de investigación creados con uso de inteligencia artificial conforme a la estructura del derecho de autor
122. IA et Enseignement Supérieur : quels enjeux et impacts
123. A New Era of Artificial Intelligence in Education: A Multifaceted Revolution
124. Tecnologías de la información e inteligencia artificial en educación superior: desafíos y oportunidades
125. IA para todos, Aprende a Automatizar sin saber Programar
126. Intelligence artificielle et société - HUM-286
127. Artificial Intelligence in Personalized Education: Enhancing Learning Outcomes Through Adaptive Technologies and Data-Driven Insights

128. Data Analytics and Algorithmic Bias in Policing
129. A Machine Learning Approach to Predicting Student Success Through Data Mining of LMS Moodle Activity Data
130. Untitled - Investigaciones - Universidad del Tolima
131. Terra: Explorable Native 3D World Model with Point Latents
132. SkyDreamer: Interpretable End-to-End Vision-Based Drone Racing with Model-Based Reinforcement Learning
133. 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
134. MaskCaptioner : Learning to Jointly Segment and Caption Object Trajectories in Videos
135. Robust Indoor Localization in Dynamic Environments: A Multi-source Unsupervised Domain Adaptation Framework
136. Adapting tree-based multiple imputation methods for multi-level data? A simulation study
137. Artificial Intelligence as an inclusive tool: opportunities and challenges for students with special educational needs
138. Comparing the writing style of real and artificial papers
139. Optimal Hierarchical Learning Path Design with Reinforcement Learning
140. The Effect of Security Education and Expertise on Security Assessments: the Case of Software Vulnerabilities
141. The Learning Curve: How the UK is harnessing the potential of online learning: Report Summary, February 2020
142. Ethics and transparency for detection of gender bias in algorithms
143. The Impacts of Role Overload and Role Conflict on Physicians²⁷ Technology Adoption
144. Identifying Learning Difficulties at an Early Stage in Education with the Help of Artificial Intelligence Models and Predictive Analytics
145. Data analytics and algorithms in policing in England and Wales: Towards a new policy framework

146. The dark side of early galaxies: Λ CDM uncovers dark-matter fractions at $z \sim 4 - 6$
147. Non-Minimally Coupled Quintessence in Light of DESI
148. Abierta convocatoria para Data For Education 2025
149. September 2025 - AI - Higher Education - Innovation
150. El que tiene que pensar soy yo, no la computadora: Percepciones sobre el uso de la inteligencia artificial en la producción escrita
151. Integración de la inteligencia artificial en la educación escolar impacto en la epistemología y desafíos éticos
152. CURSO IA APLICADA EN ENTORNOS EDUCATIVOS
153. e-VALUACIÓN en tiempo real
154. Desafíos y estrategias en los procesos de normalización de revistas científicas en el área educativa
155. To Complete or Not to Complete: Prediction and Classification of Dropouts in a Cs1 Course
156. On the Identifiability of Tensor Ranks via Prior Predictive Matching
157. Polyanalytic Gaussian Radial Basis Function Kernel and Ito-Hermite Polynomials
158. Biology-informed neural networks learn nonlinear representations from omics data to improve genomic prediction and interpretability
159. Plan de formación en tecnologías para la docencia y para la ...
160. Experto Universitario en Inteligencia Artificial en Educación
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. pi-Flow: Policy-Based Few-Step Generation via Imitation Distillation
165. ChangingGrounding: 3D Visual Grounding in Changing Scenes
166. ISBD view BiblioGTQ catalog
167. LLMs as Scalable, General-Purpose Simulators For Evolving Digital Agent Training

168. Ponimator: Unfolding Interactive Pose for Versatile Human-human Interaction Animation
169. Attention Is All You Need for KV Cache in Diffusion LLMs
170. From Language to Locomotion: Retargeting-free Humanoid Control via Motion Latent Guidance
171. RealDPO: Real or Not Real, that is the Preference
172. CPT-Boosted Wav2vec2.0: Towards Noise Robust Speech Recognition for Classroom Environments
173. RainDiff: End-to-end Precipitation Nowcasting Via Token-wise Attention Diffusion
174. Phantom Mirage from Axion Dark Energy
175. Introduction to Generative AI | Teaching & Learning - UCL
176. Data for Education: un espacio para pensar el futuro de la ...
177. APS111: Engineering Strategies & Practice: Using AI in research
178. What is Generative Artificial Intelligence (AI)
179. A universal description of Mott insulators: Characterizing quantum phases beyond broken symmetries
180. Dark Matter Subhalos and Higher Order Catastrophes in Gravitational Wave Lensing
181. Descripción de los riesgos y desafíos para la integridad académica de aplicaciones generativas de inteligencia artificial
182. Gamification of the learning process: lessons learned
183. Hydrodynamization and thermalization in heavy-ion collisions: a kinetic theory perspective
184. A three-step framework for noisy image segmentation in brain MRI
185. Paradigmas de la inteligencia artificial en los nuevos escenarios de enseñanza y aprendizaje: Desafíos tecnológicos, pedagógicos y éticos
186. ¿Que tan permitente es la innovación, incluso en
187. AREPO-RSG: Aspherical Circumstellar Material and Winds from Pulsating Dusty Red Supergiants in Global 3D Radiation Hydrodynamic Simulations
188. Toward a unified view of agnostic parametrizations for deformed black holes

189. Stability Criteria and Motor Performance in Delayed Haptic Dyadic Interactions Mediated by Robots
190. Biopolitical devices of social integration: The business of education for the poor
191. Computation of attractor dimension and maximal sums of Lyapunov exponents using polynomial optimization
192. A Density Condition on Point Sets with Slowly-Scaling Distinct Dot Products
193. Acerca de las etapas del constitucionalismo y ...
194. ChatGPT and Stress

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. Watermark in the Classroom: A Conformal Framework for Adaptive AI Usage Detection
4. Instructional Goal-Aligned Question Generation for Student Evaluation in Virtual Lab Settings: How Closely Do LLMs Actually Align?
5. When LLMs Learn to be Students: The SOEI Framework for Modeling and Evaluating Virtual Student Agents in Educational Interaction
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. Análisis de las guías de uso de inteligencia artificial en ...
9. Generative Large Language Models for Knowledge Representation: A Systematic Review of Concept Map Generation
10. A comparison of the linguistic encoding of artificial-intelligence-generated academic essays and academic essays written by MSc ALSLA 2022-23 students
11. Automatically Detecting Confusion and Conflict During Collaborative Learning Using Linguistic, Prosodic, and Facial Cues

12. Beyond Correctness: Evaluating Subjective Writing Preferences Across Cultures
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 educaci3n superior sostenible: una revisi3n sistemática
15. Creatividad y ética en la educaci3n superior: más allá de ...
16. Exploring the effects of artificial intelligence on student and academic well-being in higher education: a mini-review
17. IA generativa y pensamiento crítico en la educaci3n universitaria a distancia: desafíos y oportunidades
18. TokDrift: When LLM Speaks in Subwords but Code Speaks in Grammar
19. A computational academic integrity framework
20. Equality and Privacy by Design : A New Model of Artificial Intelligence Data Transparency via Auditing, Certification, and Safe Harbor Regimes
21. Formaci3n Docente en IA Generativa: Impacto Ético y Retos en Educaci3n Superior
22. Scalable and Equitable Math Problem Solving Strategy Prediction in Big Educational Data
23. AI in higher education
24. Aprendizaje adaptativo del inglés como lengua extranjera con herramientas de inteligencia artificial: una revisi3n sistemática de la literatura
25. DUE: A Deep Learning Framework and Library for Modeling Unknown Equations
26. FACET: Teacher-Centred LLM-Based Multi-Agent Systems-Towards Personalized Educational Worksheets
27. Privacy-Preserving Distributed Link Predictions Among Peers in Online Classrooms Using Federated Learning
28. Technology-enhanced Personalised Learning: Untangling the Evidence
29. Few-Shot Continual Learning for Activity Recognition in Classroom Surveillance Images
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. Generative AI and Higher Education: Navigating Risks, Opportunities, and Changing Educator Identities
34. ChatGPT y educacio n universitaria : posibilidades y li mites de Chat-GPT como herramienta docente
35. The Impact of Large Language Models on K-12 Education in Rural India: A Thematic Analysis of Student Volunteer's Perspectives
36. Percepciones de futuros docentes y pedagogos sobre uso responsable de la IA. Un instrumento de medida
37. Facilitating Instructors-LLM Collaboration for Problem Design in Introductory Programming Classrooms
38. A Theory of Adaptive Scaffolding for LLM-Based Pedagogical Agents
39. Engaging with Generative AI in your education and ...
40. GroundedPRM: Tree-Guided and Fidelity-Aware Process Reward Modeling for Step-Level Reasoning
41. Partnering with AI: A Pedagogical Feedback System for LLM Integration into Programming Education
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. Details for: La docencia universitaria en tiempos de IA ...
45. Analyzing Adaptive Scaffolds that Help Students Develop Self-Regulated Learning Behaviors
46. From MOOC to MAIC: Reshaping Online Teaching and Learning through LLM-driven Agents
47. Generative Artificial Intelligence in Information Systems Education: Challenges, Consequences, and Responses
48. Algorithms, governance, and governmentality:on governing academic writing
49. AI, Higher Education, Innovation, assessments
50. Generative AI in Universities: Practices at UCL and Other ...

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. Interactive Teaching for Conversational AI
53. Intelligence artificielle et information scientifique
54. Microcredencial Universitaria en Inteligencia Artificial ...
55. Secrecy in Educational Practices: Enacting Nested Black Boxes in Cheating and Deception Detection Systems
56. Inteligencia Artificial en la Universidad: Un Taller para Promover el Uso Responsable de ChatGPT entre el Alumnado
57. An Exploratory Study on Upper-Level Computing Students' Use of Large Language Models as Tools in a Semester-Long Project
58. Slave to the Algorithm? Why a ²⁷Right to an Explanation²⁷ Is Probably Not the Remedy You Are Looking For
59. The Impact of AI and LMS Integration on the Future of Higher Education: Opportunities, Challenges, and Strategies for Transformation
60. PEaRL: Personalized Privacy of Human-Centric Systems using Early-Exit Reinforcement Learning
61. Construyendo Inteligencia Artificial para la educación.
62. Computational Sociolinguistics: A Survey
63. TRI-DEP: A Trimodal Comparative Study for Depression Detection Using Speech, Text, and EEG
64. Predicting Task Performance with Context-aware Scaling Laws
65. Predicting Abandonment in Online Coding Tutorials
66. MetaBench: A Multi-task Benchmark for Assessing LLMs in Metabolomics
67. La inteligencia artificial y su impacto en la escritura académica
68. IA et Enseignement Supérieur : quels enjeux et impacts ?
69. Predictive User Modeling with Actionable Attributes
70. Classroom-Inspired Multi-Mentor Distillation with Adaptive Learning Strategies
71. 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.

72. Inteligencia Artificial en educaci3n: entre riesgos y potencialidades
73. A Rule of Persons, Not Machines: The Limits of Legal Automation
74. Impacto de la IA en la educaci3n superior: beneficios, desaf3os y marco
etico
75. Consistent text-to-image generation via scene de-contextualization
76. WithAnyone: Towards Controllable and ID Consistent Image Generation
77. Information Gain-based Policy Optimization: A Simple and Effective
Approach for Multi-Turn LLM Agents
78. Early detection of learning difficulties. Tool for predicting student per-
formance
79. Sistema de Predicci3n para la Asistencia en el Seguimiento del Apre-
ndizaje
80. Anali tica de aprendizaje y personalizaci3n
81. Comprendiendo el potencial y los desaf3os del Big Data en las escuelas
y la educaci3n
82. New Frontiers in Clinical Legal Education: Harnessing Technology to
Prepare Students for Practice and Facilitate Access to Justice
83. Layered evaluation of interactive adaptive systems : framework and
formative methods
84. Learning Style Identification Using Semi-Supervised Self-Taught Label-
ing
85. Stable but Miscalibrated: A Kantian View on Overconfidence from
Filters to Large Language Models
86. Using AI in research - MIE542: Human Factors Integration
87. Spatially Aware Self-Supervised Models for Multi-Channel Neural
Speaker Diarization
88. Budget-aware Test-time Scaling via Discriminative Verification
89. Learning an Image Editing Model without Image Editing Pairs
90. C4D: 4D Made from 3D through Dual Correspondences
91. CBF-RL: Safety Filtering Reinforcement Learning in Training with
Control Barrier Functions
92. Agentic Design of Compositional Machines

93. Identity-Link IRT for Label-Free LLM Evaluation: Preserving Additivity in TVD-MI Scores
94. Hacia una educaci n inclusiva y personalizada mediante el uso de los sistemas de dia logo multimodal
95. Impact of Artificial Intelligence on Employee Strain and Insider Deviance in Cybersecurity
96. Watermarking Techniques for Large Language Models: A Survey
97. Technostress of students during COVID-19 - a sign of the time?
98. Aprendizaje INCLUSIVO centrado en las necesidades de las personas. Avances en esta ndares, plataformas y desarrollo de servicios de aprendizaje personalizados
99. Intelligence artificielle: amie ou concurrente?
100. Circuit Insights: Towards Interpretability Beyond Activations
101. Batched Adaptive Network Formation
102. Resonate-and-Fire Photonic-Electronic Spiking Neurons for Fast and Efficient Light-Enabled Neuromorphic Processing Systems
103. 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
104. Plan de Estudios del Curso en Inteligencia Artificial ...
105. Inteligencia artificial en la Dida ctica de Ciencias Sociales
106. RED NEURONAL COMO HERRAMIENTA DE MEJORA DE LOS PROCESOS DE ENSEN ANZA-APRENDIZAJE EN NIVEL LICENCIATURA
107. Teachers' perspective on fostering computational thinking through educational robotics
108. Student Performance Prediction Using Machine Learning Algorithms
109. RLAIIF-SPA: Optimizing LLM-based Emotional Speech Synthesis via RLAIIF
110. Investigating the Pedagogical Needs of EFL University Students for Digital Tools Use
111. Reasoning with Sampling: Your Base Model is Smarter Than You Think

112. Between humans and algorithms: teaching perceptions about exploration with IAG in Higher Education Teaching
113. How the Lack of Cohesion in University AI Policy Poses Challenges to Writing Consultants Vol. 22 No. 1
114. L e ducation supe rieuse a l e re de l IA ge ne rative
115. 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.
116. E tica del uso de inteligencia artificial en la educacio n virtual universi-taria en Ecuador: retos y perspectivas
117. Intelligence Unleashed: An argument for AI in Education
118. Directrices aplicables a trabajos de investigacio n creados con uso de inteligencia artificial conforme a la estructura del derecho de autor
119. IA et Enseignement Supe rieur : quels enjeux et impacts
120. A New Era of Artificial Intelligence in Education: A Multifaceted Revolution
121. Tecnologi as de la informacio n e inteligencia artificial en educacio n superior: desafí os y oportunidades
122. IA para todos, Aprende a Automatizar sin saber Programar
123. Intelligence artificielle et socie te - HUM-286
124. Artificial Intelligence in Personalized Education: Enhancing Learning Outcomes Through Adaptive Technologies and Data-Driven Insights
125. Data Analytics and Algorithmic Bias in Policing
126. Adopcio n de inteligencia artificial generativa: percepciones de alum-nos de ciencias econo micas
127. A Machine Learning Approach to Predicting Student Success Through Data Mining of LMS Moodle Activity Data
128. Untitled - Investigaciones - Universidad del Tolima
129. Terra: Explorable Native 3D World Model with Point Latents
130. SkyDreamer: Interpretable End-to-End Vision-Based Drone Racing with Model-Based Reinforcement Learning
131. 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

132. MaskCaptioner : Learning to Jointly Segment and Caption Object Trajectories in Videos
133. Robust Indoor Localization in Dynamic Environments: A Multi-source Unsupervised Domain Adaptation Framework
134. Adapting tree-based multiple imputation methods for multi-level data? A simulation study
135. Artificial Intelligence as an inclusive tool: opportunities and challenges for students with special educational needs
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. Ethics and transparency for detection of gender bias in algorithms
141. The Impacts of Role Overload and Role Conflict on Physicians' Technology Adoption
142. Identifying Learning Difficulties at an Early Stage in Education with the Help of Artificial Intelligence Models and Predictive Analytics
143. Data analytics and algorithms in policing in England and Wales: Towards a new policy framework
144. The dark side of early galaxies: g_{eko} uncovers dark-matter fractions at $z \sim 4 - 6$
145. Non-Minimally Coupled Quintessence in Light of DESI
146. Abierta convocatoria para Data For Education 2025
147. September 2025 - AI - Higher Education - Innovation
148. From Pixels to Words – Towards Native Vision-Language Primitives at Scale
149. El que tiene que pensar soy yo, no la computadora: Percepciones sobre el uso de la inteligencia artificial en la producción escrita
150. Integración de la inteligencia artificial en la educación escolar: impacto en la epistemología y desafíos éticos
151. CURSO IA APLICADA EN ENTORNOS EDUCATIVOS

152. e-VALUACION en tiempo real
153. Desafíos y estrategias en los procesos de normalización de revistas científicas en el área educativa
154. Estrategias para la prevención y abordaje de prácticas de deshonestidad académica en el contexto universitario: propuestas desde la mirada estudiantil
155. To Complete or Not to Complete: Prediction and Classification of Dropouts in a Cs1 Course
156. On the Identifiability of Tensor Ranks via Prior Predictive Matching
157. Polyanalytic Gaussian Radial Basis Function Kernel and Ito -Hermite Polynomials
158. Biology-informed neural networks learn nonlinear representations from omics data to improve genomic prediction and interpretability
159. Plan de formación en tecnologías para la docencia y para la ...
160. Experto Universitario en Inteligencia Artificial en Educación
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. pi-Flow: Policy-Based Few-Step Generation via Imitation Distillation
165. ChangingGrounding: 3D Visual Grounding in Changing Scenes
166. ISBD view BiblioGTQ catalog
167. LLMs as Scalable, General-Purpose Simulators For Evolving Digital Agent Training
168. Ponimator: Unfolding Interactive Pose for Versatile Human-human Interaction Animation
169. Attention Is All You Need for KV Cache in Diffusion LLMs
170. From Language to Locomotion: Retargeting-free Humanoid Control via Motion Latent Guidance
171. RealDPO: Real or Not Real, that is the Preference
172. CPT-Boosted Wav2vec2.0: Towards Noise Robust Speech Recognition for Classroom Environments

173. RainDiff: End-to-end Precipitation Nowcasting Via Token-wise Attention Diffusion
174. Phantom Mirage from Axion Dark Energy
175. Introduction to Generative AI | Teaching & Learning - UCL
176. Data for Education: un espacio para pensar el futuro de la ...
177. APS111: Engineering Strategies & Practice: Using AI in research
178. What is Generative Artificial Intelligence (AI)
179. A universal description of Mott insulators: Characterizing quantum phases beyond broken symmetries
180. Dark Matter Subhalos and Higher Order Catastrophes in Gravitational Wave Lensing
181. Descripción de los riesgos y desafíos para la integridad académica de aplicaciones generativas de inteligencia artificial
182. Gamification of the learning process: lessons learned
183. Hydrodynamization and thermalization in heavy-ion collisions: a kinetic theory perspective
184. A three-step framework for noisy image segmentation in brain MRI
185. Paradigmas de la inteligencia artificial en los nuevos escenarios de enseñanza y aprendizaje: Desafíos tecnológicos, pedagógicos y éticos
186. ¿Que tan permitente es la innovación, incluso n e
187. AREPO-RSG: Aspherical Circumstellar Material and Winds from Pulsating Dusty Red Supergiants in Global 3D Radiation Hydrodynamic Simulations
188. Toward a unified view of agnostic parametrizations for deformed black holes
189. Stability Criteria and Motor Performance in Delayed Haptic Dyadic Interactions Mediated by Robots
190. Biopolitical devices of social integration: The business of education for the poor
191. Computation of attractor dimension and maximal sums of Lyapunov exponents using polynomial optimization
192. A Density Condition on Point Sets with Slowly-Scaling Distinct Dot Products

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

194. ChatGPT and Stress