Faculty & Instructors Brief

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Supporting Evidence

The Evidence Base: What Our Analysis Reveals

Our dimensional analysis of education sources reveals distinct patterns across cognitive dimensions that shape current AI discourse in higher education. These patterns expose both the substance and the gaps in how educators approach AI integration.

Dimensional Patterns

The INFORMATION dimension of our corpus shows a pronounced focus on implementation guidance, with sources like [17] and [8] providing tactical frameworks. However, our analysis finds minimal evidence-based research on actual learning outcomes. The [4] represents one of the few empirical contributions, yet it remains isolated in a sea of prescriptive guidance.

[17] When to Let Students Use AI—and When to Say No
[8] Guía para el uso de IA generativa en educación e investigación
[4] Dataset of GenAI-Assisted Information Problem Solving in Education

The CONCEPTS dimension reveals a fundamental tension between automation and augmentation frameworks. Sources like [10] frame AI as transformative technology, while others such as [19] position it as a tool requiring human oversight. This conceptual divergence matters because it directly influences how faculty design assessments and learning activities.

[10] L'Intelligence Artificielle dans l'Enseignement Supérieur : Entre ...
[19] Writing with machines? Reconceptualizing student work in the age of AI

Our POINT OF VIEW analysis exposes stark representational gaps. Faculty perspectives dominate the corpus, while student learning experiences appear fragmentarily. The [3] offers rare student-centered data, but parent and critic voices remain virtually absent from the discourse. This skew toward institutional perspectives may explain why implementation guidance often misaligns with actual classroom dynamics.

[3] ConvoLearn: A Dataset of Constructivist Tutor-Student Dialogue

Discourse Patterns

Our metaphor analysis identifies transformation as the dominant framing, appearing across multiple sources including [5]. This transformative rhetoric implies inevitable change but obscures questions of agency and choice. Competing metaphors of AI as "tool," "partner," or "threat" appear in sources like [16], suggesting unresolved tensions about AI's role in education.

Causal attribution in our corpus reveals systematic patterns. Success stories attribute positive outcomes to individual innovation and adaptation, as seen in accessibility-focused sources like [18]. Conversely, failure narratives predominantly cite systemic factors—inadequate training, unclear policies, or technological limitations. The [6] exemplifies this pattern, attributing detection failures to technological rather than pedagogical factors.

Failure Pattern Analysis

Our failure pattern analysis, though limited by available data, reveals concerning trends. Technical failures dominate, particularly in detection systems as documented in [11]. These detection failures cascade into assessment validity concerns, creating what [2] identifies as a crisis of academic integrity infrastructure.

Implementation failures appear in sources addressing surveillance and proctoring, with [9] documenting how technological solutions often exacerbate rather than resolve underlying pedagogical challenges. The prevalence of these implementation failures suggests that technical capabilities have outpaced institutional readiness and pedagogical frameworks.

Research Gaps That Affect Your Decisions

Critical gaps in our evidence base fundamentally limit guidance we can offer. We lack longitudinal studies on learning outcomes with AI assistance. The [12] provides evaluation frameworks but no actual outcome data. Similarly, while [15] highlights accessibility potential, we lack systematic evidence on differential impacts across student populations.

We cannot advise on optimal AI integration strategies because the evidence base lacks comparative studies. Sources like [7] identify challenges but offer no validated solutions. This absence of empirical grounding leaves faculty to navigate by intuition rather than evidence.

[5] Directives sur l'Usage de l'Intelligence Artificielle dans les Universités

[16] Unknown Unknowns: Why Hidden Intentions in LLMs Evade Detection

[18] Where AI Meets Accessibility: Considerations for Higher ...

[6] El problema de los detectores de IA en la universidad: Una guía ...

[11] On the Effectiveness of LLM-Specific Fine-Tuning for Detecting AI-Generated Text

[2] Academic Integrity and Artificial Intelligence in Higher Education Contexts: A Rapid Scoping Review Protocol

[9] In the nexus of integrity and surveillance: Proctoring (re)considered

[12] OpenLearnLM Benchmark: A Unified Framework for Evaluating Knowledge, Skill, and Attitude in Educational Large Language Models

[15] The use of generative AI by students with disabilities in higher education

[7] Examining Teaching Competencies and Challenges While Integrating Artificial Intelligence in Higher Education

Secondary Tensions

Beyond the primary contradiction between innovation and integrity, our analysis maps secondary tensions that complicate faculty decision-making. The transparency paradox identified in [14] reveals how attempts at AI transparency may actually reduce student autonomy. The surveillance tension appears in [1], where wellbeing initiatives paradoxically increase monitoring.

These intersecting tensions create a decision landscape where faculty must navigate competing values without clear evidence to guide trade-offs. The [13] frames these as equity concerns, but our analysis finds little actionable guidance for addressing them in practice.

[14] The Transparency Paradox in Explainable AI: A Theory of Autonomy Depletion Through Cognitive Load
[1] "Your U-Well-Being Journal is due today":On some possible intersections between surveillance and student wellbeing in the future university

[13] Special issue on equity of artificial intelligence in higher education

References

1. "Your U-Well-Being Journal is due today":On some possible intersections between surveillance and student wellbeing in the future university

2. Academic Integrity and Artificial Intelligence in Higher Education Contexts: A Rapid Scoping Review Protocol

3. ConvoLearn: A Dataset of Constructivist Tutor-Student Dialogue

4. Dataset of GenAI-Assisted Information Problem Solving in Education

5. Directives sur l'Usage de l'Intelligence Artificielle dans les Universités

6. El problema de los detectores de IA en la universidad: Una guía ...

7. Examining Teaching Competencies and Challenges While Integrating Artificial Intelligence in Higher Education

8. Guía para el uso de IA generativa en educación e investigación

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18. Where AI Meets Accessibility: Considerations for Higher ...

19. Writing with machines? Reconceptualizing student work in the age of AI