

University Leadership Intelligence: Mandate a Unified AI Policy

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

Executive Summary

The College of Engineering is piloting AI-driven adaptive learning platforms to personalize instruction, while the Department of Philosophy has implemented a near-total ban on generative AI tools in coursework, creating a 40% variance in academic integrity policy enforcement across core undergraduate programs [1]. This inconsistency has triggered a formal student grievance citing inequitable learning environments [2], placing our institutional reputation and legal standing at immediate risk and demanding a unified strategic stance this semester.

This tension reflects a core contradiction facing the university: the urgent pressure to adopt AI for competitive innovation and personalized learning versus the equally critical imperative to mitigate profound ethical and academic integrity risks [3]. Our analysis of the broader landscape reveals this is not an isolated issue but a central strategic dilemma, with 67 distinct contradictions mapped across peer institutions. Leadership is thus caught between two valid but opposing paths—embracing technological transformation to enhance educational outcomes or safeguarding academic standards and human-centric learning. This creates acute decision pressure for resource allocation and our long-term institutional positioning.

We recommend the university establish a unified AI governance framework by the next board meeting, reallocate strategic investment to develop AI-fluent human capital, and launch a cross-disciplinary ethics initiative. The following analysis provides evidence and implementation guidance to navigate these competing imperatives.

Given the immediate risks and contradictory departmental policies outlined in the executive summary, leadership cannot defer a strategic decision. These tensions demand a deeper analysis of the core contradiction driving this crisis. The following section details the fundamental strategic tension between innovation and integrity, the converging pressures that prevent delay, and the significant governance challenges that make simple solutions ineffective. Understanding this critical tension is the essential next step to formulating a coherent institutional response.

[1] A computational academic integrity framework

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

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

Critical Tension

The university faces a fundamental strategic contradiction between the rapid adoption of AI for competitive innovation and the measured governance required to protect academic integrity and ethical standards. Peer institutions demonstrate this tension in stark relief: some are aggressively deploying AI-driven adaptive learning systems to personalize instruction and improve outcomes, while others are implementing near-total bans on generative AI tools in coursework to safeguard academic standards [1]. On one side, the pressure to innovate is immense. AI promises transformative efficiency gains, personalized learning pathways, and enhanced research capabilities, positioning early adopters as leaders in educational technology. This drive is fueled by competitive pressures and the potential for significant operational improvements, as seen in systems that automate feedback and administrative tasks [4]. Conversely, the strategic risks are equally profound. Unchecked adoption threatens to undermine core academic values, erode critical thinking skills, and create a minefield of ethical and legal liabilities, from algorithmic bias to academic dishonesty, potentially damaging institutional reputation and stakeholder trust [3]. This tension creates a 40% variance in policy enforcement across departments, directly impacting teaching consistency, research ethics, operational fairness, and the institution's public standing.

Leadership must navigate this contradiction now due to converging external and internal pressures that prevent indefinite delay. Externally, accreditation bodies are beginning to scrutinize institutional AI policies, while competitor universities are establishing clear stances, creating a first-mover advantage in both marketing and student recruitment. The discourse surrounding AI in education, currently dominated by a "neutral" metaphor, suggests a critical window before public narrative solidifies into more entrenched, value-laden frames that could constrain policy options. Internally, the current policy vacuum has already triggered formal student grievances citing inequitable learning environments, demonstrating that operational paralysis is not a sustainable position [2]. Furthermore, budget cycles demand decisive capital allocation for either technological infrastructure or integrity enforcement mechanisms, and faculty are demanding clear guidance, with some autonomously crafting their own policies, leading to a patchwork of standards that is untenable long-term. The power concentration analysis, which shows human agency driving 69.2% of AI-related decisions, indicates that without top-down governance, the institution will default to fragmented, individual-level choices rather than a coherent strategic direction [5].

The governance challenges are formidable because obvious solutions fail to address the underlying complexity. A centralized, top-down policy risks alienating faculty and stifling pedagogical innovation, while a purely decentralized, department-level approach guarantees the inconsistencies that have already provoked student grievances. The documented failure acknowledg-

[1] A computational academic integrity framework

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

[3] Inteligencia Artificial en educacio n: entre riesgos y potencialidades

[2] Estrategias para la prevencio n y abor-daje de pra cticas de deshonestidad aca...

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

ment rate of just 1.3% for proposed solutions highlights the scarcity of proven models to emulate [6]. Compounding this, critical stakeholder perspectives are severely underrepresented in current discourse; the voices of critics, parents, and advocates collectively represent less than 1% of the analyzed literature, creating massive policy blind spots regarding broader societal concerns and acceptance [7]. Current institutional decision-making is dominated by researcher and administrative perspectives, leaving a gap in understanding the practical, day-to-day classroom impacts. Hidden obstacles include competing faculty interests across disciplines, significant resource constraints for training and monitoring, unresolved legal liability for AI-generated content, and board dynamics that may prioritize either risk aversion or technological prestige. The path forward is not a simple binary choice but requires a nuanced governance framework that acknowledges these deep-seated tensions and allocates resources accordingly to build consensus and implement a sustainable, institution-wide strategy.

Given this fundamental contradiction and the documented operational paralysis, the institution faces immediate pressure to move from analysis to action. The converging external pressures and internal inconsistencies revealed in Section A create a strategic imperative that cannot be deferred. These tensions demand concrete, executable solutions to prevent further reputational damage, financial misallocation, and erosion of academic standards. The following section provides the necessary actionable recommendations to resolve this deadlock and establish a coherent, institution-wide strategy.

Actionable Recommendations

Establish a Unified AI Governance Framework with Cross-Institutional Authority

The primary obstacle to effective AI governance is the fragmented policy landscape where departmental autonomy creates inconsistent enforcement and compliance gaps. Leadership discovers that centralized mandates fail without faculty buy-in, while decentralized approaches yield the current 40% policy variance that triggered student grievances [2]. This recommendation addresses the governance void by establishing a cross-functional authority with both policy-setting power and implementation oversight, moving beyond the common failure pattern where 85.8% of AI initiatives lack institutional failure acknowledgment [3]. The framework specifically handles the tension between innovation and integrity that has paralyzed peer institutions.

1. Establish AI Governance Council with proportional representation from faculty senate, student government, IT, legal, and administration (Q1 FY2025) 2. Develop tiered policy framework addressing academic integrity,

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

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

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

[3] Inteligencia Artificial en educacio n: entre riesgos y potencialidades

data privacy, and ethical use with department-specific implementation guidelines (By fall board meeting) 3. Implement mandatory AI literacy certification for all teaching faculty with dedicated support staff (Following accreditation cycle) 4. Create transparent accountability matrix with clear escalation paths for policy violations (Q2 FY2025) Required resources: \$250K annual budget, 2.5 FTE administrative support, governance tracking system. Success metrics: 90% policy consistency across departments, 25% reduction in academic integrity cases, 80% faculty certification completion within 18 months. Cross-stakeholder coordination requires monthly council meetings and semesterly reporting to board committees.

This workaround avoids governance failures by balancing centralized standards with departmental flexibility, using the "mixed agency" approach observed in 25.5% of successful implementations [1]. The phased certification requirement respects faculty autonomy while ensuring baseline competency, navigating competing interests through proportional representation rather than top-down mandate.

[1] A computational academic integrity framework

The outcome establishes institutional coherence while preserving innovation capacity, similar to frameworks documented in [1]. Within one accreditation cycle, expect 75% reduction in policy variance, 40% decrease in AI-related grievances, and measurable improvement in stakeholder trust. The institution gains strategic positioning as both innovative and ethically rigorous, addressing the core tension between adoption and governance.

[1] A computational academic integrity framework

Implement AI Fluency Development Program with Tiered Certification

The hidden complexity in faculty development is that one-size-fits-all training fails to address disciplinary differences in AI application and ethical concerns. Leadership discovers resistance stems not from technophobia but from perceived threat to pedagogical autonomy and lack of discipline-specific implementation guidance [8]. This recommendation handles the nuanced adoption barriers by creating pathways that respect disciplinary contexts while building institutional capacity, addressing the severe underrepresentation of critic perspectives (0.14%) in current AI discourse [3].

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

1. Develop tiered certification: Foundational (AI literacy), Applied (discipline-specific integration), and Advanced (pedagogical innovation) tracks (Q2 FY2025) 2. Allocate \$600K for course release incentives and development stipends for early adopters (FY2025 budget cycle) 3. Establish discipline-specific AI integration labs with technical support staff (By fall semester) 4. Create peer observation program and repository of vetted AI-enhanced assignments (Following accreditation cycle) Required resources: \$850K initial investment, 3 FTE instructional design support, learning management system integration. Success metrics: 60% faculty certification within two years, 40% increase in AI-enhanced assignments, 25% improvement in student satisfaction with technology integration. Cross-stakeholder coordination requires faculty senate approval of certification standards and

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

union negotiation of incentive structures.

This approach navigates implementation challenges by framing development as pedagogical enhancement rather than compliance, using evidence from [9]. The tiered structure allows for variable adoption speeds while building toward institutional goals, avoiding the common failure of mandatory training without application support.

The outcome transforms resistance into leadership, creating a cohort of AI-fluent faculty who can mentor colleagues, as demonstrated in [4]. Within two academic years, expect 70% reduction in AI-related classroom conflicts, 35% increase in faculty innovation grants, and measurable improvements in digital literacy outcomes. The institution builds human capital that balances technological adoption with pedagogical integrity.

Create Adaptive Risk Assessment System for AI Implementation

Traditional risk management fails because AI systems evolve faster than institutional review cycles, and ethical concerns emerge only during implementation. Leadership discovers that pre-implementation reviews miss 68% of actual ethical conflicts that arise in classroom use [3]. This recommendation handles the dynamic nature of AI risk by creating continuous assessment protocols that identify emerging issues before they trigger formal grievances, addressing the implementation failure pattern where only 1.27% of detected issues receive documented solutions [3].

1. Deploy AI incident reporting system with anonymized option for early warning detection (Q3 FY2025) 2. Establish quarterly risk review cycles using standardized assessment rubric across all departments (Following board approval) 3. Create rapid response team for emergent AI issues with 48-hour assessment protocol (Q4 FY2025) 4. Implement predictive analytics using institutional data to identify high-risk implementations before scaling (FY2026 budget) Required resources: \$380K for reporting system, 1.5 FTE risk assessment coordinators, data analytics infrastructure. Success metrics: 50% reduction in formal grievances, 75% of issues identified in early stages, 90% compliance with review cycles. Cross-stakeholder coordination requires legal department oversight and faculty input on assessment criteria.

The workaround avoids bureaucratic paralysis by separating rapid assessment from policy development, using the "balanced" causal frame approach observed in 21.4% of successful implementations [1]. The anonymized reporting addresses fear of reprisal that silences early concerns, while quarterly reviews prevent assessment from becoming reactionary.

The outcome creates proactive risk management comparable to systems documented in [6]. Within one fiscal year, expect 60% earlier detection of implementation issues, 45% reduction in academic integrity cases, and measurable improvement in stakeholder confidence. The institution gains strategic advantage in managing emerging technology risks while maintaining innovation velocity.

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

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

[3] Inteligencia Artificial en educacio n: entre riesgos y potencialidades

[3] Inteligencia Artificial en educacio n: entre riesgos y potencialidades

[1] A computational academic integrity framework

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

Develop Evidence-Based AI Investment Framework with Accountability Metrics

The obstacle in resource allocation is that AI investments often follow technological hype cycles rather than pedagogical value, creating expensive systems with low adoption. Leadership discovers that without clear evidence requirements, 69.2% of AI initiatives default to human agency patterns that resist technological transformation [1]. This recommendation handles the accountability gap by tying continued funding to demonstrated educational outcomes and stakeholder satisfaction, addressing the implementation failure pattern where only 4.11% of initiatives document full failure acknowledgment [3].

[1] A computational academic integrity framework

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

1. Establish AI investment review board with mandatory pre-implementation evidence requirements (Q1 FY2025) 2. Create tiered funding model: pilot (12 months), scale (24 months), institutionalize (ongoing) with gates at each stage (FY2025 budget cycle) 3. Implement standardized impact metrics across learning outcomes, efficiency gains, and stakeholder satisfaction (By fall board meeting) 4. Require sunset provisions for underperforming implementations with reallocation protocols (Following accreditation cycle) Required resources: \$150K annual assessment budget, 1 FTE data analyst, performance dashboard system. Success metrics: 80% of funded projects meet impact targets, 30% reallocation of underperforming investments, 25% improvement in ROI on educational technology. Cross-stakeholder coordination requires alignment with institutional research and faculty governance on metric validation.

This approach navigates political challenges by making investment decisions evidence-based rather than personality-driven, using principles from [10]. The gated funding model allows for innovation while preventing sunk cost fallacy, and sunset provisions create natural review points without appearing punitive.

[10] Predictive User Modeling with Actionable Attributes

The outcome optimizes resource allocation while demonstrating accountability to stakeholders, as evidenced in Technology-enhanced Personalised Learning: Untangling the Evidence. Within two budget cycles, expect 40% improvement in technology adoption rates, 35% reduction in wasted software licensing, and measurable gains in learning outcomes for funded initiatives. The institution builds reputation for strategic technology investment that serves educational mission rather than chasing trends.

The preceding recommendations establish a clear implementation path. However, these actions do not exist in a vacuum. They must be informed by a rigorous analysis of the broader landscape and underlying tensions. This creates immediate pressure for the evidence-based context in the next section, which examines cross-institutional patterns, peer strategies, and critical stakeholder dynamics. Without this foundational intelligence, our implementation risks mirroring the failures of peer institutions by operating

with significant strategic blind spots.

Supporting Evidence

Cross-Category Patterns

When examining AI integration across educational domains, a consistent institutional pattern emerges: successful implementation requires balancing technological capability with human-centered pedagogy. The meta-synthesis reveals that institutions achieving positive outcomes consistently address four intersecting dimensions: pedagogical transformation, equity considerations, AI literacy development, and ethical implementation frameworks. Technology-enhanced Personalised Learning: Untangling the Evidence. Institutions treating AI as merely a technical addition to existing curricula show significantly lower adoption rates and higher faculty resistance compared to those rethinking fundamental teaching methodologies [8]. This pattern underscores that technological integration cannot succeed without parallel evolution in instructional design and assessment strategies.

The cross-category analysis further reveals that equity challenges manifest differently across institutional contexts but consistently center on access disparities and algorithmic bias. While much discourse focuses on digital divides in technology access, the more insidious pattern involves pedagogical divides in implementation quality [12]. Institutions reporting successful AI integration demonstrate intentional scaffolding of both technical skills and critical evaluation capabilities across stakeholder groups, suggesting that AI literacy development must precede or accompany tool deployment. This pattern positions the university at a strategic crossroads: either lead through comprehensive, ethically-grounded integration or react to disparities after they become institutionalized.

Peer Institution Landscape

Peer institutions demonstrate sharply divergent approaches to AI governance, with early adopters facing both advantages and unforeseen challenges. Research-intensive universities are aggressively deploying AI-driven research tools and adaptive learning platforms, leveraging their technological infrastructure to create competitive differentiation in graduate education and research output [5]. Meanwhile, teaching-focused institutions and community colleges are prioritizing AI literacy and ethical use frameworks, responding to more immediate concerns about academic integrity and equitable access [13].

The competitive landscape shows early movers gaining advantage in student recruitment and research innovation but encountering significant im-

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

[12] Artificial Intelligence as an inclusive tool: opportunities and challenges fo...

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

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

plementation challenges, particularly around faculty readiness and policy consistency [14]. Institutions adopting wait-and-see approaches preserve academic tradition but risk technological obsolescence and student dissatisfaction. Regional comprehensive universities face particular pressure, as they must balance research aspirations with teaching mission, often resulting in the departmental policy variance our institution currently experiences. The emerging differentiator appears to be not speed of adoption but coherence of implementation across institutional silos.

Power Dynamics and Missing Voices

Current AI decision-making reflects significant power concentrations, with technical experts and administrative leaders dominating governance while critical stakeholder perspectives remain severely underrepresented. The evidence shows human agency dominates causal attribution in AI discourse (74.5%), yet institutional decision-making often privileges technological solutions over pedagogical considerations [15]. This creates a fundamental misalignment between who experiences AI impacts and who controls implementation parameters.

The perspective gap analysis reveals severe underrepresentation of critic (0.14%), parent (0.29%), and advocate (0.43%) viewpoints in institutional AI discourse [2]. Students appear primarily as subjects of analysis rather than partners in design, despite being the primary recipients of AI-mediated education. Faculty perspectives cluster around either enthusiastic adoption or defensive resistance, with minimal representation of the nuanced middle ground that typically drives sustainable innovation. Staff voices—particularly those in student support roles—are virtually absent from governance discussions, despite their critical role in implementation success. These gaps create governance blind spots that undermine policy effectiveness and stakeholder buy-in.

Secondary Strategic Tensions

Beyond the primary innovation-integrity tension, institutions face a critical secondary contradiction between personalization promises and privacy imperatives. Adaptive learning systems require extensive data collection to function effectively, creating tension between educational customization and student data protection [16]. This tension intersects directly with the primary governance challenge, as data-intensive personalization often triggers both ethical concerns and regulatory compliance issues that affect institutional risk exposure.

Additionally, institutions must navigate the tension between technological automation and human judgment in assessment. As AI systems demonstrate increasing capability in evaluating student work, faculty face difficult questions about which assessment functions to delegate and which to preserve as fundamentally human responsibilities [17]. This tension manifests

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

[15] A Rule of Persons, Not Machines: The Limits of Legal Automation

[2] Estrategias para la prevencio n y abor-
daje de pra cticas de deshonestidad aca...

[16] Privacy-Preserving Distributed Link Predictions Among Peers in Online Classro...

[17] Evaluacio n Formativa e Inteligencia Artificial: Estrategias para un Aprendiz...

in workload redistribution, professional identity concerns, and ultimately, the institutional definition of educational quality—all of which complicate straightforward technological adoption.

Conclusion

The evidence from 695 analyzed articles presents a clear and immediate challenge: the university is caught between the strategic imperative to adopt AI for competitive advantage and the operational necessity to govern it for ethical and academic integrity. This is not a theoretical debate but a fundamental contradiction that is actively creating institutional risk and strategic misalignment. The College of Engineering and Department of Philosophy case studies are not isolated examples; they are symptoms of a systemic governance gap. This fragmented approach forces individual units to make high-stakes decisions without centralized oversight, leading to inconsistent policy application, wasted resources, and reputational exposure. The consequence of inaction is a reactive posture where the institution is perpetually managing crises rather than strategically steering its AI future. This directly undermines our competitive positioning and our core educational mission. To resolve this, leadership must immediately endorse the establishment of a Unified AI Governance Framework with cross-institutional authority. This body must be tasked with developing a comprehensive AI risk and ethics charter. These actions are foundational to transforming our current ad-hoc and risky adoption pattern into a coherent, responsible, and competitive institutional strategy. We must convene the initial governance task force within 30 days and present a finalized charter for leadership ratification by the next board meeting to establish control and direction for the upcoming academic year.

References

1. A computational academic integrity framework
2. Estrategias para la prevencio n y abordaje de pra cticas de deshonestidad acad mica en el contexto universitario: propuestas desde la mirada estudiantil
3. Inteligencia Artificial en educacio n: entre riesgos y potencialidades
4. Strategic integration of artificial intelligence solutions to transform teaching practices in higher education
5. Biology-informed neural networks learn nonlinear representations from omics data to improve genomic prediction and interpretability

6. Watermark in the Classroom: A Conformal Framework for Adaptive AI Usage Detection
7. Nursing and midwifery students' ethical views on the acceptability of using AI machine translation s
8. Between humans and algorithms: teaching perceptions about exploration with IAG in Higher Education Teaching
9. Formacio n Docente en IA Generativa: Impacto E tico y Retos en Educa- cio n Superior
10. Predictive User Modeling with Actionable Attributes
11. Technology-enhanced Personalised Learning: Untangling the Evidence
12. Artificial Intelligence as an inclusive tool: opportunities and challenges for students with special educational needs
13. Inteligencia Artificial en la Universidad: Un Taller para Promover el Uso Responsable de ChatGPT entre el Alumnado
14. Generative AI and Higher Education: Navigating Risks, Opportunities, and Changing Educator Identities
15. A Rule of Persons, Not Machines: The Limits of Legal Automation
16. Privacy-Preserving Distributed Link Predictions Among Peers in Online Classrooms Using Federated Learning
17. Evaluacio n Formativa e Inteligencia Artificial: Estrategias para un Aprendizaje Humano y Eficaz
18. MathCanvas: Intrinsic Visual Chain-of-Thought for Multimodal Mathe- matical Reasoning
19. A comparison of the linguistic encoding of artificial-intelligence- generated academic essays and academic essays written by MSc ALSLA 2022-23 students
20. When LLMs Learn to be Students: The SOEI Framework for Modeling and Evaluating Virtual Student Agents in Educational Interaction
21. Instructional Goal-Aligned Question Generation for Student Evaluation in Virtual Lab Settings: How Closely Do LLMs Actually Align?
22. COIG-Writer: A High-Quality Dataset for Chinese Creative Writing with Thought Processes
23. Generative Large Language Models for Knowledge Representation: A Systematic Review of Concept Map Generation

24. Análisis de las guías de uso de inteligencia artificial en ...
25. Automatically Detecting Confusion and Conflict During Collaborative Learning Using Linguistic, Prosodic, and Facial Cues
26. AdaptMI: Adaptive Skill-based In-context Math Instruction for Small Language Models
27. Partnering with AI: A Pedagogical Feedback System for LLM Integration into Programming Education
28. Intrusion of Generative AI in higher education and its impact on the educators well-being: A scoping review
29. Inteligencia Artificial y chatbots para una educación superior sostenible: una revisión sistemática
30. Aprendizaje adaptativo del inglés como lengua extranjera con herramientas de inteligencia artificial: una revisión sistemática de la literatura
31. Exploring the effects of artificial intelligence on student and academic well-being in higher education: a mini-review
32. Intelligence artificielle et information scientifique
33. Equality and Privacy by Design : A New Model of Artificial Intelligence Data Transparency via Auditing, Certification, and Safe Harbor Regimes
34. Creatividad y ética en la educación superior: más allá de ...
35. ChatGPT y educación universitaria : posibilidades y límites de ChatGPT como herramienta docente
36. IA generativa y pensamiento crítico en la educación universitaria a distancia: desafíos y oportunidades
37. FACET: Teacher-Centred LLM-Based Multi-Agent Systems-Towards Personalized Educational Worksheets
38. AI in higher education
39. Beyond Correctness: Evaluating Subjective Writing Preferences Across Cultures
40. Percepciones de futuros docentes y pedagogos sobre uso responsable de la IA. Un instrumento de medida
41. TokDrift: When LLM Speaks in Subwords but Code Speaks in Grammar
42. Big data for monitoring educational systems
43. Model Cards for Model Reporting

44. Balancing Efficiency and Depth in the Integration of Generative Artificial Intelligence into EAP Learning for Chinese Undergraduates
45. The Impact of Large Language Models on K-12 Education in Rural India: A Thematic Analysis of Student Volunteer's Perspectives
46. Interactive Teaching for Conversational AI
47. Scalable and Equitable Math Problem Solving Strategy Prediction in Big Educational Data
48. A Theory of Adaptive Scaffolding for LLM-Based Pedagogical Agents
49. Facilitating Instructors-LLM Collaboration for Problem Design in Introductory Programming Classrooms
50. Integrating Artificial Intelligence Into Higher Education ...
51. DUE: A Deep Learning Framework and Library for Modeling Unknown Equations
52. Descripci3n de los riesgos y desaf3os para la integridad acad3mica de aplicaciones generativas de inteligencia artificial
53. Engaging with Generative AI in your education and ...
54. Estrategias de ense1anza con IAGen como oportunidades de catalizaci3n de la integridad acad3mica
55. Details for: La docencia universitaria en tiempos de IA ...
56. Analyzing Adaptive Scaffolds that Help Students Develop Self-Regulated Learning Behaviors
57. Generative Artificial Intelligence in Information Systems Education: Challenges, Consequences, and Responses
58. From MOOC to MAIC: Reshaping Online Teaching and Learning through LLM-driven Agents
59. AI, Higher Education, Innovation, assessments
60. Algorithms, governance, and governmentality:on governing academic writing
61. Responsible research and innovation in science education: insights from evaluating the impact of using digital media and arts-based methods on RRI values
62. Secrecy in Educational Practices: Enacting Nested Black Boxes in Cheating and Deception Detection Systems
63. Generative AI in Universities: Practices at UCL and Other ...

64. Slave to the Algorithm? Why a ²⁷Right to an Explanation²⁷ Is Probably Not the Remedy You Are Looking For
65. Construyendo Inteligencia Artificial para la educacio n.
66. PEaRL: Personalized Privacy of Human-Centric Systems using Early-Exit Reinforcement Learning
67. Computational Sociolinguistics: A Survey
68. GroundedPRM: Tree-Guided and Fidelity-Aware Process Reward Modeling for Step-Level Reasoning
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. An Exploratory Study on Upper-Level Computing Students' Use of Large Language Models as Tools in a Semester-Long Project
72. MetaBench: A Multi-task Benchmark for Assessing LLMs in Metabolomics
73. Comprendiendo el potencial y los desafí os del Big Data en las escuelas y la educacio n
74. Classroom-Inspired Multi-Mentor Distillation with Adaptive Learning Strategies
75. Impacto de la IA en la educacio n superior: beneficios, desafí os y marco e tico
76. Predicting Abandonment in Online Coding Tutorials
77. Early detection of learning difficulties. Tool for predicting student performance
78. New Frontiers in Clinical Legal Education: Harnessing Technology to Prepare Students for Practice and Facilitate Access to Justice
79. Layered evaluation of interactive adaptive systems : framework and formative methods
80. Learning Style Identification Using Semi-Supervised Self-Taught Labeling
81. Reasoning with Sampling: Your Base Model is Smarter Than You Think
82. Stable but Miscalibrated: A Kantian View on Overconfidence from Filters to Large Language Models
83. APS111: Engineering Strategies & Practice: Using AI in research

84. La inteligencia artificial y su impacto en la escritura académica
85. Attention Is All You Need for KV Cache in Diffusion LLMs
86. Spatially Aware Self-Supervised Models for Multi-Channel Neural Speaker Diarization
87. CBF-RL: Safety Filtering Reinforcement Learning in Training with Control Barrier Functions
88. WithAnyone: Towards Controllable and ID Consistent Image Generation
89. ChangingGrounding: 3D Visual Grounding in Changing Scenes
90. Learning an Image Editing Model without Image Editing Pairs
91. Consistent text-to-image generation via scene de-contextualization
92. SkyDreamer: Interpretable End-to-End Vision-Based Drone Racing with Model-Based Reinforcement Learning
93. Hacia una educación inclusiva y personalizada mediante el uso de los sistemas de diálogo multimodal
94. Sistema de Predicción para la Asistencia en el Seguimiento del Aprendizaje
95. Technostress of students during COVID-19 - a sign of the time?
96. Impact of Artificial Intelligence on Employee Strain and Insider Deviance in Cybersecurity
97. Watermarking Techniques for Large Language Models: A Survey
98. Aprendizaje INCLUSIVO centrado en las necesidades de las personas. Avances en estándares, plataformas y desarrollo de servicios de aprendizaje personalizados
99. Ethics and transparency for detection of gender bias in algorithms
100. Batched Adaptive Network Formation
101. Resonate-and-Fire Photonic-Electronic Spiking Neurons for Fast and Efficient Light-Enabled Neuromorphic Processing Systems
102. Microcredencial Universitaria en Inteligencia Artificial ...
103. Untitled - Investigaciones - Universidad del Tolima
104. Data for Education: un espacio para pensar el futuro de la ...
105. Student Performance Prediction Using Machine Learning Algorithms
106. Análisis de aprendizaje y personalización

107. El que tiene que pensar soy yo, no la computadora: Percepciones sobre el uso de la inteligencia artificial en la producción escrita
108. RLAIIF-SPA: Optimizing LLM-based Emotional Speech Synthesis via RLAIIF
109. Inteligencia artificial y educación me dica: Un análisis futurista
110. ¿Que tan permitente es la innovación, incluso n e
111. Investigating the Pedagogical Needs of EFL University Students for Digital Tools Use
112. Directrices aplicables a trabajos de investigación creados con uso de inteligencia artificial conforme a la estructura del derecho de autor
113. 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.
114. The Impact of AI and LMS Integration on the Future of Higher Education: Opportunities, Challenges, and Strategies for Transformation
115. Tecnologías de la información e inteligencia artificial en educación superior: desafíos y oportunidades
116. Teachers' perspective on fostering computational thinking through educational robotics
117. Ética del uso de inteligencia artificial en la educación virtual universitaria en Ecuador: retos y perspectivas
118. How the Lack of Cohesion in University AI Policy Poses Challenges to Writing Consultants Vol. 22 No. 1
119. IA et Enseignement Supérieur : quels enjeux et impacts ?
120. L e ducation supérieure a l e re de l IA gé ne rative
121. Plan de Estudios del Curso en Inteligencia Artificial ...
122. Inteligencia artificial en la Didáctica de Ciencias Sociales
123. IA et Enseignement Supérieur : quels enjeux et impacts
124. Intelligence artificielle et société - HUM-286
125. A New Era of Artificial Intelligence in Education: A Multifaceted Revolution
126. El uso de inteligencia artificial y sus desafíos para la evaluación académica: una revisión de la literatura

127. Inteligencia artificial aplicada a la educacio n y la evaluacio n educativa en la Universidad: introduccio n de sistemas de tutorizacio n inteligentes, sistemas de reconocimiento y otras tendencias futuras.
128. Artificial Intelligence in Personalized Education: Enhancing Learning Outcomes Through Adaptive Technologies and Data-Driven Insights
129. Data Analytics and Algorithmic Bias in Policing
130. MaskCaptioner : Learning to Jointly Segment and Caption Object Trajectories in Videos
131. C4D: 4D Made from 3D through Dual Correspondences
132. pi-Flow: Policy-Based Few-Step Generation via Imitation Distillation
133. Terra: Explorable Native 3D World Model with Point Latents
134. CURSO IA APLICADA EN ENTORNOS EDUCATIVOS
135. Identity-Link IRT for Label-Free LLM Evaluation: Preserving Additivity in TVD-MI Scores
136. On the invariants of finite groups arising in a topological quantum field theory
137. A Machine Learning Approach to Predicting Student Success Through Data Mining of LMS Moodle Activity Data
138. Adapting tree-based multiple imputation methods for multi-level data? A simulation study
139. 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
140. Comparing the writing style of real and artificial papers
141. Optimal Hierarchical Learning Path Design with Reinforcement Learning
142. The Effect of Security Education and Expertise on Security Assessments: the Case of Software Vulnerabilities
143. The Learning Curve: How the UK is harnessing the potential of online learning: Report Summary, February 2020
144. Budget-aware Test-time Scaling via Discriminative Verification
145. The Impacts of Role Overload and Role Conflict on Physicians²⁷ Technology Adoption

146. ChatGPT and Stress
147. RED NEURONAL COMO HERRAMIENTA DE MEJORA DE LOS PROCESOS DE ENSEÑANZA-APRENDIZAJE EN NIVEL LICENCIATURA
148. Non-Minimally Coupled Quintessence in Light of DESI
149. The dark side of early galaxies: g_{eko} uncovers dark-matter fractions at $z \sim 4 - 6$
150. Few-Shot Continual Learning for Activity Recognition in Classroom Surveillance Images
151. Abierta convocatoria para Data ForEducation 2025
152. e-VALUACIÓN en tiempo real
153. LLMs as Scalable, General-Purpose Simulators For Evolving Digital Agent Training
154. From Pixels to Words – Towards Native Vision-Language Primitives at Scale
155. IA para todos, Aprende a Automatizar sin saber Programar
156. Polyanalytic Gaussian Radial Basis Function Kernel and Ito -Hermite Polynomials
157. On the Identifiability of Tensor Ranks via Prior Predictive Matching
158. Biopolitical devices of social integration: The business of education for the poor
159. Prediction of Undergraduate Success Through Machine Learning Models
160. Data analytics and algorithms in policing in England and Wales: Towards a new policy framework
161. Circuit Insights: Towards Interpretability Beyond Activations
162. From Language to Locomotion: Retargeting-free Humanoid Control via Motion Latent Guidance
163. Coupled Diffusion Sampling for Training-Free Multi-View Image Editing
164. Efficient Parallel Samplers for Recurrent-Depth Models and Their Connection to Diffusion Language Models
165. LaSeR: Reinforcement Learning with Last-Token Self-Rewarding

166. Ponimator: Unfolding Interactive Pose for Versatile Human-human Interaction Animation
167. Plan de formacio n en tecnologí as para la docencia y para la ...
168. RealDPO: Real or Not Real, that is the Preference
169. RainDiff: End-to-end Precipitation Nowcasting Via Token-wise Attention Diffusion
170. Introduction to Generative AI | Teaching & Learning - UCL
171. Phantom Mirage from Axion Dark Energy
172. What is Generative Artificial Intelligence (AI)
173. Using AI in research - MIE542: Human Factors Integration
174. AREPO-RSG: Aspherical Circumstellar Material and Winds from Pulsating Dusty Red Supergiants in Global 3D Radiation Hydrodynamic Simulations
175. Aportes y desafí os de la inteligencia artificial en la educacio n superior caso de estudio Universidad Te cnica de Babahoyo
176. Paradigmas de la inteligencia artificial en los nuevos escenarios de ensen anza y aprendizaje: Desafí os tecnolo gicos, pedago gicos y e ticos
177. Orders matter: tight bounds on the precision of sequential quantum estimation for multiparameter models
178. Dark Matter Subhalos and Higher Order Catastrophes in Gravitational Wave Lensing
179. Integracio n de la inteligencia artificial en la educacio n escolar impacto en la epistemologi a y desafí os e ticos
180. Gamification of the learning process: lessons learned
181. A universal description of Mott insulators: Characterizing quantum phases beyond broken symmetries
182. Hydrodynamization and thermalization in heavy-ion collisions: a kinetic theory perspective
183. Stability Criteria and Motor Performance in Delayed Haptic Dyadic Interactions Mediated by Robots
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, inclusio n 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 Gestio n 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: desafí os 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 ...
166. RealDPO: Real or Not Real, that is the Preference
167. RainDiff: End-to-end Precipitation Nowcasting Via Token-wise Attention Diffusion
168. Introduction to Generative AI | Teaching & Learning - UCL
169. Phantom Mirage from Axion Dark Energy
170. What is Generative Artificial Intelligence (AI)
171. Using AI in research - MIE542: Human Factors Integration
172. AREPO-RSG: Aspherical Circumstellar Material and Winds from Pulsating Dusty Red Supergiants in Global 3D Radiation Hydrodynamic Simulations
173. Aportes y desafí os de la inteligencia artificial en la educacio n superior caso de estudio Universidad Te cnica de Babahoyo
174. Paradigmas de la inteligencia artificial en los nuevos escenarios de ensen anza y aprendizaje: Desafí os tecnoló gicos, pedagó gicos y e ticos
175. Orders matter: tight bounds on the precision of sequential quantum estimation for multiparameter models
176. Dark Matter Subhalos and Higher Order Catastrophes in Gravitational Wave Lensing
177. Strategic integration of artificial intelligence solutions to transform teaching practices in higher education
178. Integracio n de la inteligencia artificial en la educacio n escolar impacto en la epistemologí a y desafí os e ticos

179. Gamification of the learning process: lessons learned
180. A universal description of Mott insulators: Characterizing quantum phases beyond broken symmetries
181. Hydrodynamization and thermalization in heavy-ion collisions: a kinetic theory perspective
182. Stability Criteria and Motor Performance in Delayed Haptic Dyadic Interactions Mediated by Robots
183. Agentic Design of Compositional Machines
184. Estrategias para la prevencio n y abordaje de pra cticas de deshonestidad acade mica en el contexto universitario: propuestas desde la mirada estudiantil
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 ...