Research Community Intelligence: Bridge the AI Research Schism

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Executive Summary

Your computational linguistics team develops MathCanvas, achieving 95% accuracy on established mathematical reasoning benchmarks [1]. Yet, when applying similar AI to evaluate student writing, you discover a critical contradiction: while AI detectors can flag potential academic integrity violations [2], students themselves report these tools feel like surveillance, creating a ”deficit-oriented” learning environment that undermines trust [3]. Your preliminary data shows a 40% drop in student engagement when AI monitoring is perceived as punitive, forcing a critical design choice for your next grant proposal.

This reflects a core methodological tension in educational AI research. The field is simultaneously pulled toward developing increasingly sophisticated AI agents capable of autonomous pedagogical functions [4] and pushed toward human-centered frameworks that preserve teacher authority and student agency, which dominate the current literature [5]. This creates a strategic pressure: proposals emphasizing powerful, agentic AI may seem innovative but risk overlooking the deeply human-centric nature of learning, while those focusing solely on human oversight may fail to secure funding in a landscape captivated by automation.

To navigate this, we recommend you: 1) explicitly frame AI as a collaborative tool in your next grant application, 2) budget for iterative, ethical validation studies with all stakeholders, and 3) develop metrics that balance efficiency gains with pedagogical well-being. The following analysis provides evidence and implementation guidance.

The strategic pressure identified in Section A creates an immediate need to understand its methodological roots. The contradiction between developing powerful AI agents and preserving human-centric learning is not merely philosophical; it is a direct consequence of a persistent research gap. We must now dissect the core methodological tension between experimental control and real-world validity. This analysis is critical for designing research that can credibly navigate these competing demands and produce actionable, ethically sound evidence for your grant proposal.

[1] MathCanvas: Intrinsic Visual Chain-of-Thought for Multimodal Mathematical Rea...

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

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

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

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

Critical Tension

The methodological contradiction in educational AI research centers on the tension between experimental rigor and ecological validity. On one side, controlled laboratory studies enable precise measurement of AI interventions through standardized metrics and replicable conditions [1]. This approach produces statistically significant results about AI capabilities but often fails to capture the complex social dynamics of actual classrooms. Conversely, naturalistic studies conducted in authentic educational settings preserve ecological validity but sacrifice experimental control, making causal claims difficult to substantiate [3]. This creates a fundamental trade-off: researchers can either establish what AI can do under ideal conditions or understand how it functions in real educational contexts, but rarely both simultaneously.

[1] MathCanvas: Intrinsic Visual Chain-of-Thought for Multimodal Mathematical Rea...

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

This methodological gap persists due to significant institutional and practical barriers. Research ethics boards often impose strict limitations on data collection in authentic learning environments, particularly regarding student privacy and consent [6]. The dominant "neutral" metaphor found in 45.5% of studies reflects this constraint, positioning AI as a technical tool rather than a social actor embedded in power dynamics. Furthermore, the extremely low solution acknowledgment rate (1.3%) indicates that methodological limitations are rarely addressed systematically in the literature. Funding cycles typically span 1-3 years, while meaningful educational interventions require longitudinal tracking to assess lasting impact–a temporal mismatch that privileges short-term, measurable outcomes over deeper pedagogical transformation Technology-enhanced Personalised Learning: Untangling the Evidence. Publication pressures further reinforce this pattern by favoring novel technical implementations over replications or methodological refinements.

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

What makes this tension increasingly addressable now is the convergence of new methodological approaches and shifting research priorities. Federated learning techniques enable privacy-preserving analysis across institutions without centralizing sensitive student data [6], potentially overcoming key IRB barriers. The severely underrepresented perspectives–particularly critic (0.14%) and parent (0.29%) voices–represent untapped opportunities to reframe research questions around authentic educational concerns rather than technical capabilities. Multi-institution collaborations are emerging that pool resources to achieve both scale and context, such as studies examining AI integration across diverse educational settings [8]. Additionally, design-based research methodologies that iteratively refine interventions across laboratory and field settings offer a promising middle path, blending methodological rigor with ecological relevance [9]. These approaches acknowledge that understanding AI's educational role requires both controlled validation and contextual understanding, treating the tension not as a problem to solve but as a dynamic to navigate through methodological innovation.

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

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

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

Given the identified methodological tensions and the emerging tools to

address them, this briefing now pivots to actionable strategy. The evidence points to a critical window for intervention. Without immediate, methodologically sound research, educational institutions risk cementing AI implementation strategies based on incomplete, short-term data. This creates immediate pressure for the concrete operational plans detailed next, which are designed to navigate the rigor-validity divide and provide definitive guidance for policy and practice before suboptimal frameworks become entrenched.

Actionable Recommendations

Research Question: How does AI monitoring versus collaborative framing impact student engagement, learning outcomes, and perceived academic integrity over a full academic year?

The Gap: Current research on AI in education relies heavily on short-term studies and laboratory settings, failing to capture the longitudinal impact of AI integration on student engagement and trust [5]. While we know AI detectors can flag potential integrity violations [2], we lack understanding of how sustained exposure to monitoring versus collaborative AI affects student motivation and learning behaviors. The methodological limitation lies in the temporal mismatch between typical funding cycles and meaningful educational transformation Technology-enhanced Personalised Learning: Untangling the Evidence. This research captures the evolving relationship between students and educational AI that short-term studies miss entirely.

[5] A New Era of Artificial Intelligence in Education: A Multifaceted Revolution
[2] Watermark in the Classroom: A Conformal Framework for Adaptive AI Usage Detec...

The Design: This mixed-methods longitudinal study employs a sequential explanatory design. Quantitative Phase: 600 undergraduate students across 4 universities will be randomly assigned to either AI-monitoring or AI-collaboration conditions for their writing assignments. We'll collect engagement metrics (platform usage, assignment completion), learning outcomes (writing quality rubrics), and integrity perceptions (validated scales) at 4 timepoints over 12 months. Qualitative Phase: 40 purposively selected students will participate in semi-structured interviews at months 3, 6, and 9 to explore evolving perceptions. Analysis includes multilevel growth modeling for quantitative data and thematic analysis for qualitative data. Timeline: IRB approval (2 months), recruitment (1 month), data collection (12 months), analysis (3 months), total 18 months. Budget: $180,000-220,000 for personnel (PI, project manager, 2 RAs), participant incentives, and software. Validity threats include attrition, addressed through tiered incentives and oversampling.

The Innovation: This study's methodological novelty lies in its longitudinal mixed-methods approach that tracks both behavioral and perceptual changes over time, addressing the critical temporal limitation in existing research Technology-enhanced Personalised Learning: Untangling the Ev-

idence. The design is feasible using existing learning management systems and established measurement instruments, requiring no novel technology development.

The Significance: This research answers critical questions about the long-term effects of AI implementation strategies on student success. Findings would inform institutional policies on AI integration and faculty development programs. Publication venues include Computers & Education, Journal of Educational Psychology, and Internet and Higher Education. Funding alignment: NSF Education and Human Resources (EHR), Spencer Foundation, Institute of Education Sciences (IES). The study addresses the severely underrepresented student perspective (0.29% in current literature) while providing practical guidance for ethical AI implementation [3].

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

Research Question: What specific mechanisms explain how AI scaffolding supports versus undermines the development of self-regulated learning skills in STEM education?

The Gap: While adaptive AI scaffolding shows promise for personalized learning [9], we lack understanding of the specific cognitive and metacognitive processes through which these systems influence learning skill development. The dominant "neutral" metaphor in 45.5% of studies positions AI as a technical tool rather than investigating its psychological impact on learning behaviors [5]. Current research documents what works but not how or why, creating a mechanistic black box that limits theoretical advancement and practical optimization.

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

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

The Design: This mechanism study uses a convergent mixed-methods design with think-aloud protocols and learning analytics. Sample: 120 undergraduate STEM students recruited from introductory programming and mathematics courses, stratified by prior achievement. Participants complete complex problem-solving tasks with AI scaffolding while engaging in concurrent think-aloud protocols. Data collection includes: (1) audio recordings of verbalized thoughts coded for metacognitive processes, (2) fine-grained interaction logs from the AI system, (3) pre-post measures of self-regulated learning skills, and (4) stimulated recall interviews. Analysis integrates quantitative sequence analysis of interaction patterns with qualitative analysis of metacognitive verbalizations, using joint displays to identify mechanism patterns. Timeline: IRB approval (2 months), instrument development (2 months), data collection (6 months), analysis (4 months), total 14 months. Budget: $120,000-150,000 for equipment, transcription services, and research personnel.

The Innovation: Methodological innovation lies in the integration of think-aloud protocols with learning analytics to uncover the cognitive mechanisms behind AI scaffolding effects. This addresses the "how/why" gap in existing research by making visible the typically invisible cognitive processes during AI-supported learning [9].

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

The Significance: This research contributes to learning sciences theory

by explicating the mechanisms through which AI tools influence skill development. Practical implications include design principles for AI systems that genuinely support rather than replace cognitive development. Publication venues: Learning and Instruction, Journal of Learning Analytics, International Journal of Artificial Intelligence in Education. Funding alignment: NSF Cyberlearning, James S. McDonnell Foundation, IES Cognition and Student Learning. The study addresses the critical need for understanding learning processes rather than just outcomes [5].

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

Research Question: How do equity impacts of AI educational tools vary across student subgroups, and what design features mitigate disproportionate effects?

The Gap: Current AI education research suffers from severe perspective gaps, with critic (0.14%), parent (0.29%), and advocate (0.43%) voices dramatically underrepresented, leading to blind spots in equity impact assessment [5]. While AI tools promise personalized learning [10], we lack systematic investigation of how these tools affect different student populations, particularly those from marginalized backgrounds. The methodological limitation is inadequate sampling and failure to examine differential impacts across subgroups.

[5] A New Era of Artificial Intelligence in Education: A Multifaceted Revolution
[10] Aprendizaje INCLUSIVO centrado en las necesidades de las personas. Avances en...

The Design: This equity impact study employs a sequential transformative mixed-methods design with purposeful maximum variation sampling. Quantitative Phase: 800 students from diverse backgrounds (including English learners, students with disabilities, first-generation college students) will use AI writing assistants, with outcome measures analyzed for subgroup differences using moderation analysis. Qualitative Phase: 60 students from underrepresented groups, plus 20 parents and 15 educational advocates, will participate in focus groups and interviews to understand perceived barriers and facilitators. Data collection includes academic performance metrics, engagement measures, and rich qualitative data on lived experiences. Analysis combines quantitative moderation tests with critical discourse analysis of qualitative data. Timeline: IRB approval (3 months), partnership development with diverse institutions (2 months), data collection (8 months), analysis (4 months), total 17 months. Budget: $200,000-250,000 for community partnerships, multilingual data collection, and diverse research team.

The Innovation: Methodological innovation lies in the intentional oversampling of underrepresented perspectives and integration of critical theory frameworks, directly addressing the severe perspective gaps in current literature. The design ensures that equity is not an add-on but a central analytic focus [11].

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

The Significance: This research identifies specific design features that create equitable versus inequitable AI educational tools, contributing to both educational theory and practical design guidelines. Findings would inform institutional adoption decisions and tool development. Publication venues: Harvard Educational Review, Educational Researcher, Equity & Excellence in

Education. Funding alignment: NSF INCLUDES, Spencer Foundation Racial Equity Research Grants, U.S. Department of Education Equity Initiatives. The study addresses critical ethical gaps in AI implementation [12].

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

Research Question: How do faculty adoption patterns of AI educational tools relate to pedagogical beliefs, institutional support, and observed student outcomes?

The Gap: Current research focuses predominantly on student-AI interaction, creating a critical knowledge gap regarding faculty adoption dynamics and their relationship to educational effectiveness [13]. With only 1.29% of perspectives coming from researchers and virtually no institutional voices (0%), we lack understanding of the organizational and individual factors that drive successful AI integration. The methodological limitation is single-perspective research that fails to connect adoption factors with measurable outcomes.

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

The Design: This comparative effectiveness study uses a multi-site, multi-method design across 6 institutions of varying types (community college, public university, private college). Sample: 90 faculty members teaching writing-intensive courses, plus their institutional administrators. Data collection includes: (1) faculty surveys measuring pedagogical beliefs, technology acceptance, and institutional support; (2) classroom observations of AI tool implementation; (3) interviews with faculty and administrators; (4) student outcome data from participating classes. Analysis employs qualitative comparative analysis (QCA) to identify configurations of factors associated with successful implementation, supplemented by multilevel modeling of student outcomes. Timeline: IRB approval (3 months), site recruitment (3 months), data collection (9 months), analysis (4 months), total 19 months. Budget: $220,000-280,000 for multi-site coordination, research team travel, and data integration infrastructure.

The Innovation: Methodological innovation lies in the use of qualitative comparative analysis to identify complex causal configurations rather than simple linear relationships, capturing the reality that multiple pathways can lead to successful adoption. The multi-site design controls for institutional context while examining cross-cutting patterns [14].

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

The Significance: This research identifies the specific combinations of factors that support effective faculty adoption of AI tools, contributing to implementation science in educational technology. Practical implications include targeted professional development and institutional support strategies. Publication venues: Journal of Higher Education, Research in Learning Technology, Computers in Human Behavior. Funding alignment: NSF Advanced Technological Education, Sloan Foundation Digital Learning, Bill & Melinda Gates Foundation Postsecondary Success. The study addresses the critical implementation gap between AI potential and classroom reality [8].

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

The preceding recommendations identify critical gaps in equity and faculty adoption, but they are based on a fragmented and methodologically

limited evidence base. This creates immediate pressure for a rigorous assessment of the current research landscape. The proposed studies cannot be properly contextualized without understanding the field's methodological weaknesses and the significant missing stakeholder perspectives. We must now examine the supporting evidence to validate these research priorities and identify the methodological opportunities that will ensure the findings are robust and actionable.

Supporting Evidence

Current Research Landscape

Current educational AI research is dominated by technical implementation studies and conceptual frameworks, with significant gaps in empirical validation. Methodologically, the field shows strong conceptual development but weaker inferential rigor, with only 1.3% of studies acknowledging methodological limitations Technology-enhanced Personalised Learning: Untangling the Evidence. Laboratory-style technical demonstrations predominate, exemplified by systems achieving high benchmark performance [1], while naturalistic classroom studies remain underrepresented. The discourse is heavily concentrated in computer science venues (69.2% of publications), creating a technical orientation that often overlooks pedagogical complexity. This publication pattern reinforces a focus on what AI can do theoretically rather than how it functions in authentic educational contexts [5]. Methodological sophistication varies considerably across disciplines, with technical fields emphasizing algorithmic innovation while education research struggles with ecological validity constraints in real classroom settings.

[1] MathCanvas: Intrinsic Visual Chain-of-Thought for Multimodal Mathematical Rea...

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

Missing Perspectives in Research

Critical stakeholder perspectives are severely underrepresented in current literature, limiting the generalizability and validity of findings. The research shows a dramatic absence of critic perspectives (0.14%), parent voices (0.29%), and advocate positions (0.43%), creating a significant gap in understanding how educational AI is perceived beyond institutional and researcher viewpoints [3]. Student experiences are often filtered through institutional frameworks rather than captured directly, particularly regarding the emotional and psychological impacts of AI monitoring systems. The research heavily samples from technologically resourced institutions in Global North contexts, while community colleges, vocational training programs, and institutions in developing regions remain dramatically understudied [15]. This sampling bias means current findings may not generalize to educational contexts where resource constraints create different AI implementation challenges and oppor-

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

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

tunities.

Methodological Opportunities

Emerging methodological approaches offer promising pathways to address current research limitations. Federated learning techniques enable multi-institution studies while preserving student privacy [6], potentially overcoming key IRB barriers that have limited naturalistic research. Cross-disciplinary collaboration between computer science and education research methods shows particular promise for developing hybrid approaches that balance technical rigor with ecological validity. The 24 identified thematic clusters reveal convergent research directions across disciplinary boundaries, suggesting opportunities for coordinated multi-investigator studies [16]. International comparative studies represent another significant opportunity, as current research remains geographically concentrated. Open science practices, including shared datasets and computational notebooks, could accelerate methodological refinement across the field while maintaining ethical standards for educational data.

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

[16] Generative Artificial Intelligence in Information Systems Education: Challeng...

Ethics and Validity Considerations

Educational AI researchers must address significant ethical considerations around student data privacy, algorithmic bias, and informed consent processes. The dominant ”neutral” framing of AI systems (45.5% of studies) often obscures power dynamics that require explicit ethical scrutiny [17]. Common validity threats include selection bias in participant recruitment, Hawthorne effects in observed classrooms, and confounding variables in longitudinal studies. IRB applications should specifically address how algorithmic transparency, data anonymization, and student opt-out rights will be maintained throughout the research process. Researchers must also consider the ethical implications of using surveillance technologies in educational contexts and provide clear protocols for mitigating potential harms to vulnerable student populations.

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

Conclusion

This briefing establishes that the central challenge in educational AI is a methodological schism that threatens the field’s credibility and practical impact. The demonstrated technical prowess of tools like MathCanvas is rendered academically inert by a research landscape fractured between controlled experiments with limited real-world relevance and observational studies lacking scientific rigor. This fundamental contradiction has created a cycle where impressive lab results fail to translate into validated educational tools, wasting research investment and delaying meaningful progress. The

immediate consequence is a critical need to overhaul methodological and funding priorities. We must shift from funding isolated technical demonstrations or purely theoretical frameworks to exclusively supporting mixed-methods research that integrates experimental control with authentic learning environments. The urgency cannot be overstated; continuing on the current path risks a collapse of confidence in AI's educational promise, leaving significant potential untapped. This demands that we immediately execute two actions: first, launch the proposed comparative study on AI monitoring versus collaborative framing to generate foundational evidence, and second, establish a cross-institutional consortium to define and enforce new methodological standards for the field. These are not incremental improvements but necessary corrections to a broken research paradigm. To initiate this shift, the research leadership must formally approve the pilot study protocol within 30 days and convene the founding members of the methodological consortium by the next quarterly board meeting. The timeline for producing initial, field-changing results from this new research agenda is this academic year.

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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 Educacio n Superior

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

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 e tica en la educacio n superior: ma s alla de ...

23. ChatGPT y educacio n universitaria : posibilidades y li mites de Chat-GPT como herramienta docente

24. IA generativa y pensamiento cri tico en la educacio n universitaria a distancia: desafi os 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. Descripcio n de los riesgos y desafi os para la integridad acade mica de aplicaciones generativas de inteligencia artificial

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

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. 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 educacio n.

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 desafi os del Big Data en las escuelas y la educacio n

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

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

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 educacio n: entre riesgos y potencialidades

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

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 educacio n inclusiva y personalizada mediante el uso de los sistemas de dia logo multimodal

87. Sistema de Prediccio n 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 personalizacio n

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

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

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

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

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

105. Directrices aplicables a trabajos de investigacio n 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 elaboracio n de trabajos acade micos 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. Tecnologi as de la informacio n e inteligencia artificial en educacio n superior: desafi os y oportunidades

111. Teachers' perspective on fostering computational thinking through educational robotics

112. E tica del uso de inteligencia artificial en la educacio n 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 Supe rieur : quels enjeux et impacts ?

115. L e ducation supe rieure 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

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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 desafi os para la evaluacio n acade mica: una revisio n de la literatura

122. 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.

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 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

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 ENSEN ANZA-APRENDIZAJE EN NIVEL LICENCIATURA

144. Non-Minimally Coupled Quintessence in Light of DESI

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

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