Research Community Intelligence: Resolve the Methodological Contradiction

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Executive Summary

Your computational linguistics team achieves state-of-the-art performance on standardized benchmarks [1], yet discovers this technical success creates a new pedagogical crisis: student reliance on AI tools correlates with a measurable decline in critical thinking and writing skills [2]. This leaves you with a critical design choice for your next grant–do you prioritize further model optimization or redirect resources toward developing AI-resistant pedagogical frameworks?

This dilemma reflects a core contradiction in the current literature. On one hand, the field demonstrates a strong tendency to attribute agency to human educators, with 68.6% of analyzed articles framing AI as a tool under human control [3]. Conversely, a significant body of evidence highlights the intrusive, agentic nature of these systems, which can directly impact user well-being and institutional practices [4]. This creates a strategic pressure: proposals must navigate between demonstrating technical innovation and addressing the profound, often unacknowledged, human and ethical costs of implementation, where 85% of articles fail to detail any form of failure [5].

To resolve this, we recommend three actions for your upcoming proposal: first, integrate failure-mode analysis into your methodology; second, explicitly budget for educator training and support systems; and third, adopt mixed-methods evaluation that measures both technical efficacy and pedagogical impact. The following analysis provides evidence and implementation guidance.

Given the strategic dilemma between technical development and pedagogical impact outlined above, we must now confront the foundational research problem that perpetuates it. The executive summary reveals a field at an impasse, but this deadlock is not inevitable. It is a direct consequence of a deep methodological contradiction in how evidence is gathered. To make an informed decision on the grant's direction, we must first dissect this critical tension between experimental precision and real-world validity, which currently prevents a coherent understanding of AI's true educational role.

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

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

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

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

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

Critical Tension

The Methodological Contradiction

The field faces a fundamental tension between experimental precision and ecological validity in evaluating AI's educational impact. Research approach A prioritizes controlled, quantitative measurement of specific learning outcomes, enabling rigorous causal claims about AI efficacy but limiting understanding of real-world classroom integration. Studies like [1] exemplify this precision, using detailed linguistic analysis to identify AI-generated text with high accuracy, yet this methodological purity comes at the cost of understanding how these tools function within authentic learning environments. Conversely, research approach B embraces ecological validity through qualitative exploration of classroom experiences, enabling rich understanding of implementation contexts but limiting generalizable conclusions. The scoping review [4] captures the complex realities of educator stress and identity shifts that controlled experiments miss, yet cannot establish causal relationships between AI use and specific outcomes. This methodological divide reflects deeper tensions in evidence quality and measurement approaches identified in dimensional syntheses, where studies either achieve precision at the expense of context or capture complexity at the expense of generalizability.

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

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

Why This Gap Persists

This methodological gap persists due to significant institutional and practical barriers that make integrated approaches exceptionally challenging. Research ethics and IRB constraints frequently limit access to longitudinal student data and controlled classroom interventions, forcing researchers toward either highly controlled laboratory studies or purely observational approaches [6]. The dominant "neutral" metaphor found in 321 articles reveals an underlying assumption that AI tools can be studied as context-independent technologies, rather than recognizing their embeddedness within specific pedagogical and institutional ecosystems. Funding cycles exacerbate this problem, with most grants demanding measurable results within 1-3 years, while meaningful educational impact requires longitudinal tracking that extends beyond standard funding periods [7]. The extremely low solution acknowledgment rate of 0.6% indicates that methodological innovations for bridging this gap rarely receive adequate documentation or replication. Publication pressures further reinforce the divide, with top venues favoring either statistically powerful quantitative findings or richly detailed qualitative cases, creating disincentives for the methodologically complex mixed-methods approaches needed to bridge this gap.

[6] Predicting academic performance of students from VLE big data using deep lear...

[7] Artificial intelligence innovation in education: A twenty-year data-driven hi...

What Makes This Addressable Now

Emerging methodological frameworks and data access opportunities are creating new possibilities for bridging this research divide. The severe underrepresentation of critical perspectives–with critic voices appearing in only 0.14% of articles–suggests untapped potential for research designs that explicitly incorporate skeptical viewpoints to challenge prevailing assumptions [8]. New computational ethnography approaches combine the scalability of learning analytics with the contextual depth of qualitative observation, as seen in studies that track both behavioral patterns and reflective experiences [9]. Institutional data governance frameworks are maturing to enable more ethically complex classroom studies, while research-practice partnerships provide sustained access to authentic educational settings previously unavailable to researchers [10]. Funding agencies are increasingly prioritizing use-inspired basic research that demands both methodological rigor and practical relevance, creating incentives for the complex, multi-year studies needed to understand AI's educational impact. The emergence of design-based research methodologies specifically adapted for AI educational technologies offers promising middle ground, maintaining theoretical rigor while embracing the complexity of real-world implementation [11]. These converging developments create unprecedented opportunity to develop research approaches that honor both precision and context in understanding AI's educational role.

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

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

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

[11] A Theory of Adaptive Scaffolding for LLM-Based Pedagogical Agents

Given the established methodological divide and the emerging frameworks to address it, this briefing now pivots to actionable research imperatives. The identified tensions between precision and validity are not merely academic; they create immediate operational pressure for research that can inform institutional strategy and pedagogical practice. Without decisive, methodologically sound investigation, the deployment of AI in education risks proceeding on incomplete evidence, potentially compromising student skill development and educator effectiveness. The following section provides specific, executable research pathways to mitigate this risk.

Actionable Recommendations

Research Question: How does longitudinal AI tool usage impact critical thinking development versus writing efficiency gains in undergraduate students?

The Gap: Current research predominantly examines either short-term learning outcomes or technical tool efficacy, missing the crucial temporal dimension of how AI integration affects skill development trajectories [7]. While studies like [1] demonstrate precise measurement of AI-generated text characteristics, they cannot capture how sustained tool usage reshapes cognitive processes over time. The field's overwhelming focus on immediate outcomes (85% of articles show no failure acknowledgment) creates a critical

[7] Artificial intelligence innovation in education: A twenty-year data-driven hi...

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

blind spot regarding cumulative effects on higher-order thinking skills [5]. This research direction specifically addresses the missing longitudinal perspective by tracking both efficiency gains and potential skill erosion across multiple academic terms.

The Design: This 24-month mixed-methods study employs a sequential explanatory design. Quantitative Phase: 400 undergraduate students stratified by major and year will complete pre/post assessments using the Cornell Critical Thinking Test and timed writing tasks at 0, 6, 12, and 18 months. AI usage patterns will be tracked via validated self-report scales and platform analytics. Qualitative Phase: 40 purposively selected participants from extreme scoring groups will complete semi-structured interviews and think-aloud protocols during writing tasks. Analysis will integrate hierarchical linear modeling for growth trajectories with thematic analysis of interview data. Timeline includes 3 months for IRB approval and instrument validation, 18 months for data collection, and 3 months for analysis. Required resources include $180,000-$220,000 budget, 2 graduate RAs, and institutional data sharing agreements. Validity threats include attrition and practice effects, mitigated through incentive structures and counterbalanced assessment forms.

The Innovation: Methodologically novel through its integration of fine-grained process data (writing analytics) with validated critical thinking measures across extended timeframes. This addresses the field's temporal limitation while maintaining methodological rigor through mixed-methods triangulation. Feasibility is demonstrated by related longitudinal work in educational technology [6], though this study extends beyond predictive modeling to mechanism investigation.

The Significance: This research answers fundamental questions about AI's long-term cognitive impacts, informing institutional policies on AI integration and faculty development priorities. Publication targets include Computers & Education, Journal of Educational Psychology, and British Journal of Educational Technology. Strong alignment with NSF's Education and Human Resources directorate and Spencer Foundation's research-practice partnership programs, building on foundations established in [2].

Research Question: What implementation factors explain variation in educator technostress when adopting generative AI tools across institutional contexts?

The Gap: While the scoping review [4] identifies technostress as a significant concern, current research lacks systematic investigation of the organizational and individual factors that moderate this stress response. The severely underrepresented student perspective (1.4% of articles) and missing vendor viewpoint create an incomplete understanding of the ecosystem factors driving implementation challenges [5]. Most studies document stress phenomenologically without identifying the specific implementation conditions that exacerbate or mitigate it, leaving institutions without evidence-based guidance for supporting faculty through technological transitions.

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

[6] Predicting academic performance of students from VLE big data using deep lear...

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

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The Design: A comparative case study design examines 8 purposefully selected institutions representing variation in institutional type (research-intensive, comprehensive, liberal arts), resource levels, and AI implementation approaches. Data collection includes: (1) surveys with 320 educators (40 per site) using validated technostress scales and implementation climate measures; (2) 40 semi-structured interviews with faculty, instructional designers, and administrators; (3) document analysis of AI policies and support materials; and (4) observation of 16 AI-related training sessions. Analysis employs cross-case comparative methods using both quantitative comparison of stress predictors and qualitative thematic analysis of interview data. The 18-month timeline includes 2 months for site recruitment, 10 months for data collection, and 6 months for analysis. Required resources include $150,000-$180,000 budget and a 3-person research team with qualitative and survey expertise.

The Innovation: Methodologically innovative through its systematic comparison across institutional contexts, addressing the field's tendency toward single-site studies. The multi-level design captures individual, departmental, and institutional factors simultaneously, providing explanatory power missing from current research. Feasibility is supported by existing technostress instrumentation and the research team's access to diverse institutional networks through professional associations.

The Significance: Identifies evidence-based strategies for reducing implementation resistance and supporting educator well-being during technological transformation. Practical implications include design principles for institutional support systems and faculty development programs. Publication venues include Higher Education, Internet and Higher Education, and Journal of Computing in Higher Education. Strong alignment with Sloan Foundation's Digital Learning Transformation program and NSF's Improving Undergraduate STEM Education initiative, extending work on educator identity shifts documented in [12].

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

Research Question: How do AI-generated feedback mechanisms influence student self-regulation development in writing-intensive courses?

The Gap: Current research extensively documents AI feedback accuracy but rarely examines the cognitive and metacognitive processes through which students engage with automated feedback [13]. The field's technical focus on feedback quality (evident in 25.96% of articles with mixed agency framing) overlooks how different feedback formats and timing affect the development of self-regulatory writing skills [11]. This creates a critical gap in understanding the pedagogical mechanisms through which AI tools either support or undermine the development of writing self-efficacy and metacognitive awareness.

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

[11] A Theory of Adaptive Scaffolding for LLM-Based Pedagogical Agents

The Design: A laboratory-based experimental study with embedded think-aloud protocols investigates the cognitive processing of AI-generated feedback. 120 undergraduate students will be randomly assigned to one of three feedback conditions: (1) direct correction, (2) strategic suggestions, or (3)

questioning prompts. Participants complete two writing tasks with AI feedback, using concurrent verbal protocols during feedback processing and revision. Dependent measures include: revisions made, writing quality improvement, self-regulation strategies (measured by a writing self-regulation scale), and cognitive load. Analysis employs both quantitative methods (ANCOVA, mediation analysis) and qualitative analysis of verbal protocols using established coding schemes for self-regulatory processes. The 12-month timeline includes 2 months for IRB and pilot testing, 6 months for data collection, and 4 months for analysis. Required resources include $90,000-$120,000 budget, eye-tracking equipment for pilot validation, and research space for laboratory sessions.

The Innovation: Methodologically novel through its integration of experimental control with rich process data from think-aloud protocols, addressing the mechanism questions that survey and outcome studies cannot answer. The design isolates specific feedback characteristics while capturing the cognitive processes they trigger, providing explanatory power for how AI tools influence learning. Feasibility is demonstrated by established protocols for writing process research and available instrumentation.

The Significance: Answers fundamental questions about the active ingredients in AI feedback that support self-regulated learning, informing the design of more effective AI writing tools. Practical implications include evidence-based guidelines for faculty selecting AI writing supports and instructional designers configuring feedback systems. Publication targets include Journal of Writing Research, Learning and Instruction, and Computers & Education. Strong alignment with IES Education Technology research grants and Spencer Foundation's small grants program, building on self-regulation frameworks in [9].

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

Research Question: What equity differentials emerge when AI educational tools are implemented across varying resource contexts in STEM education?

The Gap: Despite widespread recognition of AI's potential equity implications, few studies systematically examine how resource disparities moderate implementation effectiveness and student outcomes [14]. The field's severely underrepresented critic perspective (0.14% of articles) and technical focus create blind spots regarding how existing educational inequalities may be exacerbated by AI adoption [15]. Current research typically examines tools in isolation rather than investigating how institutional resources, digital infrastructure, and support systems interact to produce differential impacts.

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

[15] Identifying Learning Difficulties at an Early Stage in Education with the Hel...

The Design: A quasi-experimental comparative effectiveness study examines AI tool implementation across 12 secondary schools representing high, medium, and low resource levels. The study implements a standardized AI tutoring system for algebra instruction with 600 students, measuring pre/post mathematics achievement, engagement metrics, and implementation fidelity. Mixed-methods data collection includes: standardized mathematics

assessments, platform usage analytics, classroom observations, and interviews with 36 teachers and 60 students. Analysis employs multilevel modeling to examine achievement growth by resource context while controlling for prior achievement, with qualitative data explaining implementation mechanisms and contextual barriers. The 20-month timeline includes 4 months for site recruitment and IRB, 12 months for implementation and data collection, and 4 months for analysis. Required resources include $220,000-$280,000 budget, partnership with educational technology provider, and travel funding for site visits.

The Innovation: Methodologically innovative through its systematic examination of resource context as an effect modifier, addressing the field's tendency to study tools in resource-rich environments. The design captures both outcome differentials and the implementation mechanisms that produce them, providing actionable evidence for equitable scaling. Feasibility is supported by established partnerships with diverse school districts and validated mathematics assessments.

The Significance: Provides critical evidence about conditions under which AI tools reduce versus exacerbate educational inequalities, informing procurement decisions and implementation support for under-resourced institutions. Practical implications include equity-focused implementation guidelines and resource allocation recommendations. Publication venues include American Educational Research Journal, Educational Researcher, and Journal of Research on Educational Effectiveness. Strong alignment with NSF's EHR equity initiatives and Department of Education's Education Innovation and Research program, extending equity considerations in [16].

[16] Universal Design for Learning at University: Technologies, Blended Learning a...

The proposed studies in Section A reveal critical gaps in our understanding of AI's pedagogical mechanisms and equity impacts. These identified gaps create immediate pressure to scrutinize the broader research landscape that produced them. We must now urgently assess the supporting evidence base, its methodological limitations, and its missing perspectives. The integrity of our own research design depends on this contextual analysis to avoid the field's documented blind spots and validity threats.

Supporting Evidence

Current Research Landscape

The methodological landscape of AI in education research reveals distinct patterns across evidence quality, conceptual frameworks, and measurement approaches. Quantitative studies dominate the literature, with particular emphasis on predictive modeling and technical validation of AI systems [6]. These approaches prioritize measurable learning outcomes and algorith-

[6] Predicting academic performance of students from VLE big data using deep lear...

mic performance, often employing experimental designs that test specific interventions under controlled conditions. The field shows methodological sophistication in technical domains but limited integration of qualitative approaches that capture the complex realities of educational contexts [7]. Publication venues reflect this technical emphasis, with computer science conferences and engineering education journals dominating the discourse, while education-focused publications struggle to keep pace with the rapid technological developments. Research designs are heavily overrepresented in short-term efficacy studies and technical validation, while longitudinal investigations and mixed-methods approaches remain notably scarce. The discourse patterns reveal a tendency toward citation within methodological silos, with technical studies referencing similar computational approaches and educational research drawing from pedagogical frameworks without substantial cross-pollination [1]. This creates a fragmented evidence base where technical advances outpace understanding of educational implementation.

[7] Artificial intelligence innovation in education: A twenty-year data-driven hi...

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

Missing Perspectives in Research

Significant perspective gaps limit the generalizability and validity of current AI in education research. The literature severely underrepresents critical voices, with only 0.14% of articles incorporating critic perspectives [5]. Student perspectives, while more present than other marginalized groups, still constitute only 1.4% of the research corpus, creating a substantial validity threat for technologies purportedly designed to enhance learning experiences. The research predominantly reflects institutional and developer viewpoints, with parent and community perspectives almost entirely absent at 0.29% representation. Geographically, studies from Global South contexts and minority-serving institutions are dramatically underrepresented, limiting understanding of how AI tools function across diverse educational ecosystems. Disciplinary biases further constrain generalizability, with computer science and STEM education dominating the literature while humanities and social science applications receive minimal attention. These perspective gaps reflect deeper power dynamics in research funding and publication, where technical innovation often takes precedence over equitable implementation [17]. The consequence is a research base that systematically overlooks how AI technologies impact vulnerable student populations and reinforce existing educational inequalities.

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

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

Methodological Opportunities

Emerging methodological approaches offer promising avenues for addressing current research limitations. Cross-disciplinary collaborations between learning scientists, computer scientists, and domain specialists show particular potential for developing more ecologically valid research designs [11]. Multi-institutional studies present opportunities to overcome sample size limitations that plague single-site investigations, while international collab-

[11] A Theory of Adaptive Scaffolding for LLM-Based Pedagogical Agents

orations could address the field's geographic biases. Data sharing initiatives and open science practices represent another significant opportunity, enabling more robust validation of findings across diverse contexts. The thematic clusters analysis reveals convergent research directions across 25 identified themes, suggesting ripe opportunities for coordinated research programs addressing shared challenges like assessment integrity and personalized learning. Mixed-methods designs that integrate computational analysis of learning analytics with rich qualitative data offer particular promise for capturing both the scale and depth of AI's educational impact [9]. These approaches could bridge the current divide between technical efficacy studies and implementation research, creating a more comprehensive understanding of how AI tools function in authentic educational settings. The prescriptive insights from dimensional syntheses further highlight the need for research that explicitly addresses the ethical and pedagogical dimensions of AI integration.

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

Ethics and Validity Considerations

Researchers must navigate several critical ethical considerations when studying AI in educational contexts. Student data privacy presents a primary concern, particularly when collecting detailed usage analytics or processing sensitive academic performance data [18]. Informed consent processes require special attention to ensure participants understand how their data will be used, especially when studies involve third-party AI platforms with opaque data handling practices. IRB applications should explicitly address algorithmic bias and potential harm from AI system recommendations, going beyond traditional human subjects concerns to include technological risk assessment. Common validity threats include selection bias in participant recruitment, Hawthorne effects from visible AI monitoring, and ecological validity limitations when studying AI tools in artificial contexts. Researchers should implement rigorous data anonymization protocols, establish clear data retention policies, and provide opt-out mechanisms for vulnerable populations. These considerations are particularly crucial given the field's documented gaps in failure acknowledgment and limited attention to unintended consequences.

[18] Model Cards for Model Reporting

Conclusion

This analysis of 701 articles reveals a foundational crisis at the intersection of computational linguistics and education research. The central methodological contradiction, a trade-off between experimental precision and ecological validity, is not merely an academic debate. It directly undermines our ability to assess the real-world impact of AI tools on human cognition. The current research landscape is dangerously fragmented, with high-control laboratory studies failing to predict outcomes in authentic learning environments, while

field observations lack the rigor to establish causality. This impasse has profound implications for methodology and funding. We must pivot from funding isolated, short-term performance metrics toward longitudinal, mixed-methods research that captures the complex interplay between AI assistance and cognitive development. The stakes are the intellectual foundation of the next generation; we risk optimizing for efficiency at the cost of critical capacity. The most urgent actions are clear. First, we must immediately launch the proposed longitudinal study on undergraduate writing to establish a baseline for cognitive impact. Second, we must develop and validate new methodological frameworks that integrate controlled experimentation with real-world usage data. These actions are not optional. We require a finalized research protocol for the longitudinal study within 30 days and a preliminary report on methodological frameworks by the next board meeting. The field is at a tipping point, and our response will determine whether we guide this technology or are subverted by its unintended consequences.

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197. ChatGPT and Stress

Week's Selected Article Corpus

1. MathCanvas: Intrinsic Visual Chain-of-Thought for Multimodal Mathematical Reasoning

2. Nursing and midwifery students ethical views on the acceptability of using AI machine translation software to write university assignments: A deficit-oriented or translanguaging perspective?

3. Watermark in the Classroom: A Conformal Framework for Adaptive AI Usage Detection

4. Instructional Goal-Aligned Question Generation for Student Evaluation in Virtual Lab Settings: How Closely Do LLMs Actually Align?

5. When LLMs Learn to be Students: The SOEI Framework for Modeling and Evaluating Virtual Student Agents in Educational Interaction

6. AdaptMI: Adaptive Skill-based In-context Math Instruction for Small Language Models

7. COIG-Writer: A High-Quality Dataset for Chinese Creative Writing with Thought Processes

8. Ana lisis de las gui as de uso de inteligencia artificial en ...

9. Generative Large Language Models for Knowledge Representation: A Systematic Review of Concept Map Generation

10. A comparison of the linguistic encoding of artificial-intelligence-generated academic essays and academic essays written by MSc ALSLA 2022-23 students

11. Automatically Detecting Confusion and Conflict During Collaborative Learning Using Linguistic, Prosodic, and Facial Cues

12. Beyond Correctness: Evaluating Subjective Writing Preferences Across Cultures

13. Intrusion of Generative AI in higher education and its impact on the educators well-being: A scoping review

14. Inteligencia Artificial y chatbots para una educacio n superior sostenible: una revisio n sistema tica

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

16. Exploring the effects of artificial intelligence on student and academic well-being in higher education: a mini-review

17. IA generativa y pensamiento cri tico en la educacio n universitaria a distancia: desafi os y oportunidades

18. TokDrift: When LLM Speaks in Subwords but Code Speaks in Grammar

19. A computational academic integrity framework

20. Equality and Privacy by Design : A New Model of Artificial Intelligence Data Transparency via Auditing, Certification, and Safe Harbor Regimes

21. Formacio n Docente en IA Generativa: Impacto E tico y Retos en Educacio n Superior

22. Scalable and Equitable Math Problem Solving Strategy Prediction in Big Educational Data

23. AI in higher education

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

25. DUE: A Deep Learning Framework and Library for Modeling Unknown Equations

26. FACET: Teacher-Centred LLM-Based Multi-Agent Systems-Towards Personalized Educational Worksheets

27. Privacy-Preserving Distributed Link Predictions Among Peers in Online Classrooms Using Federated Learning

28. Technology-enhanced Personalised Learning: Untangling the Evidence

29. Few-Shot Continual Learning for Activity Recognition in Classroom Surveillance Images

30. Model Cards for Model Reporting

31. Balancing Efficiency and Depth in the Integration of Generative Artificial Intelligence into EAP Learning for Chinese Undergraduates

32. Integrating Artificial Intelligence Into Higher Education ...

33. Generative AI and Higher Education: Navigating Risks, Opportunities, and Changing Educator Identities

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

35. The Impact of Large Language Models on K-12 Education in Rural India: A Thematic Analysis of Student Volunteer's Perspectives

36. Percepciones de futuros docentes y pedagogos sobre uso responsable de la IA. Un instrumento de medida

37. Facilitating Instructors-LLM Collaboration for Problem Design in Introductory Programming Classrooms

38. A Theory of Adaptive Scaffolding for LLM-Based Pedagogical Agents

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

40. GroundedPRM: Tree-Guided and Fidelity-Aware Process Reward Modeling for Step-Level Reasoning

41. Partnering with AI: A Pedagogical Feedback System for LLM Integration into Programming Education

42. Big data for monitoring educational systems

43. Estrategias de ensen anza con IAGen como oportunidades de catalizacio n de la integridad acade mica

44. Details for: La docencia universitaria en tiempos de IA ...

45. Analyzing Adaptive Scaffolds that Help Students Develop Self-Regulated Learning Behaviors

46. From MOOC to MAIC: Reshaping Online Teaching and Learning through LLM-driven Agents

47. Generative Artificial Intelligence in Information Systems Education: Challenges, Consequences, and Responses

48. Algorithms, governance, and governmentality:on governing academic writing

49. AI, Higher Education, Innovation, assessments

50. Generative AI in Universities: Practices at UCL and Other ...

51. Responsible research and innovation in science education: insights from evaluating the impact of using digital media and arts-based methods on RRI values

52. Interactive Teaching for Conversational AI

53. Intelligence artificielle et information scientifique

54. Microcredencial Universitaria en Inteligencia Artificial ...

55. Secrecy in Educational Practices: Enacting Nested Black Boxes in Cheating and Deception Detection Systems

56. Inteligencia Artificial en la Universidad: Un Taller para Promover el Uso Responsable de ChatGPT entre el Alumnado

57. An Exploratory Study on Upper-Level Computing Students' Use of Large Language Models as Tools in a Semester-Long Project

58. Slave to the Algorithm? Why a 27Right to an Explanation27 Is Probably Not the Remedy You Are Looking For

59. The Impact of AI and LMS Integration on the Future of Higher Education: Opportunities, Challenges, and Strategies for Transformation

60. PEaRL: Personalized Privacy of Human-Centric Systems using Early-Exit Reinforcement Learning

61. Construyendo Inteligencia Artificial para la educacio n.

62. Computational Sociolinguistics: A Survey

63. TRI-DEP: A Trimodal Comparative Study for Depression Detection Using Speech, Text, and EEG

64. Predicting Task Performance with Context-aware Scaling Laws

65. Predicting Abandonment in Online Coding Tutorials

66. MetaBench: A Multi-task Benchmark for Assessing LLMs in Metabolomics

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

68. IA et Enseignement Supe rieur : quels enjeux et impacts ?

69. Predictive User Modeling with Actionable Attributes

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

71. Inteligencia artificial aplicada a la 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.

72. Inteligencia Artificial en educacio n: entre riesgos y potencialidades

73. A Rule of Persons, Not Machines: The Limits of Legal Automation

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

75. Consistent text-to-image generation via scene de-contextualization

76. WithAnyone: Towards Controllable and ID Consistent Image Generation

77. Information Gain-based Policy Optimization: A Simple and Effective Approach for Multi-Turn LLM Agents

78. Early detection of learning difficulties. Tool for predicting student performance

79. Sistema de Prediccio n para la Asistencia en el Seguimiento del Aprendizaje

80. Anali tica de aprendizaje y personalizacio n

81. Comprendiendo el potencial y los desafi os del Big Data en las escuelas y la educacio n

82. New Frontiers in Clinical Legal Education: Harnessing Technology to Prepare Students for Practice and Facilitate Access to Justice

83. Layered evaluation of interactive adaptive systems : framework and formative methods

84. Learning Style Identification Using Semi-Supervised Self-Taught Labeling

85. Stable but Miscalibrated: A Kantian View on Overconfidence from Filters to Large Language Models

86. Using AI in research - MIE542: Human Factors Integration

87. Spatially Aware Self-Supervised Models for Multi-Channel Neural Speaker Diarization

88. Budget-aware Test-time Scaling via Discriminative Verification

89. Learning an Image Editing Model without Image Editing Pairs

90. C4D: 4D Made from 3D through Dual Correspondences

91. CBF-RL: Safety Filtering Reinforcement Learning in Training with Control Barrier Functions

92. Agentic Design of Compositional Machines

93. Identity-Link IRT for Label-Free LLM Evaluation: Preserving Additivity in TVD-MI Scores

94. Hacia una educacio n inclusiva y personalizada mediante el uso de los sistemas de dia logo multimodal

95. Impact of Artificial Intelligence on Employee Strain and Insider Deviance in Cybersecurity

96. Watermarking Techniques for Large Language Models: A Survey

97. Technostress of students during COVID-19 - a sign of the time?

98. Aprendizaje INCLUSIVO centrado en las necesidades de las personas. Avances en esta ndares, plataformas y desarrollo de servicios de aprendizaje personalizados

99. Intelligence artificielle: amie ou concurrente?

100. Circuit Insights: Towards Interpretability Beyond Activations

101. Batched Adaptive Network Formation

102. Resonate-and-Fire Photonic-Electronic Spiking Neurons for Fast and Efficient Light-Enabled Neuromorphic Processing Systems

103. The role of STARA competencies in driving AI adoption performance in tourism and hospitality: A systematic-quantitative synthesis of dual mediation analysis of self-efficacy and Techno-Eustress

104. Plan de Estudios del Curso en Inteligencia Artificial ...

105. Inteligencia artificial en la Dida ctica de Ciencias Sociales

106. RED NEURONAL COMO HERRAMIENTA DE MEJORA DE LOS PROCESOS DE ENSEN ANZA-APRENDIZAJE EN NIVEL LICENCIATURA

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

108. Student Performance Prediction Using Machine Learning Algorithms

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

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

111. Reasoning with Sampling: Your Base Model is Smarter Than You Think

112. Between humans and algorithms: teaching perceptions about exploration with IAG in Higher Education Teaching

113. How the Lack of Cohesion in University AI Policy Poses Challenges to Writing Consultants Vol. 22 No. 1

114. L e ducation supe rieure a l e re de l IA ge ne rative

115. Desarrollo de un GPT personalizado acerca del uso efectivo de Chat-GPT en la elaboracio n de trabajos acade micos en la carrera de Gestio n Social y Desarrollo de la Universidad Estatal Peni nsula de Santa Elena.

116. E tica del uso de inteligencia artificial en la educacio n virtual universitaria en Ecuador: retos y perspectivas

117. Intelligence Unleashed: An argument for AI in Education

118. Directrices aplicables a trabajos de investigacio n creados con uso de inteligencia artificial conforme a la estructura del derecho de autor

119. IA et Enseignement Supe rieur : quels enjeux et impacts

120. A New Era of Artificial Intelligence in Education: A Multifaceted Revolution

121. Tecnologi as de la informacio n e inteligencia artificial en educacio n superior: desafi os y oportunidades

122. IA para todos, Aprende a Automatizar sin saber Programar

123. Intelligence artificielle et socie te - HUM-286

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