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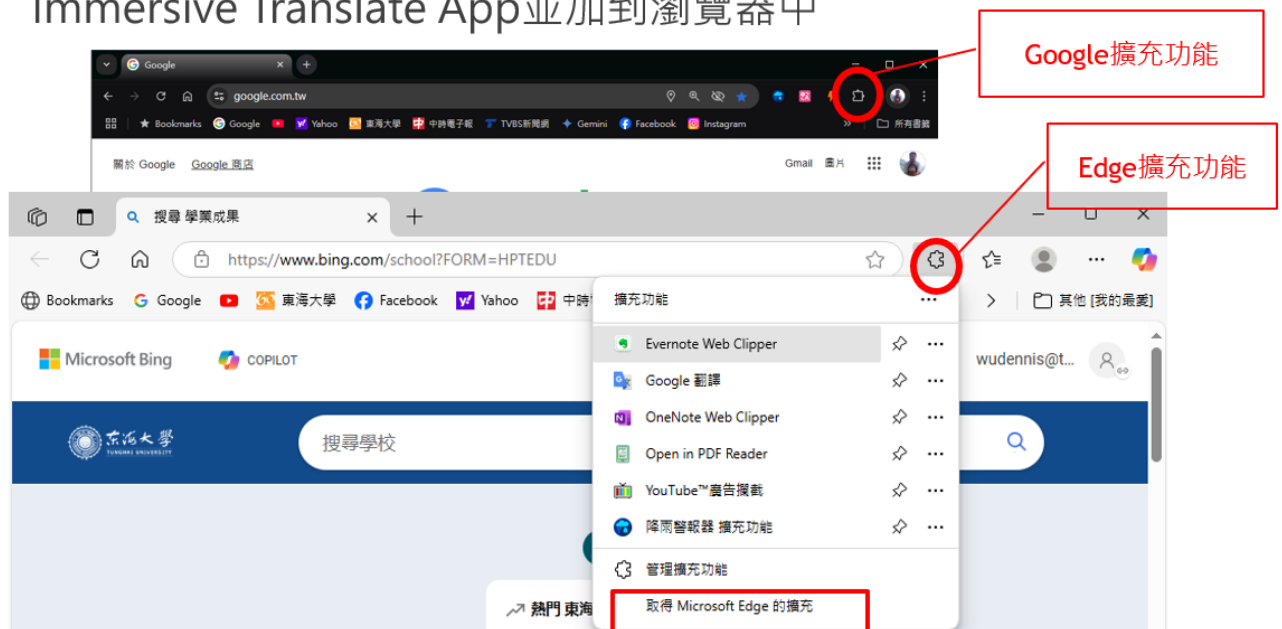


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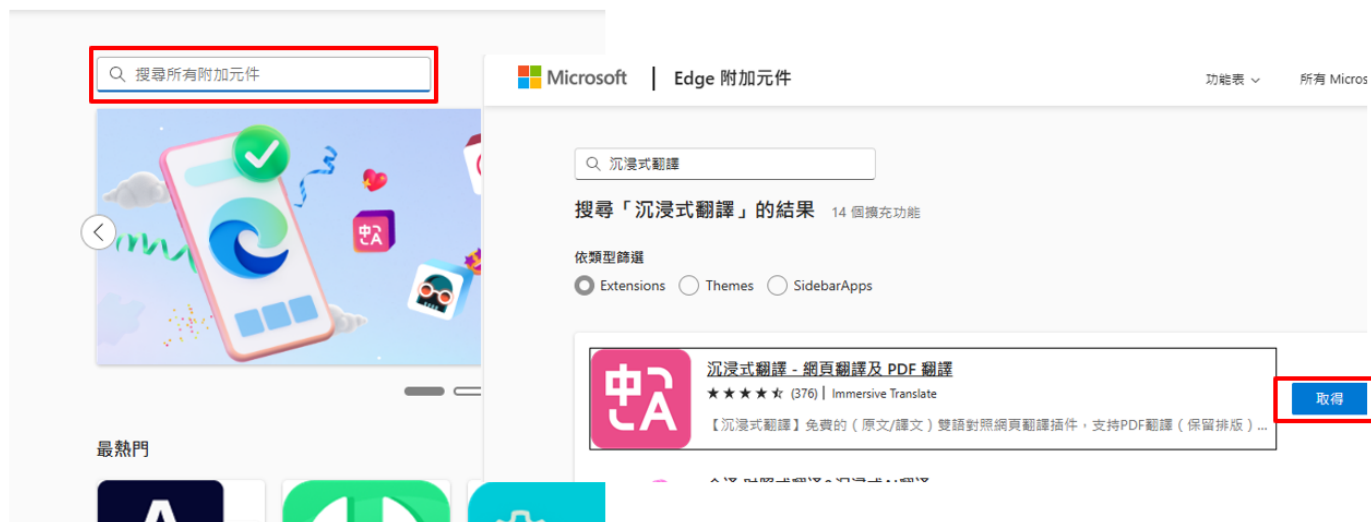
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(CNN) — The World Health Organization on Wednesday declared the ongoing mpox outbreak in Africa a global health emergency.

WHO convened its emergency committee amid concerns that a deadlier strain of the virus, clade 1b, had reached four previously unaffected countries in Africa. This strain had previously been contained to the Democratic Republic of Congo.



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The independent experts met virtually Wednesday to advise WHO Director-General Tedros Adhanom Ghebreyesus on the severity of the outbreak. After that consultation, he announced that he had declared a public health emergency of international concern — the highest level of alarm under international health law.

“The detection and rapid spread of a new clade of mpox in eastern DRC, its detection in neighboring countries that had not previously reported mpox and the potential for further spread within Africa and beyond is very worrying,” he said.

“The emergency committee met and advised me that the situation constitutes a public health emergency of international concern. I have accepted that advice.”

Also known as a PHEIC, this is a status given by WHO to “extraordinary events” that pose a public health risk to other countries through the international spread of disease. These



(CNN 美國有線電視新聞網 (CNN)) — The World Health Organization on Wednesday declared the ongoing mpox outbreak in Africa a global health emergency.

世界衛生組織周三宣佈，非洲正在進行的猴痘疫情為全球衛生緊急事件。

WHO convened its emergency committee amid concerns that a deadlier strain of the virus, clade 1b, had reached four previously unaffected countries in Africa. This strain had previously been contained to the Democratic Republic of Congo.

世衛組織召開了突發事件委員會會議，因為人們擔心一種更致命的病毒株，即1b分支病毒株，已經到達了非洲四個以前未受影響的國家。這種菌株以前曾被控制在剛果民主共和國。



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獨立專家周三舉行虛擬會議，就疫情的嚴重性向世衛組織總幹事譚德塞提供建議。在那次磋商之後，他宣佈他已宣佈國際關注的突發公共衛生事件——這是國際衛生法規定的最高級別警報。

“The detection and rapid spread of a new clade of mpox in eastern DRC, its detection in neighboring countries that had not previously reported mpox and the potential for further

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Generative AI in Higher Education: A Global Perspective of Institutional Adoption Policies and Guidelines

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ARTICLE INFO

ABSTRACT

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1. Introduction

The adoption of generative AI (GAI) in higher education has the potential to transform various educational practices in learning, teaching, and assessment (Yan, Sha, Zhao, Li, Martínez-Maldonado, Chen, Li, Jin and Gašević, 2024b; Karsci, Seifert, Kuchemann, Bannert, Demetieva, Fischer, Gasser, Groh, Günemann, Hüllermeier et al., 2023). Emerging research has identified GAI's diverse capabilities, including providing comprehensive feedback (Dai, Lin, Jin, Li, Tsai, Gašević and Chen, 2023), exceeding the performance on reflective writing of the average student (Li, Sha, Yan, Li, Raković, Galbraith, Lyons, Gašević and Chen, 2023), enhancing multimedia learning (Vartiainen and Todor, 2023), and pioneering the development of adaptive educational content (Mazzoli, Semeraro and Gamberini, 2023). Despite these advancements, concerns regarding the digital divide have surfaced, highlighting how unequal access to such technologies might deepen educational disparities (Pontual Falco, Ferreira Mello and Lins Rodrigues, 2020). Moreover, the potential reliance on GAI raises questions about its influence on students' critical thinking, creativity, and independence (Darvishi, Khosravi, Sadiq, Gašević and Siemens, 2023; Yan, Martínez-Maldonado and Gašević, 2024a). In light of these challenges and opportunities, the role of institutional policies becomes critical in navigating the integration of GAI within higher education (Tsai and Gašević, 2017; Tsai, Moreno-Marcos, Tammets, Kollom and Gašević, 2018; Cheng and YIM, 2024).

Following the public release of ChatGPT, many universities initially adopted a cautious, wait-and-see approach (Wang, Dang, Wu and Mac, 2023; Moorhouse, Yeo and Wan, 2023; Cheng and YIM, 2024). However, as GAI tools (e.g., ChatGPT and Midjourney) have become increasingly accessible to students, the necessity for well-defined guidelines and policies has become apparent. These policies are crucial for guiding the integration of GAI into curriculum development, assessment design, and upholding academic integrity (Xiao, Chen and Bao, 2023; Plata, De Guzman and Quesada, 2023). While recent research has begun to explore these policies in relation to how

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開啟直譯功能後的對照檔案

1. 引言 生成式人工智能（GAI）在高等教育中的應用，具有改變教學、學習、評估和研究的各種教育實踐的潛力（Yan, Sha, Zhao, Li, Martínez-Maldonado, Chen, Li, Jin and Gašević, 2024b; Karsci, Seifert, Kuchemann, Bannert, Demetieva, Fischer, Gasser, Groh, Günemann, Hüllermeier et al., 2023）。新興研究確定了 GAI 的多種能力，包括提供全面的反饋（Dai, Lin, Jin, Li, Tsai, Gašević and Chen, 2023），超越普通學生的反思性寫作表現（Li, Sha, Yan, Li, Raković, Galbraith, Lyons, Gašević and Chen, 2023），增強多媒體學習（Vartiainen and Todor, 2023），以及開拓適應性教育內容的發展（Mazzoli, Semeraro and Gamberini, 2023）。儘管這些進展，有關數位鴻溝的擔憂浮現，強調了如何不均等的訪問到這些技術可能會加深教育不平等（Pontual Falco, Ferreira Mello and Lins Rodrigues, 2020）。此外，對 GAI 的過度依賴引發了對學生批判性思維、創造力和獨立性的擔憂（Darvishi, Khosravi, Sadiq, Gašević and Siemens, 2023; Yan, Martínez-Maldonado and Gašević, 2024a）。在這些挑戰和機會並存的背景下，制定明確的機構政策在引導 GAI 在高等教育中的整合至關重要（Tsai and Gašević, 2017; Tsai, Moreno-Marcos, Tammets, Kollom and Gašević, 2018; Cheng and YIM, 2024）。隨著 ChatGPT 的公開發布，許多大學最初採取了謹慎、觀望的態度（Wang, Dang, Wu and Mac, 2023; Moorhouse, Yeo and Wan, 2023; Cheng and YIM, 2024）。然而，隨著 GAI 工具（例如 ChatGPT 和 Midjourney）對學生變得越來越容易訪問，制定明確的指導方針和政策的必要性變得顯而易見。這些政策對於指導 GAI 融入課程開發、評估設計以及維護學術誠信至關重要（Xiao, Chen and Bao, 2023; Plata, De Guzman and Quesada, 2023）。雖然最近的研究開始探索這些政策與如何

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