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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。

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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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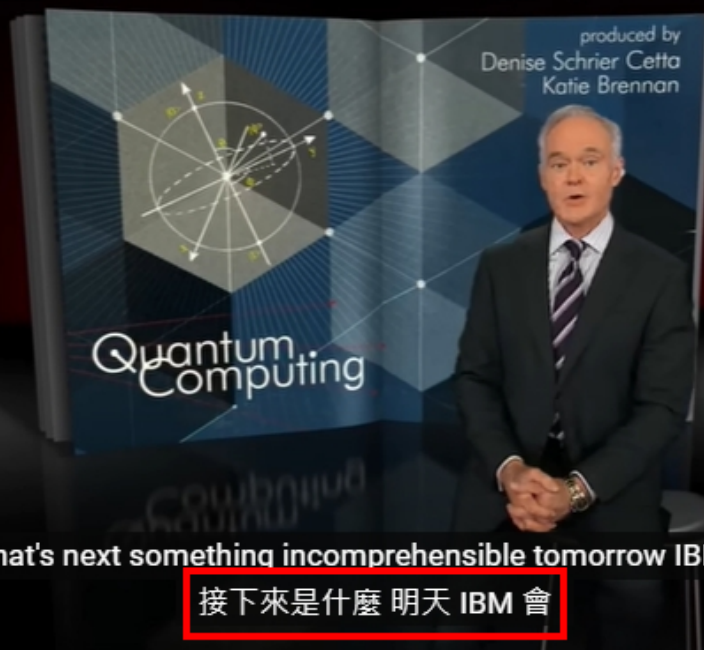


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Generative AI in Higher Education: A Global Perspective of Institutional Adoption Policies and Guidelines

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ABSTRACT

Integrating generative AI (GAI) into higher education is crucial for preparing a future generation of GAI-literate students. Yet, a thorough understanding of the global institutional adoption policy remains absent, with most of the prior studies focused on the Global North and the promises and challenges of GAI, lacking a theoretical lens. This study utilizes the Diffusion of Innovation Theory to examine GAI adoption strategies in higher education across 40 universities from six global regions. It explores the characteristics of GAI innovation, including compatibility, trialability, and observability, and analyzes the communication channels and roles and responsibilities outlined in university policies and guidelines. The findings reveal a proactive approach by universities towards GAI integration, emphasizing academic integrity, teaching and learning enhancement, and equity. Despite a cautious yet optimistic stance, a comprehensive policy framework is needed to evaluate the impacts of GAI integration and establish effective communication strategies that foster broader stakeholder engagement. The study highlights the importance of clear roles and responsibilities among faculty, students, and administrators for successful GAI integration, supporting a collaborative model for navigating the complexities of GAI in education. This study contributes insights for policymakers in crafting detailed strategies for its integration.

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, Martinez-Maldonado, Chen, Li, Jin and Gašević, 2024b; Kasević, Sedler, Kuchemann, Bannert, Demetneva, Fischer, Gasser, Groh, Günnemann, Hüllermeier et al., 2023). Emerging research has identified GAI's diverse capabilities, including providing comprehensive feedback (Dai, Lin, Jin, Shi, Tai, Gasevic and Chen, 2023), exceeding the performance on reflective writing of the average student (Tjia, Shan, Yin, Lin, Raković, Galbraith, Lyons, Gašević and Chen, 2023), enhancing multimodal learning (Vartiainen and Tölle, 2023), and pioneering the development of adaptive educational content (Mazzoli, Semeraro and Gambini, 2023). Despite these advancements, concerns regarding the digital divide have surfaced, highlighting how unequal access to such technologies might deepen educational disparities (Pontual Falcão, Ferreira Mello and Lins Rodrigues, 2020). Moreover, the pervasive reliance on GAI raises questions about its influence on students' critical thinking, creativity, and independence (Duravits, Khorozi, Saeig, Gašević and Siemens, 2023; Yan, Martínez-Maldonado and Gasveic, 2024a). In light of these challenges and opportunities, the role of institutional policies becomes critical in facilitating the integration of GAI with higher education (Tsai and Gasveic, 2017; Tsai, Moreno-Marcos, Tammetts, Kolim and Gašević, 2018; Chang et al., 2024).

Following the public release of ChatGPT, many universities initially adopted a cautious, wait-and-see approach (Wang, Dang, Wu and Mac, 2023; Moorhouse, You 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

高等教育中的生成式人工智慧：機構採用政策和指南的全球視角

主編： 殷麗香， 凡妮莎·埃切維里亞， 德拉甘·加塞維奇和羅伯托·馬丁內斯-馬爾多納多

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摘要：

將生成式人工智能（GAI）融入高等教育對於培養下一代具有GAI素養的學生至關重要。然而，對全球範圍內的機構採用政策的全面理解仍然缺乏，大多數研究集中在全球北方地區，強調了GAI的承諾和挑戰，但缺乏理論框架。本研究利用創新擴散理論來探討來自六個全球地區的40所大學的GAI採用策略。它探索了GAI創新的特徵，包括兼容性、可試驗性和可見性，並分析了溝通渠道和角色與責任。研究發現，大學在GAI整合方面採取了積極的方法，強調學術誠信、教學和學習增強以及公平。儘管對GAI持謹慎但樂觀的態度，但仍需要一個全面的政策框架來評估GAI整合的影響並建立有效的溝通策略，以促進更廣泛的利益相關者參與。研究突出了在教師、學生和管理人員之間明確角色和責任的重要性，以支持成功的GAI整合，並為應對高等教育中GAI的複雜性提供了一個合作模型。這項研究為制定詳細的實施策略提供了見解。

1. 引言

生成式人工智能（GAI）在高等教育中的應用有潛力改變各種教育實踐，包括學習、教學和評估（顏、沙、趙、李、馬丁內斯-馬爾多納多、陳、李、金和蓋塞維奇，2024b；Kasević, Sedler, Kuchemann, Bannert, Demetneva, Fischer, Gasser, Groh, Günnemann, Hüllermeier et al., 2023）。 emerging research has identified GAI's diverse capabilities, including providing comprehensive feedback (Dai, Lin, Jin, Shi, Tai, Gasevic and Chen, 2023), exceeding the performance on reflective writing of the average student (Tjia, Shan, Yin, Lin, Raković, Galbraith, Lyons, Gašević and Chen, 2023), enhancing multimodal learning (Vartiainen and Tölle, 2023), and pioneering the development of adaptive educational content (Mazzoli, Semeraro and Gambini, 2023). Despite these advancements, concerns regarding the digital divide have surfaced, highlighting how unequal access to such technologies might deepen educational disparities (Pontual Falcão, Ferreira Mello and Lins Rodrigues, 2020). Moreover, the pervasive reliance on GAI raises questions about its influence on students' critical thinking, creativity, and independence (Duravits, Khorozi, Saeig, Gašević and Siemens, 2023; Yan, Martínez-Maldonado and Gasveic, 2024a). In light of these challenges and opportunities, the role of institutional policies becomes critical in facilitating the integration of GAI with higher education (Tsai and Gasveic, 2017; Tsai, Moreno-Marcos, Tammetts, Kolim and Gašević, 2018; Chang et al., 2024).

隨著ChatGPT的公開發布，許多大學最初採用了謹慎、等待和觀察的方法（Wang, Dang, Wu and Mac, 2023; Moorhouse, You and Yim, 2024）。然而，隨著GAI工具（例如ChatGPT和Midjourney）變得越來越容易獲得，制定明確的指導方針和政策的需求日益明顯。這些政策對於引導GAI融入課程開發、評估設計和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如何