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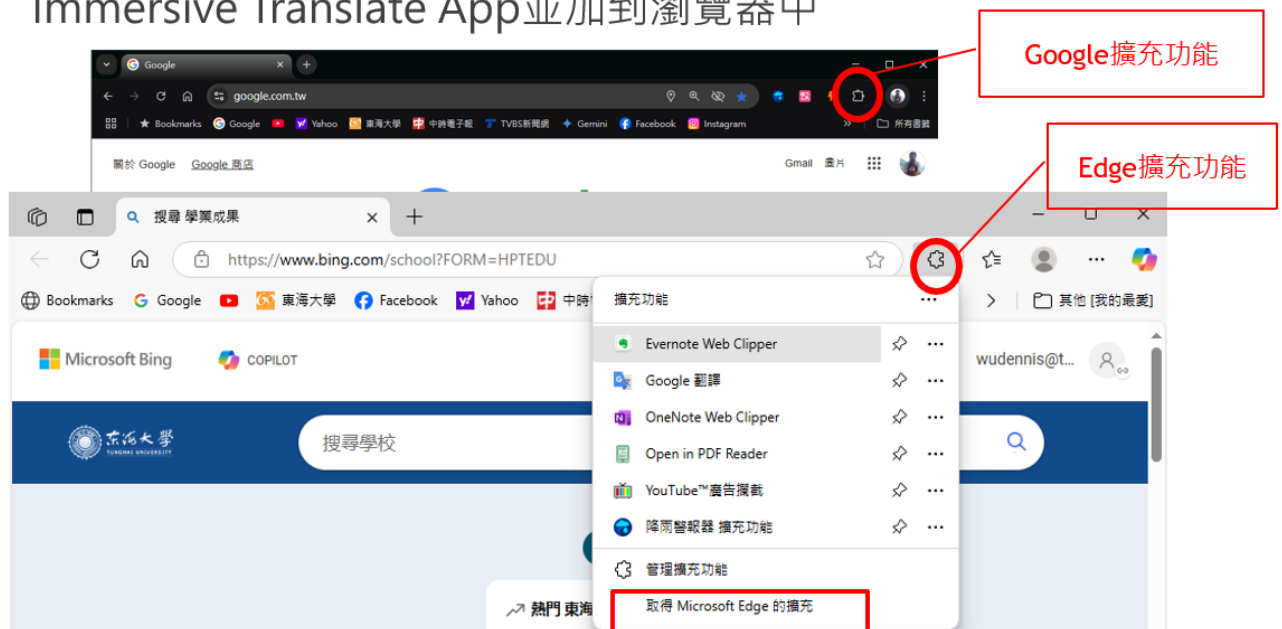


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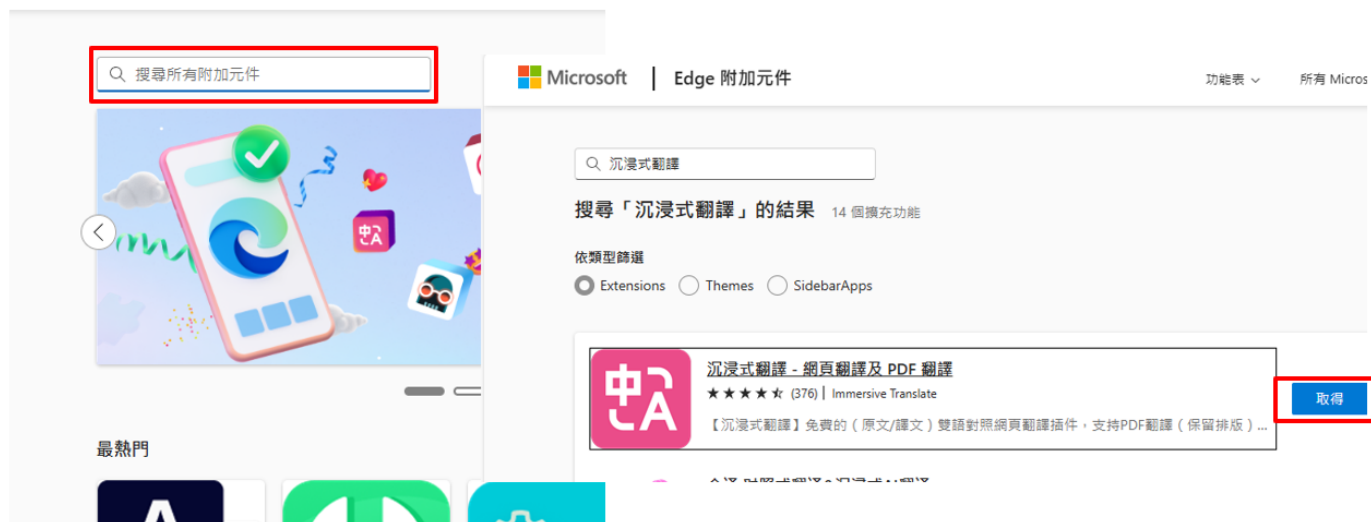
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(CNN) — The World Health Organization on Wednesday declared the ongoing mpox outbreak in Africa a global health emergency.

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。

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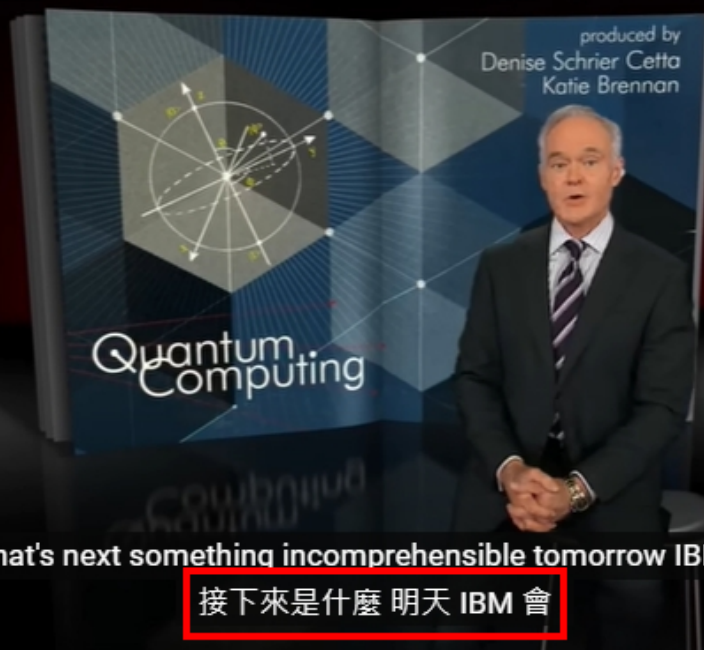


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開啟直譯功能後的對照檔案

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 Gasević, 2024b; Kosevic, Sedler, Kuschnmann, Bannert, Gasser, Groh, Günemann, Hüllermeier et al., 2023). Emerging research has identified GAI's diverse capabilities, including providing comprehensive feedback (Dai, Lin, Jin, Shi, Tai, Gasević and Chen, 2023), exceeding the performance on reflective writing of the average student (Tjell, Shan, Yin, Lin, Raković, Galbraith, Lyons, Gasević 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 (Punta Falcio, 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, Sadiq, Gasević and Siemens, 2023; Yan, Martínez-Maldonado and Gasević, 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 Gasević, 2017; Tsai, Moreno-Marco, Tammetts, Kolim and Gasević, 2018; Cheng 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

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

朱巧橋、梁麗香、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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隨著生成式 AI (GAI) 進入高等教育領域，為未來一代準備具有 GAI 素養的學生至關重要。然而，對於全球範圍內 GAI 在高等教育中的採用情況，目前尚無全面的了解。大多數先前的研究都集中在全球北方地區，強調了 GAI 帶來的承諾和挑戰，但缺乏理論視角。本研究利用擴散創新理論來探討來自六個不同地區的 40 所大學的 GAI 採用策略。我們研究了 GAI 創新的特徵，包括兼容性、可試驗性和可見性，並分析了溝通渠道以及教職員工生在其中扮演的角色和責任。研究發現，大學在整合 GAI 方面表現出積極態度，強調學術誠信、教學與學習提升以及公平。儘管對 GAI 持謹慎但樂觀的態度，但仍需要一套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。本研究強調了清晰的職責分工對於成功整合 GAI 的重要性，支持一個合作模型來應對高等教育中 GAI 整合的複雜性。這項研究為制定詳細的實施策略提供了見解。

1. 引言

生成式人工智慧 (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、林、金和蓋塞維奇，2024b；科塞維奇、塞德爾、庫施曼、班奈特、加瑟、格魯、古尼曼、休爾邁耶等，2023)。新興研究已識別出 GAI 的多樣化能力，包括提供全面反饋 (戴、林、金、史、太伊、蓋塞維奇和陳，2023)、超越普通學生的反思寫作表現 (提爾、山、尹、林、拉科維奇、高爾布賴斯、里昂、蓋塞維奇和陳，2023)，以及開拓適應性教育內容的發展 (馬佐利、塞梅拉羅和甘賓尼，2023)。儘管取得這些進展，數位鴻溝的問題已經浮現，強調了如何不均等的訪問可能會加深教育差距 (蓬塔法喬、費雷拉梅洛和林斯羅德里格斯，2020)。此外，對 GAI 的過度依賴引發了對其對學生批判性思維、創造力和獨立性的影響的擔憂 (杜拉維茨、霍羅齊、薩迪克、蓋塞維奇和希門斯，2023；顏、馬丁內斯-馬爾多納多和蓋塞維奇，2024a)。鑑於這些挑戰和機會，機構政策的角色在促進 GAI 與高等教育的整合方面至關重要 (蕭、陳和包，2023；普拉塔、德古茲曼和奎薩達，2023)。雖然最近的研究開始探索這些政策與如何