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# Immersion Immersive Translate

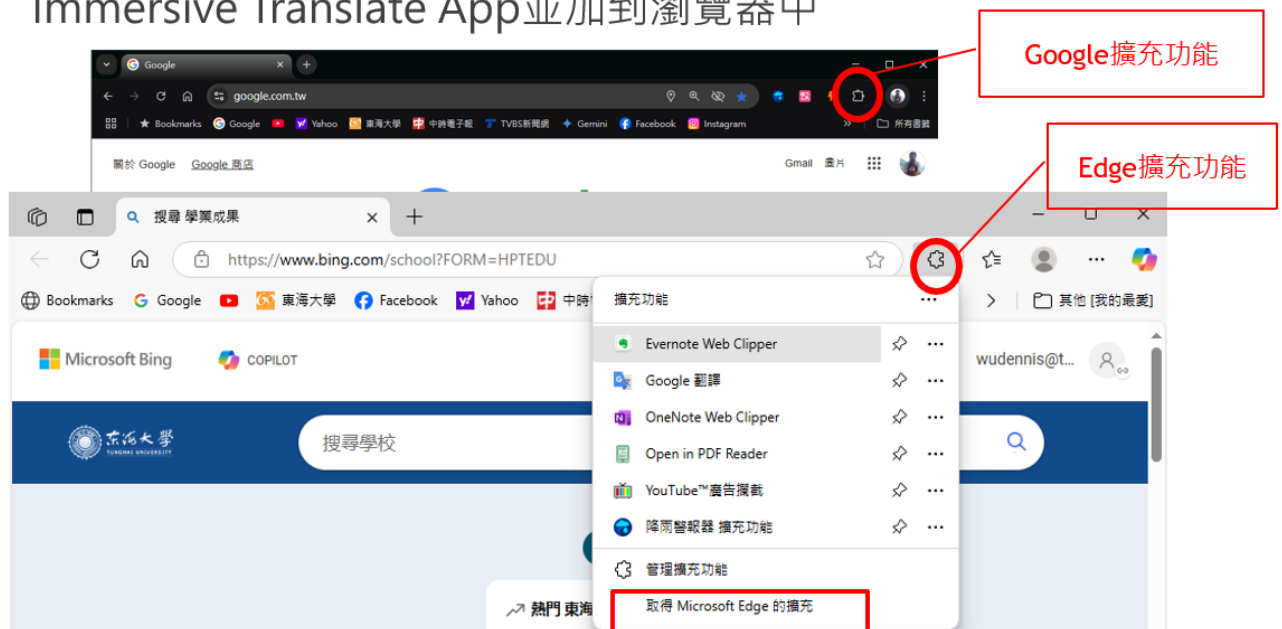


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- ▶ 選擇瀏覽器的「擴充功能」，進入線上應用程式商店找到 Immersive Translate App 並加到瀏覽器中





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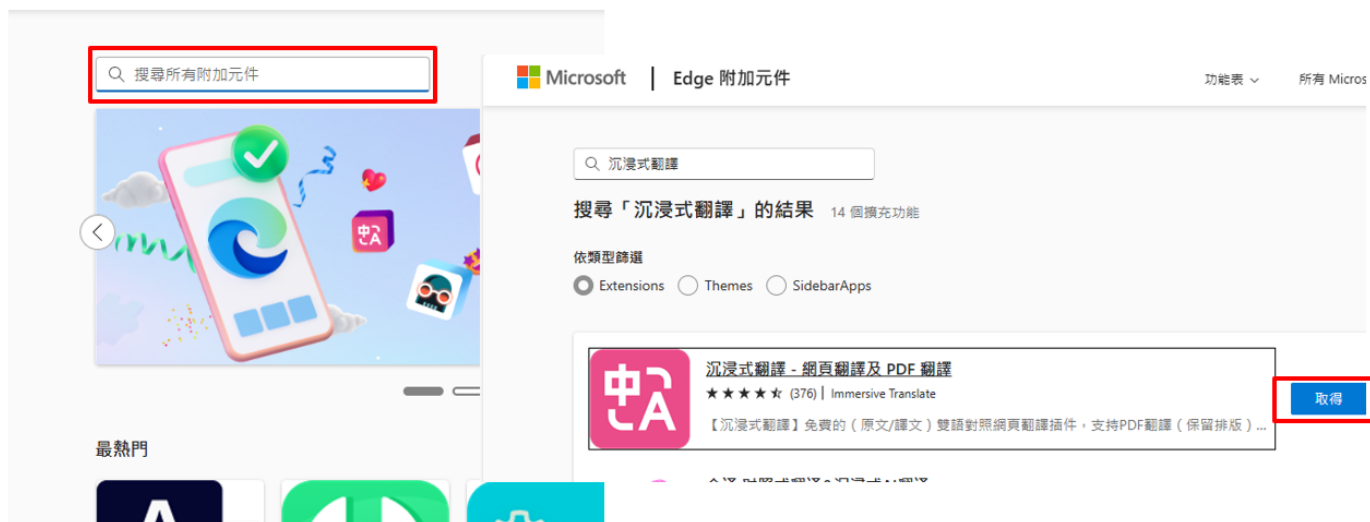
- ▶ Chrome瀏覽器的線上應用程式商店找到「沉浸式翻譯」，加到瀏覽器中



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- ▶ Edge瀏覽器的「搜尋所有附加元件」找到「沉浸式翻譯」，加到瀏覽器中

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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.



**RELATED ARTICLE**  
Deadlier strain of mpox spreads to more countries, raising officials' alarm

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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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.

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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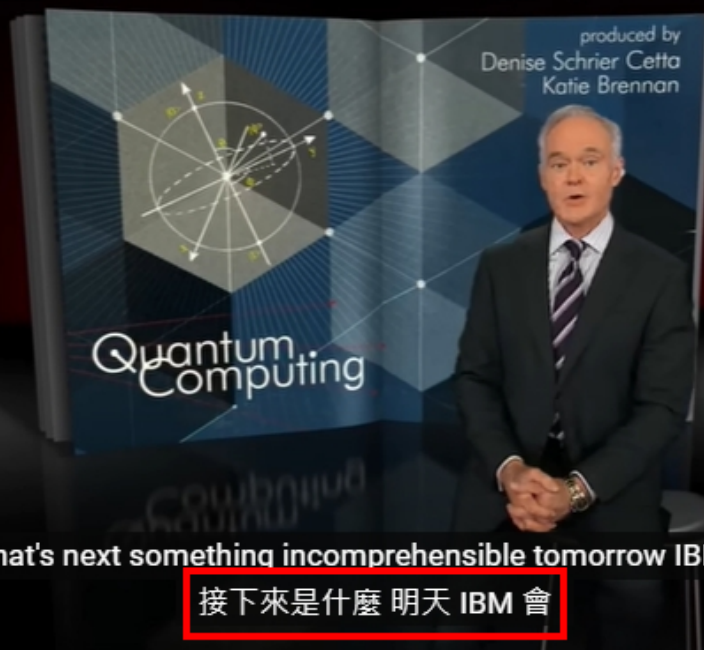


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開啟直譯功能後的對照檔案

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

Yucqiao Jin<sup>a,\*</sup>, Lixiang Yan<sup>a</sup>, Vanessa Echeverria<sup>a</sup>, Dragan Gasević<sup>b</sup> and Roberto Martínez-Maldonado<sup>a</sup>

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ARTICLE INFO

**Keywords:**  
Generative Artificial Intelligence  
Diffusion of Innovations Theory  
Higher Education  
Adoption Policy  
Global Perspective

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; Kassew, Seid, Kuchemann, 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 (Tjia, 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、德蘭·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，對於全球範圍內各國高等教育機構在 GAI 採用法則方面的研究尚處於起步階段。目前的研究大多集中在全球北方地區，探討了 GAI 帶來的機會與挑戰，但缺乏理論視角的支持。本研究利用擴散創新理論，考察了來自六個不同地區的 40 所大學的 GAI 採用策略。研究探索了 GAI 創新的特徵，包括兼容性、可試驗性和可觀察性，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，大多數大學採取了積極主動的態度來整合 GAI，強調學術誠信、教學與學習的提升以及公平性。儘管對 GAI 持謹慎而樂觀的態度，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。研究強調了清晰的職責分工對於成功實現 GAI 整合的重要性，支持一種合作模型來應對高等教育中 GAI 整合的複雜性。本研究為制定詳細的實施策略提供了見解。