
生成式AI支援研究-SCOPUS AI, SCISPACE

8/22 11:00-12:00



今天的講習內容

不會介紹：

- 生成式AI的原理、技術面向的說明
- AI製圖、AI輔助寫作或工作流程

提供資源：

- AI協助教學、使用Prompt協助研究

- **主要介紹**：兩個使用到AI協助研究的小工具→歡迎跟著操作！
- 因為已經知道有老師已看過圖書館的預錄影片，因此此堂講習內容會跟預錄影片稍有不同！
- **介紹一些**：AI學術倫理議題

利用指導與數位學習

資料庫講習課程

利用指導服務

e學習網

學術研究倫理課程

e學習網(另開新視窗)

學科服務

學科服務館員

SciVal學術影響力分析服務

學科領域知識圖譜

ORCID學術身分認證識別碼建置計畫

圖書館精靈與教學協助

<https://lib.video.nccu.edu.tw/p/online>

政治大學 活動報名
Enrollment Services

找活動

活動類型

承辦單位

年/月/日

到

首頁 > 介紹說明

研究流程全支援：生成式AI vs 圖書館 (線上)

活動日期：2024/09/30(一)

時間：113年9月30日 14:00-15:30 認證時數：1小時

地點：Webex會議室

<https://moltke.nccu.edu.tw/Registration/registration.do?action=conferenceInfo&conferenceID=X23433>

政大圖書館

e學習網

圖書館攻略 資訊素養數位學習 **引文資料庫** 書目管理 開放取用 報紙新聞 政大特藏 論文比對 研究評估 學科主題資料庫 **AI工具**

English Version

引文資料庫

Journal Citation Report

藉由引用數和文章數，可對期刊進行評價和比較，每年所產生之期刊影響係數 (Impact Factor)，提供有脈絡地瞭解專業學期刊刊的表現。

Scopus

(此影片需先登入後才可觀看,帳密為 inccu帳密)
全世界最大的引文資料庫Scopus廣泛收錄各學科、語文的引文索引，提供了協助研究追蹤分析與視覺化的智慧工具。課程講授查詢文獻的引用與被引用狀況，介紹資料庫的操作與實作課程。

AI工具

SciSpace

SciSpace是一款專為研究人員設計的工具，它提供智能查詢、協助文獻閱讀、各類參考文獻格式產生器和文章改寫等功能，讓研究者能更輕鬆的進行文獻閱讀和分析。[\[講義下載\]](#)

Scopus AI

Scopus AI是Scopus新增的功能，是一款由生成式 AI 提供支援的直觀智慧搜尋工具，Scopus AI 的回應是根據 Scopus 內容，會查詢自 2013 年以來發表的相關文獻，建立一個具有參考文獻的資訊摘要。可以使用日常語言輸入問題、陳述或假設，使用自然語言處理，提供一個快速入門了解新領域的方法。[\[講義下載\]](#)

政大圖書館形象影片

雙語學習專頁

圖書館新手村

ChatGPT vs 圖書館

多元資訊檢索力

很多資料庫是Google與chatGPT都查不到的嘍! 都是寫論文時很好的參考資料來源~

【核心任務】認識資料庫查詢基礎概念

【進一步了解】不同類型、不同學科的資料庫

7/27-8/2

匿名提問slido連結

問題不限於這週主題，提問時請盡可能的完整說明喔！

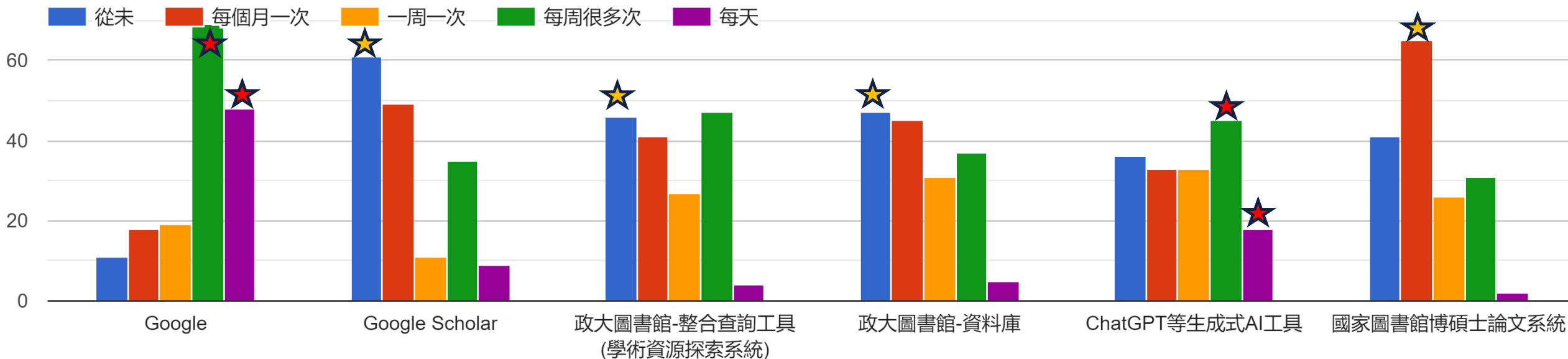
7/28 (日) 14:00-16:00 ProQuest Central 使用技巧大公開、如何在研究過程中善用不同類型得資料庫與生成式AI **點我報名演講：第一場、第二場** (報名後若無法參加，將以email寄錄影檔給您)



- 第一場：ProQuest Central 資料庫介紹
- 第二場：圖書館資料庫與AI支援 (01:02:59 起) (01:40:11 AI主題)
- 「ProQuest Central 使用技巧大公開」簡報：
<https://drive.google.com/file/d/1Eu81YdPUFrTt18ab0b1uNOuzkW5ITsMD/view>
- 「如何在研究過程中善用不同類型得資料庫與生成式AI」簡報：
https://drive.google.com/file/d/1az_I-RHEORCl8dZbl69PNJ5BTUzL6fgy/view

<https://sites.google.com/view/nccusummer/i-skill> (9月前可至此觀看影片和下載簡報檔)

2.上個學期，您大概多常會使用以下管道來獲得作業或論文相關的資料？



大家每天使用的主要是google、AI，
通常用日常生活語言來與系統溝通

3.您對於使用以下工具/系統/網站的信心程度有多高？

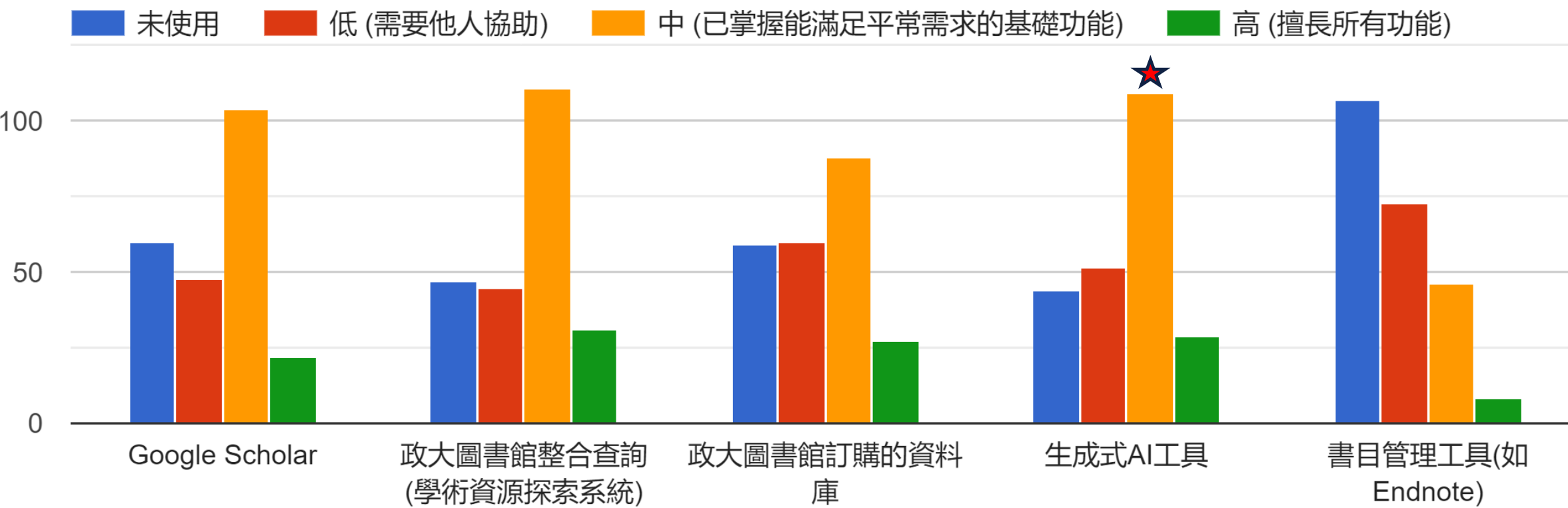


Table 4. Benefits and challenges associated with the use of AI by academics in higher education.

Benefits		Mean	Std. Dev	Rank
1. AI tools are essential for data analysis in my research activities	• 資料分析	2.7218	1.00715	High
2. AI tools are essential for enhancing teaching in my academic courses	• 增進教學	2.6391	.96113	High
3. I feel comfortable using AI tools to improve educational content	• 增加研究品質	2.5940	.98205	High
4. AI has enhanced the quality of insights and findings in my research	• 提升研究效率	2.5865	1.01293	High
5. AI has improved the efficiency and accuracy of my research work		2.5714	1.04338	High
6. Using AI tools has increased the speed of data processing in my research		2.5564	1.02244	High
7. AI tools are essential for enhancing teaching in my academic activities		2.5533	1.05668	High
8. I feel confident in using AI algorithms and techniques for my research		2.4887	1.01655	Low
9. AI has improved the effectiveness and interactivity of my teaching methods		2.4812	.97098	Low
10. The use of AI tools has increased student engagement and participation in my classes		2.3684	1.04473	Low
11. AI has improved the personalization of learning in my classes.		2.3340	1.02434	Low
12. I have received adequate training and support to effectively use AI tools in my research or teaching		2.0376	1.07970	Low
13. I have received adequate training to use AI tools in my teaching activities.		1.9850	1.02664	Low
Overall mean		2.4552	1.0191	Low
Challenges		Mean	Std. Dev	
14. My institution is yet to provide support (financial, data, internet etc) for the AI tool I used for research and teaching. (Resources)		2.7368	1.05493	High
15. My institution has yet to provide training for academics on how to use AI for teaching and research (Training).		2.6842	1.10699	High
16. The artificial intelligence (AI) program I utilized for my research isn't flawless and occasionally yields inaccurate or deceptive data (accuracy and reliability)		2.5639	1.03663	High
17. There isn't a defined policy on the use of AI in research and teaching at my university (Policy)		2.5489	1.16724	High
18. Reliance too much on the AI program I utilized for my schoolwork can impair my ability to think critically and solve problems, as well as my desire to interact with people in a proactive manner (Dependence).		2.5188	1.08106	High
19. The machine-learning model of the AI software I employed for my academic work was trained on potentially biased data. This may lead to biased outputs and the maintenance of negative stereotypes. (Bias).		2.3459	1.11158	Low
Overall mean		2.566	1.0931	High

Note: N = 665, Minimum = 1, Maximum = 4, Scale: 1.5–1.9 = very low, 2.0–2.4 low, 2.5–2.9 =high and 3.0 and above = very high.
Source: Field survey (2024).

Segbenya, M., Senyamator, F., Aheto, S. P. K., Agormedah, E. K., Nkrumah, K., & Kaedebi-Donkor, R. (2024). **Modelling the influence of antecedents of artificial intelligence on academic productivity in higher education: a mixed method approach.** *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2387943>

問卷調查：663 academics from higher educational institutions in Ghana, Nigeria, South Africa, Mexico, Germany, India, and Uganda

Table 3. Uses of artificial intelligence by academics in higher education.

Research-related activities	Mean	Std. Dev	Ranked
1. Just used for learning in general	1.9549	.71415	High
2. Paraphrasing written texts	1.9173	.79574	High
3. Searching for literature • 文獻搜尋	1.8872	.77279	High
4. Writing introduction & and review of literature for articles	1.7669	.75537	High
5. For intext and list of references citation purposes-	1.5263	.72164	High
6. Writing grant or research proposal	1.4511	.69925	Low
7. Conducting data analysis	1.4060	.62620	Low
8. Writing commands for software	1.3759	.64470	Low
Subtotal	1.6607	0.716235	High
Teaching-related activities	Mean	Std. Dev	Rank
9. Searching for information on course-related concepts	1.9323	.78766	High
10. Searching for course materials	1.8421	.78428	High
11. Subjecting written text of students to plagiarism checks	1.6617	.81299	High
12. Preparing power points	1.5940	.75687	High
13. Preparing Continuous Assessment Questions	1.5038	.70095	High
14. Preparing course outline	1.5038	.73247	High
15. Preparing end-semester examination questions	1.4737	.68963	Low
Subtotal	1.6445	0.75212	High
Extension-related activities	Mean	Std. Dev	Rank
16. Use for finding locations	1.5714	.71858	High
17. Used for entertainment (Video games)	1.4887	.69004	Low
18. Use for response to emails	1.4586	.67787	Low
19. Used for checking your health-related challenges	1.4286	.64104	Low
20. Use for internal or external transportation arrangements (booking and ticketing)	1.3910	.62376	Low
21. Used for security and protection (detect threat, fraud detection, risk assessment)	1.3383	.59979	Low
Subtotal	1.4461	0.6585	Low
Overall total	1.5009	0.71171	High

Note: $N = 665$, Minimum = 1, Maximum = 3, 1.00–1.49 = low, 1.5–1.9 = high and 2.0 and above = very high.

Source: Field data (2024).

	資料庫	搜尋引擎(Google)	Gen AI
內容	出版社所出版的期刊、書籍、資料、圖像、影片等，包含學術性跟非學術性質的內容，經過審查與編輯，可依照主題、作者、年代、引用次數等多種資訊來分類、排序、取用。	網路資源，包含政府、學術機構、非營利組織、營利單位、社群媒體等多種來源提供的資料。並非所有實體館藏都已數位化公開在網路。	主要基於網路上可免費使用的資料進行訓練，因此會延續搜尋引擎的查詢限制。 可以針對問題客製化的提供解答。
缺點	<ul style="list-style-type: none"> 須熟悉資料庫介面和檢索方式，並要能將日常生活語言轉換成學術領域的術語關鍵字。 須了解不同資料庫有哪些資源類型與資料。 	<ul style="list-style-type: none"> 許多為個人意見或帶有商業目的，需評估資料來源權威性後再使用。 搜尋引擎的演算法可能會讓部分資料未必能被優先找到。 	<ul style="list-style-type: none"> 資料範圍限制：主要是英文，不會涵蓋所有年代、僅有部分是學術資料。 AI有出錯的機會(虛假文獻與錯誤摘要)，且每次互動都會得到不同答案，需檢查。
費用	除了開放取用(Open Access)資料，其他需靠圖書館訂購。	免費，但是有些全文檔需要付費。	區分免費版和付費版。
使用時機	<ul style="list-style-type: none"> 需要使用進階檢索(已知多種欄位的訊息、藉由多種欄位的資訊組合來限定特定資料) 已知特定領域或資源類型 希望使用篩選器來限縮結果 	<ul style="list-style-type: none"> 日常生活的問題解答 領域知識的背景與關鍵字探索 獲得開放取用資源 	<ul style="list-style-type: none"> 領域知識的背景與關鍵字探索 可協助摘要或解釋困難的學術概念
改寫自 https://conncoll.libguides.com/c.php?g=1375535&p=10228262			

AI在論文寫作過程中運用的時機？

Brainstorm、
探索主題

發想與聚焦
論文題目

資料查詢：
資料來源與
關鍵字

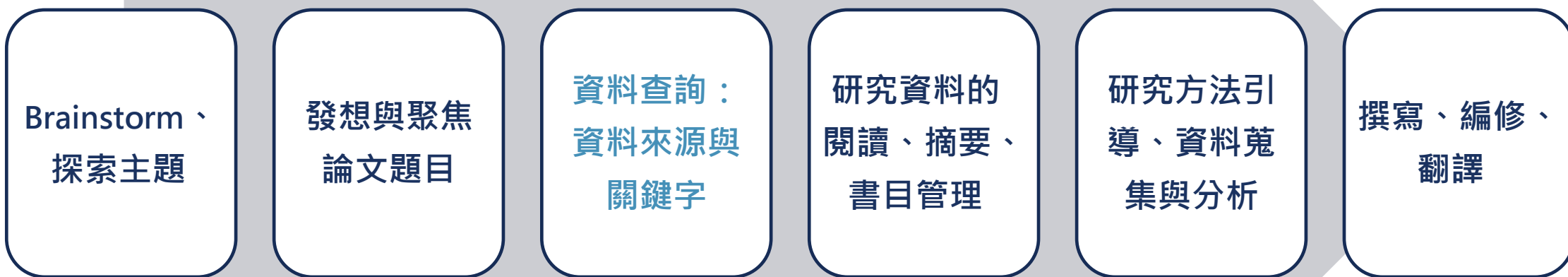
研究資料的
閱讀、摘要、
書目管理

研究方法引
導、資料蒐
集與分析

撰寫、編修、
翻譯

- AI基於大量的訓練資料，可以快速提供主題知識概覽與學術文獻寫作格式及建議，且可以隨時互動幫忙釐清思路(像是詢問：該如何聚焦？在此研究問題下的文獻回顧大綱是否可以這樣發展？)。
- 在懷疑自己的論文價值時，AI會一直鼓勵你、肯定你，提供良好的心靈支柱。
- 有豐富已知的知識，且有下指令的策略，就能跟AI有更好的互動成果。請多多用自己已知的知識去給AI挑戰！
- 提供60分的基礎，想學習更高品質的研究寫作，請閱讀高品質期刊！

AI在論文寫作過程中運用的時機？



- 由於有產生幻覺的機會(虛假文獻、錯誤出處、出處內容與生成內容不一致)，建議醫療、法律、財務或是高風險決策、事實性資料(人物傳記、政府統計)，不要直接使用它生成的結果。
- 訓練資料存在偏見，具爭議性或文化敏感性的議題，應審慎評估它的生成結果。
- 若已知該AI的訓練資料中缺乏某語言、某文化、某年代的資料，則不用相信它在這些面向的答案。

*** 在AI存有侷限的這些範圍，請多多利用圖書館資源 ***

- 可以使用AI來幫忙提供資料庫檢索的關鍵字與提供資料查詢建議。
- 可以使用AI學術資源搜尋工具，然而要注意其查詢範圍和摘要品質。

AI在論文寫作過程中運用的時機？

Brainstorm、
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論文題目

資料查詢：
資料來源與
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研究資料的
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研究方法引
導、資料蒐
集與分析

撰寫、編修、
翻譯

- AI很適合來解釋文獻中看不懂的名詞，然而想要深入了解此名詞或概念，建議要再去看其他學術資源。
- 很多人會請AI翻譯或摘要，請注意避免將圖書館付費採購的資料上傳至AI工具。
- AI摘要有出錯的機會，建議AI摘要與翻譯都僅作為對於文獻初步大方向的理解，還是要回到原文檢驗是否正確。
- 翻譯與摘要以小段進行的品質會比較好，避免將AI翻譯與摘要的文字直接複製貼上變成作業或論文內容。可以請AI進行正確的「摘要、改寫、引用」教學。
- AI擅長根據一個既有的格式或標準來生成結果，然而需要有具體明確的指令，且要注意出錯的可能性。

AI在論文寫作過程中運用的時機？

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- 研究方法的具體設計環節，建議論文跟期刊還是比較值得參考。但是AI可以在研究方法設計卡關時提供建議，或是在prompt內提供一些研究方法書籍內提到的執行時注意事項，請AI幫忙檢查自己的研究設計環節是否有可以改進之處。
- 現已有AI工具可以幫忙將訪談錄音做逐字稿，且也有一些使用AI分析文本、逐字稿、問卷或其他研究資料的AI工具或code，可以自行上網查詢相關經驗分享。不過，使用時請注意資料可能會外洩的風險。
- 論文的資料分析階段，會與自己的研究問題、文獻回顧做對照。因此避免直接使用AI分析的資料結果而缺乏與自己論文前文內容的呼應。

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- 對於不熟悉學術寫作的人來說，**AI**可以幫忙起草稿。以前可能是看著學長姐的論文照樣造句，現在則有**AI**基於大量訓練資料提供一些學術寫作的用語及結構可以套版。
- 可以給**AI**優質寫作或翻譯的評分標準，請他幫忙修改並說明修改理由。
- 請避免直接使用**AI**生成文字，目前**AI**生成的中文不太通順，不論中英文都可以看到一些**AI**的慣用語、語氣、結構 (可能跟訓練資料有關)。
- 不論是讓**AI**撰寫或翻譯，建議還是要由專家來協助檢核！
- 作者最終要負起此篇文章的責任，不能將錯誤歸咎於**AI**。
- **AI**內容偵測器目前存有錯誤率，不建議當成判斷依據。

人文社會課程 之生成式AI指令集種子範例

<https://nthuhssai.site.nthu.edu.tw/p/404-1535-254188.php>

通用型課程指令集範例

- | | | | |
|----|----------------------|----------------------|---|
| 1、 | 人文社會
通用版
PDF | 人文社會
通用版
DOC | 東 |
| 2、 | 大數據
資料分析
PDF | 大數據
資料分析
DOC | 清 |
| 3、 | 跨領域個案
研究協作
PDF | 跨領域個案
研究協作
DOC | 清 |

各領域課程指令集範例

- | | | | |
|----|--------------------|--------------------|--------------------------------------------------|
| 1、 | 哲學邏輯
示誤
PDF | 哲學邏輯
示誤
DOC | 東海大學哲學系甘偵蓉老師製作，協同趙之振、林文源、王道維、歐予恩、戴郁真、楊天玉、許雅筑團隊製作 |
| 2、 | 歷史學習
及研究
PDF | 歷史學習
及研究
DOC | 清大人社院歷史所李卓穎老師，協同謝文製作 |
| 3、 | AI法律
與政策
PDF | AI法律
與政策
DOC | 清大科技法律研究所林勤富老師製作 |
| 4、 | 醫學人文
PDF | 醫學人文
DOC | 清大生科院後醫系蔡博方老師、協同常善媚老師、魏延仲團隊製作 |
| 5、 | 社會文化
分析
PDF | 社會文化
分析
DOC | 清大清華學院通識教育中心謝小琴老師，協同曹智陽、楊書維團隊製作 |
| 6、 | 科技與社會
PDF | 科技與社會
DOC | 清大清華學院通識教育中心林文源老師，協同許雅筑、楊天玉、甘偵蓉、王道維、戴郁真、歐予恩團隊製作 |

<https://canvas.sydney.edu.au/courses/51655>

AI in Education

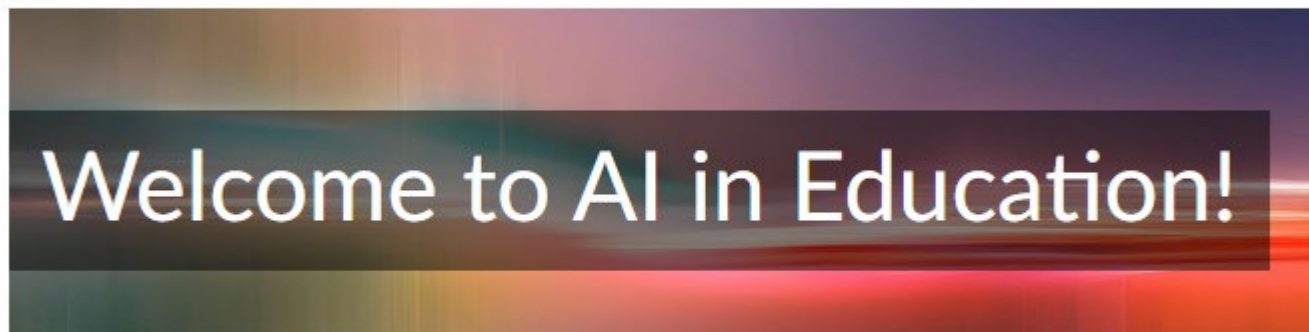


Image generated with Canva Magic Media

This site is a resource for students, [built by students](#), to provide ways you can use generative artificial intelligence productively and responsibly as part of your learning journey in university.

■ 可以看看您的學科領域可使用的**Prompt**

▼ Applying generative AI in different disciplines

 Architecture, Design and Planning

 Arts and Social Sciences

 Business

 Engineering

 Law

 Medicine and Health

 Science



Disciplinary considerations of generative AI

Note:

Searching law databases is a very nuanced and specific process, which is why learning to do searches in each database is an essential skill. As a law practitioner, it is still very important to do the work of deep-diving into relevant cases, legislation, etc.



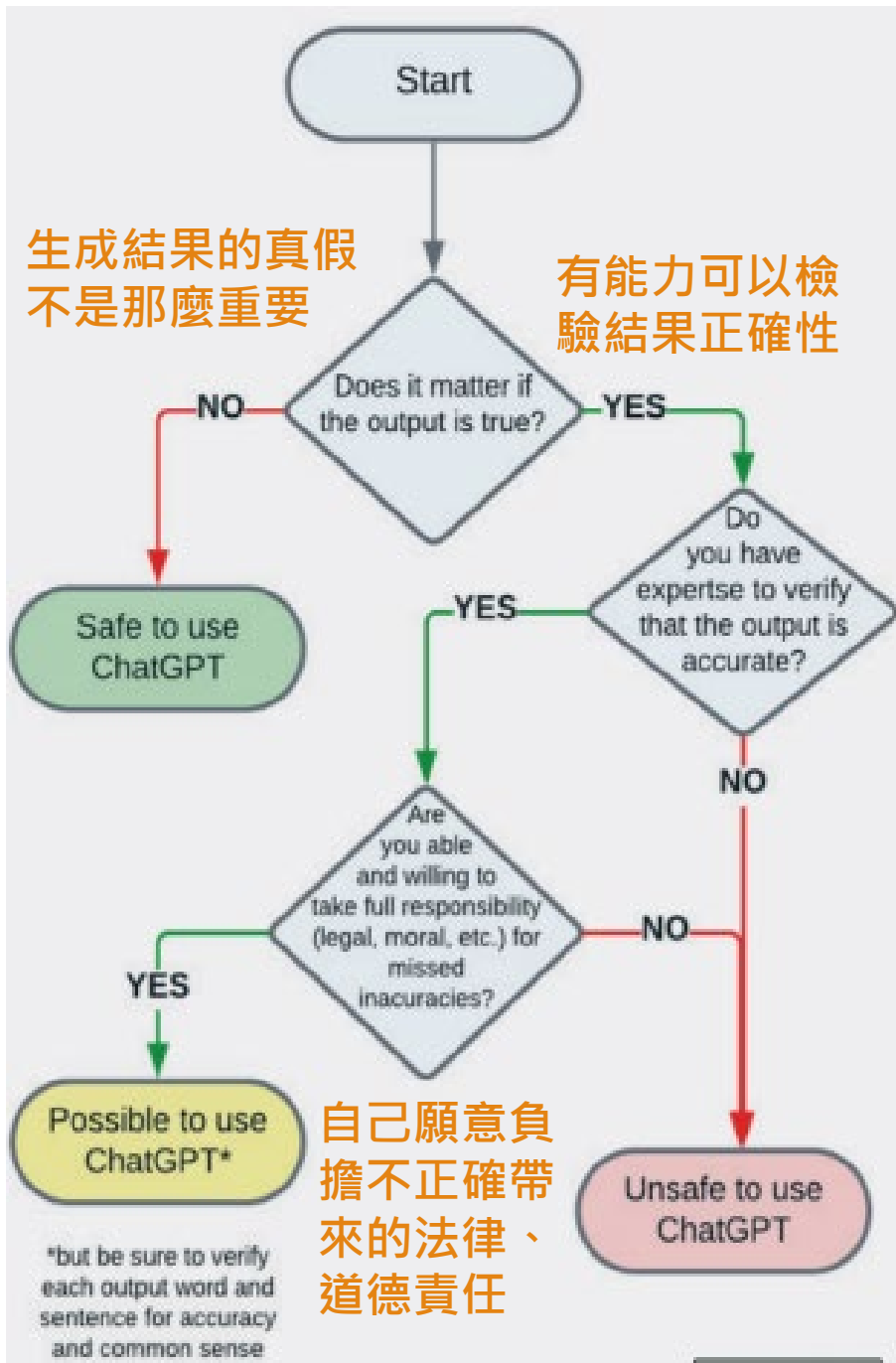
Prompts to help in the discipline

Note: It is important to understand where the AI tool is drawing data from. There are some tools designed specifically for the law discipline such as [casetext from Thomson Reuters](#).

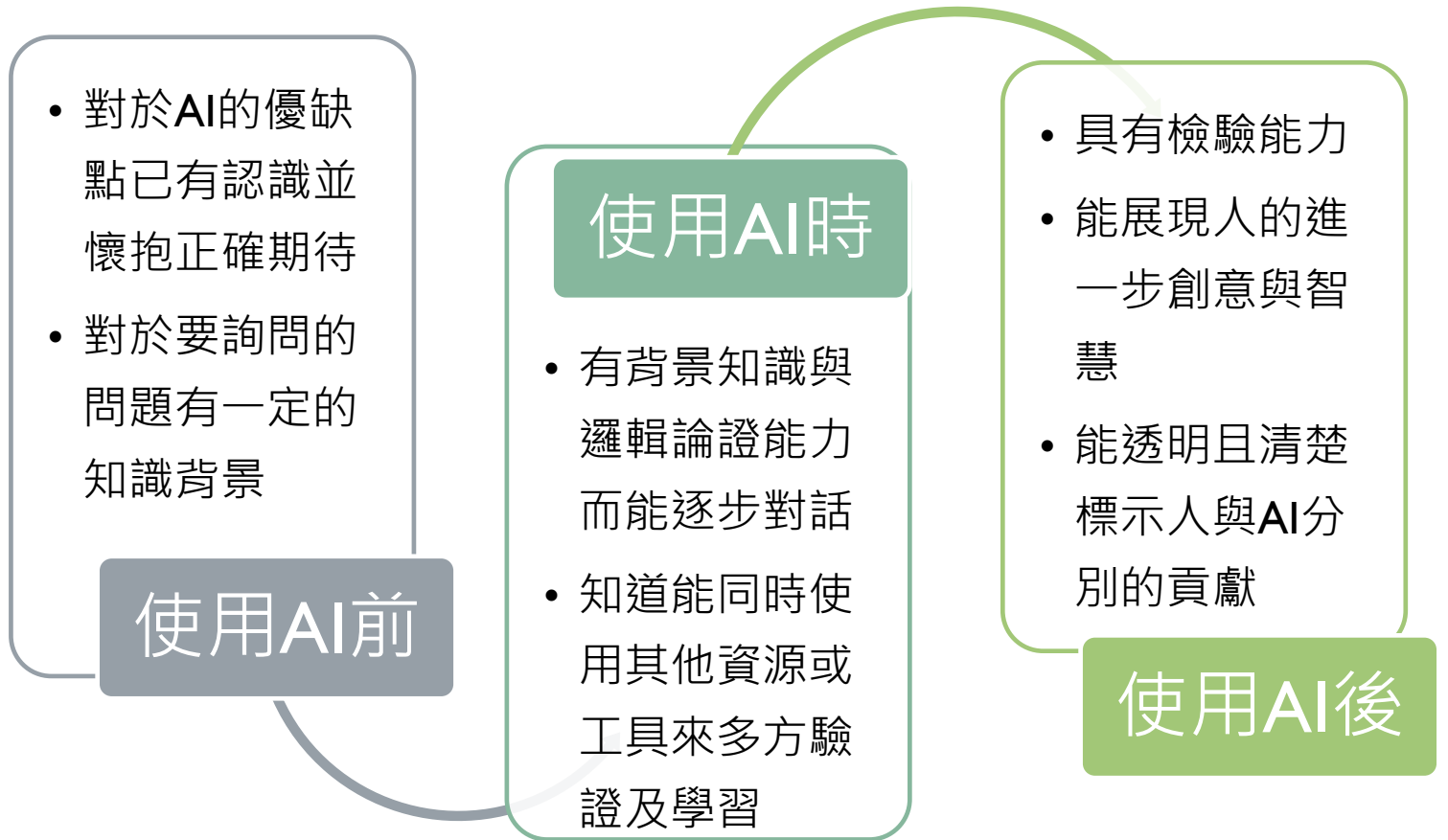


Real-world examples of generative AI in the discipline

- [Dentons](#) launched "fleetAI," using ChatGPT (based on OpenAI's GPT-4) for legal research, document analysis, and content generation. Dentons has partnered with Microsoft to ensure secure data management, with uploaded data not used for model training and deleted after 30 days.
- [Gunderson Dettmer](#) introduced "ChatGD," an internal tool leveraging AI models from various vendors via Microsoft Azure, allowing attorneys to interact with and modify legal documents efficiently. These initiatives aim to enhance client service and operational efficiency through AI-driven solutions.
- Generative AI is prone to hallucination. This is where the models make up facts. Remember that just because it sounds authoritative, it doesn't mean it is correct. Consider the impact if the generated text contains factual inaccuracies. For example, [two attorneys in the United States](#) have accused the artificial intelligence chatbot ChatGPT of misleading them into including fabricated legal research in a court filing.



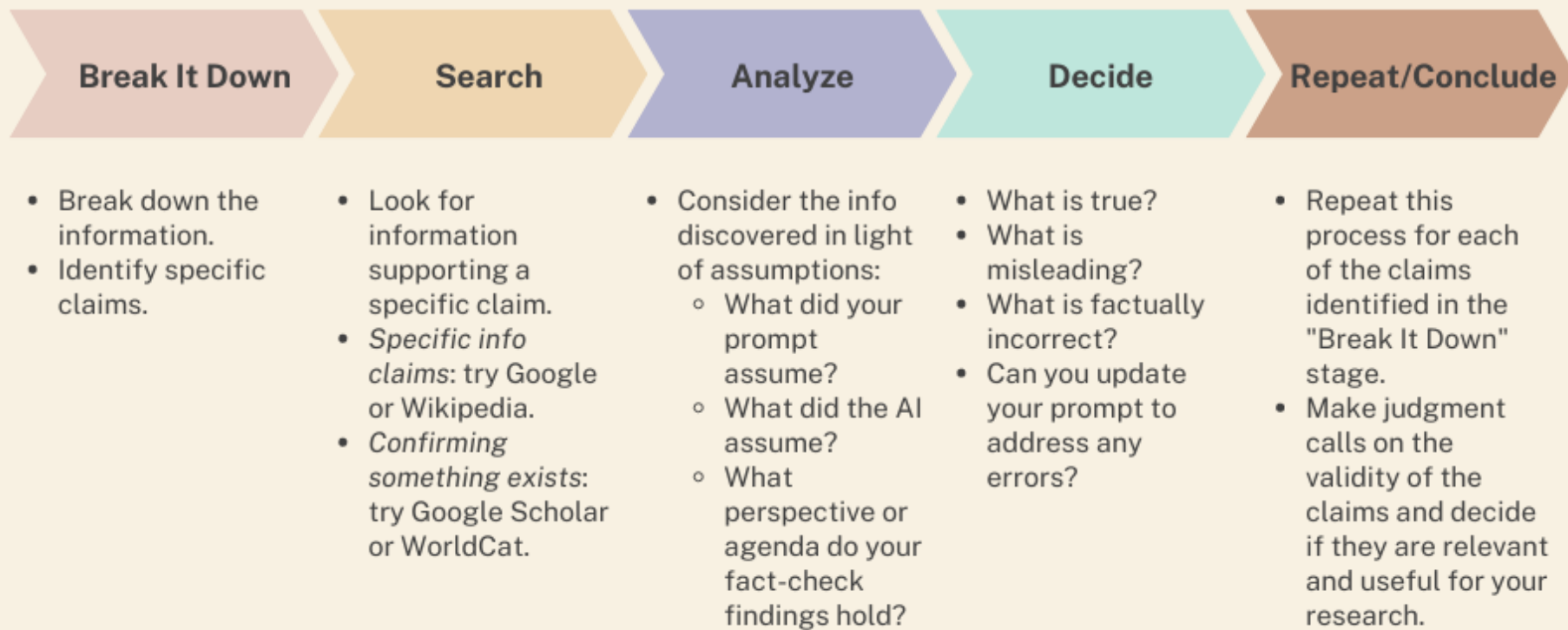
使用AI的前中後都有展現人類知識與能力的機會，請避免將腦力完全外包給AI！



左圖表來自：<https://www.iesalc.unesco.org/wp-content/uploads/2023/04/ChatGPT-and-Artificial-Intelligence-in-higher-education-Quick-Start-guide>

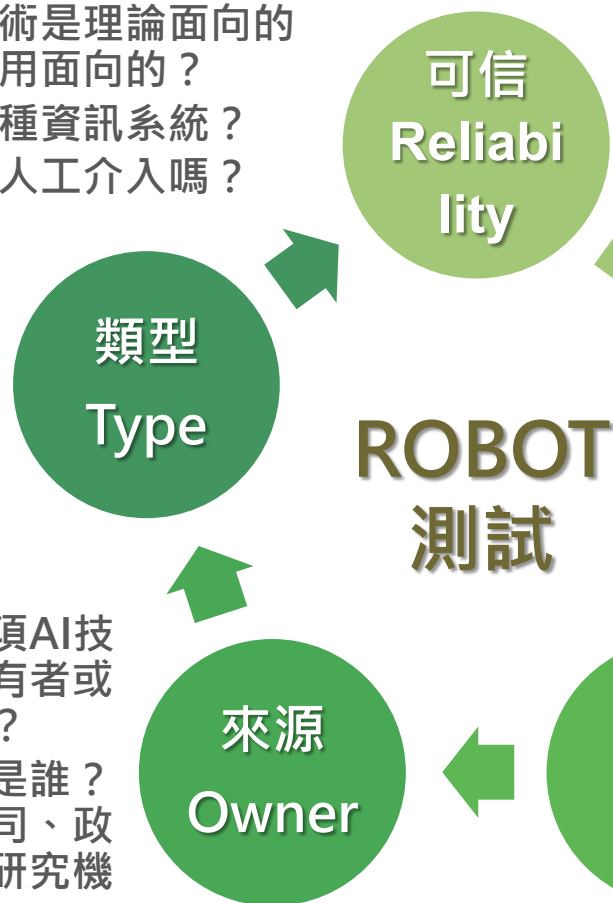
如何判斷AI提供的資料真偽？

AI Fact-Checking



- 基於事實查核方式SIFT
- 停：檢查哪些論述需要佐證資料。
- 使用其他資料來源管道驗證。
- 反思自己的prompt和AI的答案是否有某種假設
- 決定哪些為真，並考慮調整prompt。

- ✓ 這是什麼類型的AI？
- ✓ 這個技術是理論面向的還是應用面向的？
- ✓ 依賴何種資訊系統？
- ✓ 會需要人工介入嗎？



- ✓ 誰是這項AI技術的擁有者或開發者？
- ✓ 負責人是誰？私人公司、政府還是研究機構？
- ✓ 誰可以接觸到它？使用到它？

- ✓ 此項AI技術可獲得的相關資訊可信度如何？
- ✓ 如果這些資訊不是來自AI技術的負責單位，資訊來源作者是否可信？會不會有偏誤？
- ✓ 如果資訊來自AI技術的負責單位，他們願意揭露多少資訊？是否因為商業機密不會完全公開？資訊是否會有什麼偏誤？

- ✓ 使用AI的目標是什麼？
- ✓ 分享這項AI的目的是什麼？讓更多人知道、說服他人、還是獲得金錢支援？

- ✓ 有什麼可能造成AI技術上的偏誤？
- ✓ 是否有相關的倫理議題？
- ✓ 此技術的資訊來源、負責人和使用者知道這些偏誤和倫理議題嗎？

留意生成式人工智慧 AI 用於學術與研究活動時的 6 個關鍵！

1. 秉持開放與包容的精神



- 學習如何正確使用科技，以提升研究效率。
- 瞭解生成式AI的優點與缺點，避免過度仰賴科技。

2. 具備資訊驗證能力



- 生成式AI的資料來源為既有網路資料，真偽與品質參差不齊。
- 研究者需具備對生成式AI產出之內容具有批判的能力。

3. 堅持學術研究的創新性



- 生成式AI僅能彙整現有資料、編輯文字與修改影像，對知識創新與科學發展有其侷限。
- 研究者將知識內化並從中產生創新見解與發現，才是創造知識新價值的重要關鍵。

4. 秉持學術研究的課責性



- 研究者應對自己的研究行為與產出負全部責任。
- 若直接使用、發表生成式AI產出之文稿，可能產生學術倫理的相關疑慮。

5. 維護學術研究的透明性



- 學術研究要求揭露所有研究過程、步驟、資料來源、協力單位等。
- 運用生成式AI於研究工作時，須注意學術機構、期刊與研討會對技術揭露的規範。

6. 留意可能衍生的法律問題



- 生成式AI的內容是由網路資料產生，該原始資料的著作人可能主張智慧財產權。
- 使用任何科技輔助軟體，都應留意相關的資訊安全及隱私問題。



AI的學術倫理相關議題

學術出版社的規範

All authors submitting manuscripts to *Accountability in Research* must **disclose** and describe the use of any *NLP systems* in writing the manuscript text or generating ideas used in the text and **accept full responsibility** for the text's factual and citation accuracy; mathematical, logical, and commonsense reasoning; and originality.

所有向「研究責任」提交稿件的作者必須披露並描述在撰寫稿件文本或產生文本中使用的任何NLP系統的想法，並對文本的事實和引用準確性承擔全部責任；數學、邏輯和常識推理；和獨創性。

“NLP systems” are those that generate new content. For example, software that checks for spelling or offers synonyms or grammar suggestions does not generate new content per se, but NLP systems that develop new phrases, sentences, paragraphs, or citations related to specific contexts can influence the meaning, accuracy, or originality of the text, and should be disclosed.

“NLP系統”是那些產生新內容的系統。例如，檢查拼寫或提供同義詞或語法建議的軟體本身不會生成新內容，但開發與特定上下文相關的新短語、句子、段落或引文的 NLP 系統可能會影響文本的含義、準確性或原創性，因此應予以披露。

Hosseini, M., Rasmussen, L. M., & Resnik, D. B. (2023). **Using AI to write scholarly publications.** *Accountability in Research*, 1–9.
<https://doi.org/10.1080/08989621.2023.2168535>

Disclosures can be made in the methods section AND among the references, as appropriate.

Authors should specify: 1) *who* used the system, 2) *the time and date of the use*, 3) *the prompt(s) used to generate the text*, 4) *the section(s) containing the text*; and/or 5) ideas in the paper resulting from NLP use. Additionally, the text generated by NLP systems should be submitted as supplementary material. While this topic is a moving target and it may not be possible to anticipate all possible violations, an example of such a disclosure in the methods section could be: “In writing this manuscript, M.H. used OpenAI Chatbot on 9th of December 2022 at 1:21pm CST. The following prompt was used to write the introduction section: ‘Write a 300 word piece about the difference between research ethics and research integrity.’ The generated text was copied verbatim and is submitted as supplementary material.”

可以酌情在方法部分和參考文獻中進行披露。作者應說明：1) 誰使用了該系統，2) 使用的時間和日期，3) 用於生成文本的提示，4) 包含文本的部分；和/或 5) 論文中因使用 NLP 而產生的想法。此外，NLP系統生成的文本應作為補充材料提交。雖然這個主題是一個不斷變化的目標，可能無法預測所有可能的違規行為，但在方法部分中披露的一個例子可能是：“在撰寫這篇手稿時，MH 於 2022 年 12 月 9 日下午 1：21 CST 使用了 OpenAI 聊天機器人。以下提示用於撰寫引言部分：「寫一篇關於研究倫理和研究誠信之間差異的 300 字文章。生成的文本是逐字複製的，並作為補充材料提交。」

	ICMJE	COPE	STM	JAMA	Cambridge University Press	Science	Nature	Lancet
Scope of AI Use	Any	Any	Refining, correcting, formatting, and editing texts only	Any	Any	Any No generation of images without editorial permission	No generative images	Readability and language only
Authorship and Responsibility	Humans	Humans	Humans	Humans	Humans	Humans	Humans	Humans
Actions Suggested for Responsible AI Use	Review, edit, ensure no plagiarism, appropriate attribution					Review, guard against bias, ensure no plagiarism, appropriate citations		Review, edit
What to Include in Disclosure		Tool name		Tool name, version and extension, manufacturer		Tool name, version		
How to Disclose	Describe use	Disclose use	Disclosure not necessary if use is within permitted categories	Describe generated content that was included	AI use must be declared and explained	Full prompts	Document use	Disclose use
Where to Disclose	Cover letter and appropriate section of manuscript	Materials and Methods (or similar section)		Acknowledgement or Methods		Cover letter, Acknowledgements and Methods)	Methods (if unavailable, a suitable part)	Statement at the end of the article

多個學術學會和權威出版社皆明文規定**AI**的使用範圍和揭露方式

可參考這些規定來讓同學在平常作業中練習正確揭露**AI**使用方式

<https://researchguides.dartmouth.edu/GenAI/acadpub>

Lin, Zhicheng. "Towards an AI Policy Framework in Scholarly Publishing." *Trends in Cognitive Sciences*, 2024, <https://doi.org/10.1016/j.tics.2023.12.002>

學校政策-生成式AI的正確使用

學生學習

一、課程學習

- 重點歸納：可利用生成式 AI 工具分析文章內容並整理重點，獲取關鍵資訊與摘要。
- 激發創意：可利用生成式 AI 工具，提供多元角度與觀點的內容，激發創意亮點。

二、作業報告及論文

- 報告架構：可利用作業、報告或論文等相關主題與期待提出指令，**可利用生成式 AI 工具初步產生內容架構**，並重新檢視修正其合宜性與正確性。
- 內容改寫：**完成內容初稿，可利用生成式 AI 協助修改與擴充**，進而針對內容改寫其文字，調整適當內容，確保報告品質。

三、精進運用能力

- 可參與教發中心或校內、外其他單位舉辦之相關工作坊或培訓，以瞭解生成工具的運用、相關規範及其侷限性。目前生成式人工智慧工具仍在初始階段，鼓勵學習之際，也能隨時保持批判與反思態度，**能駕馭工具而避免被工具所役**。

國立政治大學 生成式人工智慧運用簡要原則

報告與論文產出

- 應清楚瞭解生成式人工智慧工具的利弊以及運用時可能的風險，例如生成的內容可能會出現錯誤及巨大偏差，使用者需要自行批判審視、仔細檢查、驗證、修正產出內容。
- 確實掌握課堂或授課大綱所提之相關學術誠信要求，並確實遵守課程規範。
- 在授課教師指引並符合學術倫理規範下，得妥善運用生成式人工智慧工具提升學習效率及成效，並完成各課程學習成果產出。
- 利用生成工具產出報告相關內容時，應嚴謹標註出處，符合學術倫理要求。
- 避免運用生成工具時涉及使用個人隱私資料，或採用具有偏見或歧視之字眼及內容。

- 除了注意學校的原則，也請注意課堂老師是否有個別規定，若有在作業或論文中使用，都事先跟老師溝通。

國立中山大學碩、博士學位論文抄襲、代寫、舞弊處理原則

99.12.13 本校第 126 次教務會議通過
100.03.21 本校第 127 次教務會議修正通過
100.10.17 本校第 129 次教務會議修正通過
102.06.10 本校第 136 次教務會議修正通過
105.05.30 本校第 148 次教務會議修正通過
108.03.13 本校第 159 次教務會議修正通過
109.10.16 本校第 165 次教務會議修正通過
112.05.24 本校第 176 次教務會議修正通過

一、為維護教育品質與學術倫理，防範本校碩、博士論文抄襲、代寫、或舞弊等情事發生，並建立公正處理之機制，依據「學位授予法」第十七條與本校「研究生學位考試施行細則」第十五條規定，訂定本處理原則。

二、本校碩、博士學位論文疑涉有抄襲或其他舞弊情事之受理程序如下：

本校各單位知悉或接獲檢舉本校博、碩士學位論文有抄襲或其他舞弊情事時，應檢附具體違反情形及相關資料，送交教務處受理；對於具名並提出具體事證之檢舉者，經教務處向檢舉人查證確認其檢舉意願後，即受理處理。

前述舞弊情事含以生成式人工智慧 (Generative AI) 等相關技術進行撰寫且未明確註明應用動機、範圍及其引用之著作、資料出處等行為。

檢舉案件以匿名檢舉，非有具體對象及充分事證者，不予受理。檢舉案未經證實成立之前，參與調查或審議程序之人員，就所接觸之資訊有予以保密之必要者，應以保密方式為之。

檢舉案經證實之後，對檢舉人之身分亦應予嚴格保密。

一、學生不得使用生成式 AI 工具從事下列行為。

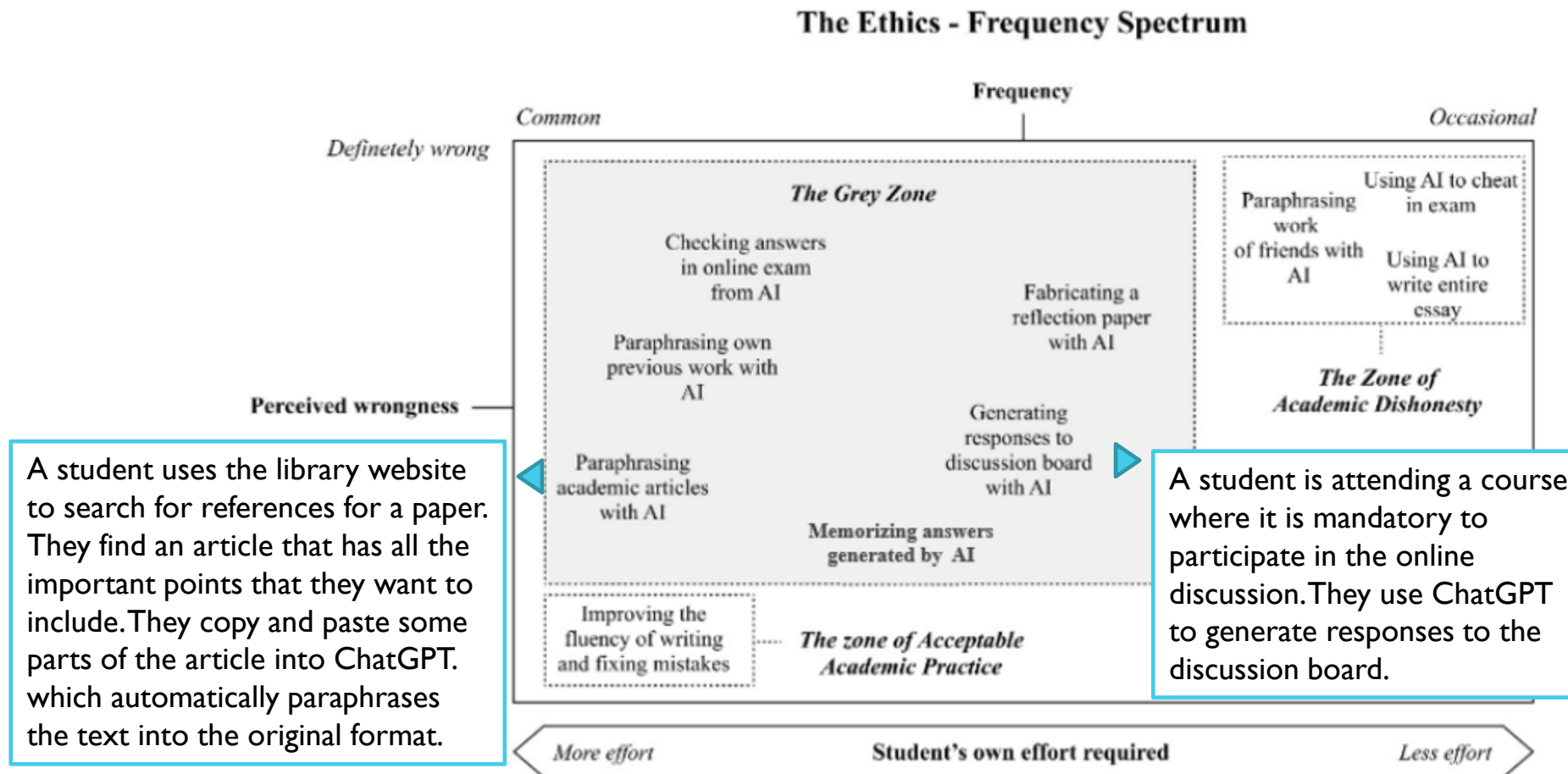
1. 抄襲或代寫：學生不得僅以 AI 生成工具產生之內容完全作為自己的作業、報告及學位論文。
2. 考試作弊：學生在考試時不得用其詢問試題以獲得解答。
3. 隱私洩露：學生應避免將個人或他人隱私資訊輸入至生成式 AI 工具。

二、下列不當使用生成式 AI 工具之行為，已違反學術倫理¹。

1. 未正確引用：學生使用時應註明應用動機、範圍及出處，標註或說明 AI 產生內容於作業、報告或學位論文之段落，不可將 AI 生成內容完全作為自己的想法及產出。
2. 完全仰賴 AI 工具：學生使用時，應以批判思考檢視內容，不應全盤接受 AI 生成的回答並視為自己的想法。

■ 其他學校主要都是說明 AI 正確使用方式，尚未納入懲戒規定

因應AI工具出現而有了學術倫理的灰色地帶是目前政策難以規定的



J Bergström ,V Repo ,V Tuunainen
Challenges to academic integrity from new tools:A survey of students' perceptions and behaviors of employing ChatGPT

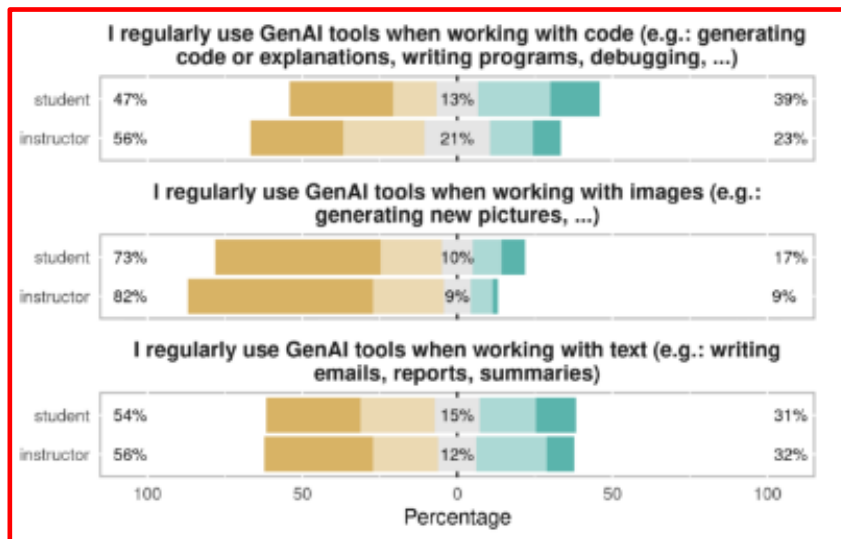
Proceedings of the 57th Hawaii International Conference on System Sciences , p. 74 – 83

詢問學生認為哪些行為算是違反學術倫理、哪些行為是常見的？

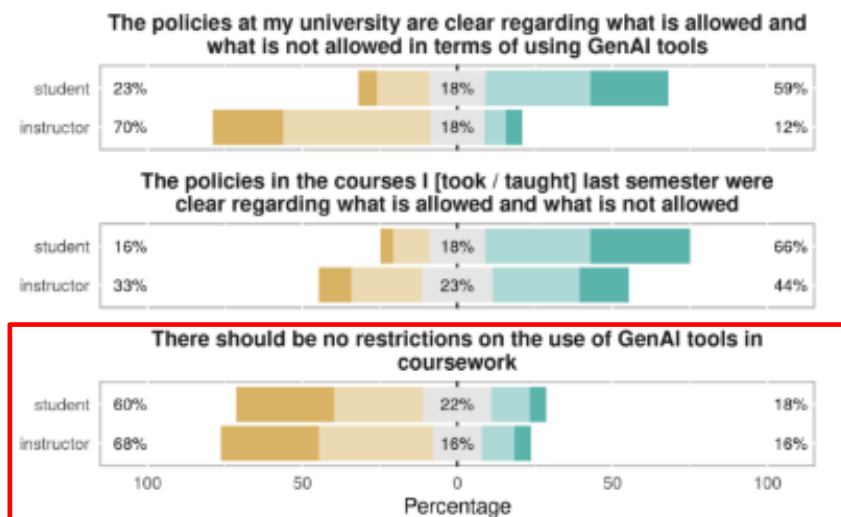
圖中灰色地帶的行為可以看原文了解：

<https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/a07e09f2-dc38-4bf0-8094-f478df8f0c48/content>

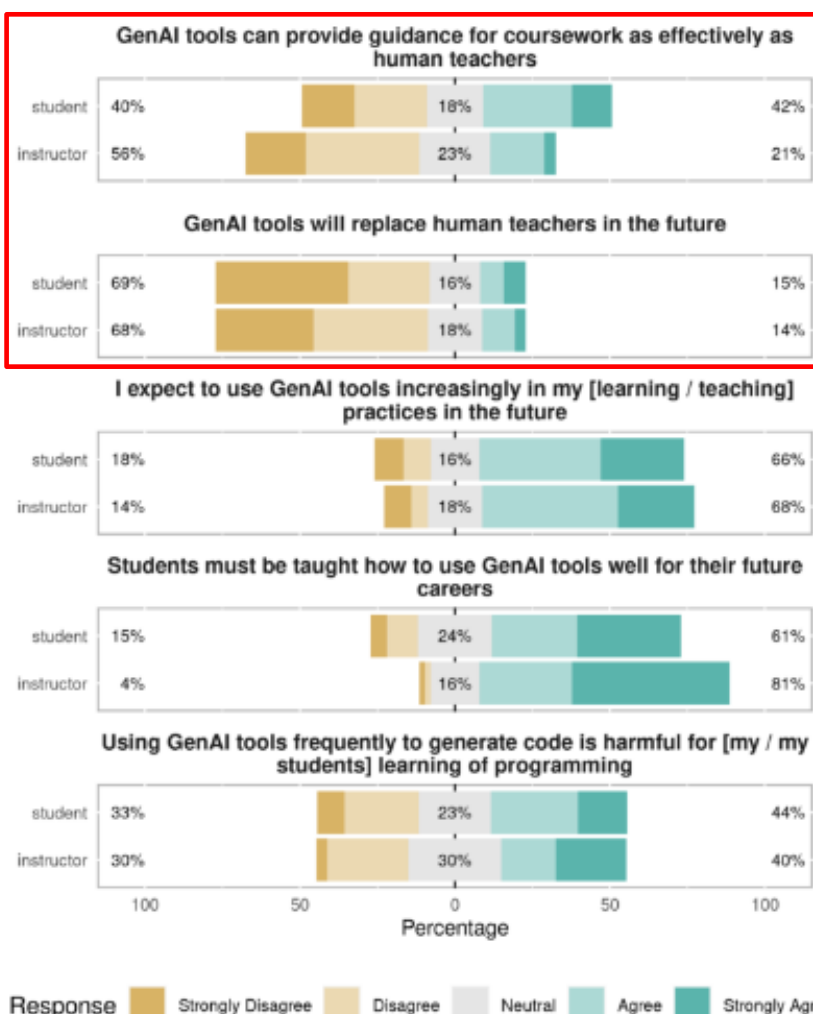
Experiences ■ 學生用得比老師普遍



Policies



Expectations and Beliefs



■ 學生和老師都覺得應該要有一些限制

Figure 2: Summaries of the survey responses from 171 students and 57 instructors: 1) Students' and instructors' perspectives were compared along Likert scale responses. The displayed percentages show the fraction of respondents with negative (i.e.: strongly disagree or disagree), neutral, and positive (i.e.: strongly agree or agree) responses.

■ **AI不會取代老師，但能有效提供學生課堂協助**

**這篇報告很值得閱讀! 使用多種研究方法討論AI在資工教育領域的影響，並提供實際的建議 (如下頁)。

Prather, J., Denny, P., Leinonen, J., Becker, B. A., Alblawi, I., Craig, M., Keuning, H., Kiesler, N., Kohn, T., Luxton-Reilly, A., MacNeil, S., Petersen, A., Pettit, R., Reeves, B. N., & Savelka, J. (2023). *The Robots Are Here: Navigating the Generative AI Revolution in Computing Education*. Proceedings of the 2023 Working Group Reports on Innovation and Technology in Computer Science Education, Turku, Finland. <https://doi.org/10.1145/3623762.3633499>

■ 參加調查的老師與學生皆表示**AI使用應不妨礙學習：初階課不用、進階課輔助**

ADVICE FOR EDUCATORS

- Acknowledge the existence of LLMs with your classes regardless of whether you embrace them or do not allow their use.
- Make clear and discuss institutional and class policy, what it allows, what it does not allow, and why it is that way.
- Assume that students are using LLMs even when not permitted.
- Do not underestimate the ability of LLMs to produce solutions to your activities (which may be indistinguishable from student-generated solutions).
- Consider using an LLM tool to help generate course materials. If you do this, be aware of possible bias in the output.
- Reconsider your learning objectives in terms of their relevance to preparing those students who are aiming for careers in the software development industry (which is increasingly making use of LLMs in day-to-day work).
- Reconsider your learning objectives (e.g., reading and understanding code), learning activities, and assessments to assure your courses remain constructively aligned.
- Interrogate your learning objectives and ask what might be hidden or implicit and which LLMs might provide a vehicle for more focus. Correspondingly, interrogate your learning outcomes and ask which might be overemphasized (e.g. code writing) that might need to be balanced with those that LLMs bring to the fore.
- Consider using LLMs in your course if only to provide a chance for students to receive more feedback, and practice independently, provided they are equipped to interpret LLM output in a way that facilitates learning.

有條件開放參考範例(1)

基於透明與負責任的原則，本課程鼓勵學生利用AI進行協作或互學，以提升本門課產出品質。根據本校公布之「大學教育場域AI協作、共學與素養培養指引」，本門課程採取有條件開放，說明如下

- 學生須於課堂作業或報告中的「標題頁註腳」或「引用文獻後」簡要說明如何使用生成式AI進行議題發想、文句潤飾或結構參考等使用方式。若經查核使用卻無在作業或報告中標明，教師、學校或相關單位有權重新針對作業或報告重新評分或不予計分。
- 本門課授課教材或學習資料若有引用自生成式AI，教師也將在投影片或口頭標注。
- 修讀本課程之學生於選課時視為同意以上倫理聲明。

有條件開放參考範例(2)

基於透明與負責任的原則，本課程鼓勵學生利用AI進行協作或互學，以提升本門課產出品質。根據本校公布之「大學教育場域AI協作、共學與素養培養指引」，本門課程採取有條件開放，說明如下

禁止使用參考範例：

經仔細考量後，本課程授課教師認為不宜於此門課程當中使用生成式人工智慧於課堂學習當中。因本課程的內容於生成式AI中尚有諸多錯誤，且容易影響學生對基礎核心知識之判讀。

根據本校公布之佈的「大學教育場域AI協作、共學與素養培養指引」，本門課程採取禁止使用，以下為相關的監管機制

- 修讀本門課程之學生應注意本門課不得繳交使用生成式人工智慧所產出的作業、報告或個人心得。若經查核發現，教師、學校或相關單位有權重新針對作業或報告重新評分或不予計分。
- 修讀本課程之學生於選課時視為同意以上倫理聲明。

清大的課程大綱範例

<https://curricul.site.nthu.edu.tw/p/404-1208-248357.php?Lang=zh-tw>

Guidance on the Appropriate Use of Generative Artificial Intelligence in Graduate Theses

<https://www.sgs.utoronto.ca/about/guidance-on-the-use-of-generative-artificial-intelligence/>

[Home](#) / [About SGS](#) / Guidance on the Appropriate Use of Generative Artificial Intelligence in Graduate Theses

Can students use generative AI tools to research or write a doctoral thesis?

Last Updated: July 4, 2023

The School of Graduate Studies (SGS) [Doctoral Thesis Guidelines](#) state that students must produce a thesis that is a contribution to the knowledge in the student's field. The University expects that a thesis submitted to the student, carried out under the guidance of the supervisor and committee. The SGS Guidelines specify that, in addition to the [Ontario Council of Academic Vice-Presidents' Doctoral Degree Expectations for Doctoral Students](#), the thesis must include presenting the results and analysis of original research, and demonstrating that the thesis meets originality requirements may not be met by work produced using generative AI tools, which rely on existing predictive functions that may not result in sufficiently original content to meet the criteria.

If a student plans to use generative AI tools in any aspect of researching or writing of their thesis, this must be approved by the supervisory committee. This is consistent with how other decisions about the thesis, including structure and content, are made (see the [Guideline for Graduate Student Supervision & Mentorship](#) for more detail on the supervisor's and committee's role in ensuring the quality and integrity). Careful attention must be paid in the thesis to appropriately citing and describing the use of generative AI tools, as well as how and why they were used. In the thesis, identified and described in the thesis, generative AI tools and interactions with them must be equivalent to those of traditional research methods.

When supervisors and committees approve student use of generative AI in any aspect of producing the thesis, the contributions will be identified, and it must be possible for the student to provide sufficient evidence to demonstrate the doctoral level degree expectations. It must be clear to the student what evidence they made use of any AI tools, and how their work will be assessed by the supervisor and committee (see [for Departmental Monitoring of the Progress of Doctoral Students](#) and the [Guideline for Graduate Student Evaluation and Monitoring of Doctoral Student Progress](#).) Students are responsible for any content submitted at the University of Toronto, the outcome of the final oral examination is based not only on the submitted thesis, but also on the oral examination. Students must be able to describe and defend any use of generative AI, as well as the contributions made.

Graduate units considering how students may engage with generative AI in writing their thesis should consider that writing is a key aspect of graduate education. The use of generative AI could hamper the development of writing skills, which are dependent on practice. Using AI to lessen the burdens of writing could undermine the development of writing skills in graduate students.

- 博士論文應要展現學術嚴謹性、能產生原創研究的結果與分析、能證明其對於所在領域做出獨特貢獻。
- AI工具生成內容基於現有資源來生成內容，可能不足以產生足夠原創的內容。
- 研究生若在論文寫作過程中會使用到AI工具，必須保持透明，事先讓導師及指導委員們了解會如何使用，並能事先就如何使用AI工具達成一致共識。學生必須從導師和指導委員獲得明確的書面批准，並提前記錄AI工具的運用方式。
- 若未經授權使用AI工具進行學術工作，可能被視為違反學術倫理。
- 研究過程中包含論文的搜尋、設計、概述、起草、寫作、編輯、生成音檔或視覺內容，這些過程若有使用AI工具，應該要適當描述。
- 導師如果批准學生於論文中使用AI工具，必須能清楚指出學生與AI工具各自貢獻的部分，學生應提供充分證據證明自己符合博士論文的標準與期望。
- 學生應了解需要提供哪些證據才能證明自己的貢獻及AI工具的使用方式，以提供導師和指導委員評估。學生在口試中必須能清楚描述與捍衛其對於AI工具的使用方式。
- 學習學術寫作是研究生教育的重要部分，且必須透過實踐來養成技能。使用AI工具減輕寫作負擔，可能會導致削弱養成學術寫作技能的寶貴機會。

對於AI內容偵測器的態度？



THE UNIVERSITY OF BRITISH COLUMBIA

Academic Integrity 學術誠信

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ChatGPT and Other Generative AI Tools

ChatGPT 和其他生成式 AI 工具

Thinking about ChatGPT? 在考慮ChatGPT嗎？

Conversations around the impacts of artificial intelligence (AI) tools are ongoing as their capabilities continue to evolve. AI tools have the potential to change the way we teach, learn and work at UBC.

隨著人工智慧（AI）工具功能的不斷發展，圍繞其影響的對話正在進行中。人工智慧工具有可能改變我們在UBC的教學、學習和工作方式。

This list brings together important things to know about ChatGPT and generative artificial intelligence in the classroom for instructors and students at UBC. Generative AI technology is evolving quickly and this list will be updated as new developments arise. If you have a question that is not answered here, we invite you to share it through the website [feedback form](#).

這份清單彙集了UBC的教師和學生在課堂上需要瞭解的有關ChatGPT和生成式人工智慧的重要知識。生成式AI技術正在迅速發展，此清單將隨著新發展的出現而更新。如果您的問題在這裡沒有得到解答，我們邀請您通過網站[反饋表](#)進行分享。

<https://academicintegrity.ubc.ca/chatgpt-faq/>

Is the use of AI tools considered to be academic misconduct at UBC?

在UBC，使用人工智慧工具是否被視為學術不端行為？

The use of ChatGPT or other generative AI tools does not automatically equate to academic misconduct at UBC. At this time, whether the use of AI tools in courses is or is not allowed is a course or program-level decision and there is no overall, UBC-wide ban on its use in teaching and learning. Individual instructors should clarify expectations with their students early in the term, such as on the syllabus. If instructors have questions about any Department of program level policies on artificial intelligence tools, they should reach out to their Department or program. Further information is available on [generative AI syllabus language](#).

使用 ChatGPT 或其他生成式 AI 工具並不會自動等同於 UBC 的學術不端行為。目前，是否允許在課程中使用人工智慧工具是一個課程或專案級別的決定，並且沒有全面禁止在UBC範圍內使用人工智慧工具進行教學。個別教師應在學期初與學生澄清期望，例如在教學大綱上。如果教師對任何有關人工智慧工具的政策有疑問，他們應該聯繫他們的部門或專案。有關[生成式 AI 教學大綱語言](#)的更多資訊。

- If using ChatGPT and/or generative AI tools on coursework has been **prohibited** by the instructor, then using these tools would be considered to be academic misconduct.
如果教師禁止在課程作業中使用 ChatGPT 和/或生成式 AI 工具，那麼使用這些工具將被視為學術不端行為。
- If using ChatGPT and/or generative AI tools has been **permitted** by the instructor, then instructors should make sure to convey the limitations of use and how it should be acknowledged and use should stay within those bounds.
如果教師允許使用 ChatGPT 和/或生成式 AI 工具，那麼教師應確保傳達使用限制以及應如何承認和使用應保持在這些範圍內。
- If the use of ChatGPT and/or generative AI tools has **not been discussed or specified** by the instructor, then it is likely to be considered as prohibited as an example of the “use or facilitation of unauthorized means to complete an examination or coursework” and more specifically as “accessing websites or other online resources not specifically permitted by the instructor or examiner” (Discipline for Academic Misconduct, [Vancouver](#) 3.1.b.iv), and potentially plagiarism (3.1.e).

如果教師沒有討論或指定使用 ChatGPT 和/或生成式人工智慧工具，那麼它可能會被視為被禁止，例如「使用或協助未經授權的手段完成考試或課程作業」，更具體地說，作為「訪問教師或考官未明確允許的網站或其他在線資源」（學術不端行為紀律處分、[溫哥華](#) 3.1.b.iv），以及可能的剽竊（3.1.e）。

Students should not assume that all available technologies are permitted. If students are not sure about whether AI tools are allowed, as with any tool, they must ask their instructor for clarity and guidance.

學生不應假設所有可用的技術都是允許的。如果學生不確定是否允許使用人工智慧工具，就像使用任何工具一樣，他們必須向教師尋求澄清和指導。

Can or should instructors use AI detectors to detect the use of AI tools on assignments or assessments?

教師是否可以或應該使用 AI 檢測器來檢測 AI 工具在作業或評估中的使用方式？

UBC discourages the use of artificial intelligence detectors on student work, and is not at this time planning to purchase or support any such tools at the institutional level.

UBC不鼓勵在學生作業中使用人工智慧探測器，目前不打算在機構層面購買或支援任何此類工具。

There are several AI detectors currently in existence, such as GPTZero, Turnitin, and AI Content Detector. Despite the availability of such tools, it is important to remember that they might not be fully tested and that the technology to potentially outwit them continues to evolve. The detectors are not foolproof and can produce false negatives and false positives. It may also be possible for the user to modify content to avoid detection. Instructors might wish to consider [UBC's response](#) to Turnitin's AI detection feature and the concerns that were raised.

目前存在幾種 AI 檢測器，例如 GPTZero、Turnitin 和 AI Content Detector。儘管有這樣的工具，但重要的是要記住，它們可能還沒有經過全面測試，而且可能勝過它們的技術仍在繼續發展。檢測器不是萬無一失的，可能會產生假陰性和假陽性。使用者也可以修改內容以避免檢測。教師可能希望考慮[UBC](#)對Turnitin的 AI 檢測功能的回應以及提出的擔憂。

If instructors still choose to use AI detectors, they should be aware and understand their limitations and issues they can raise. None of the detectors has undergone a UBC Privacy Impact Assessment, and as such there may be privacy and security concerns with submitting student work to them, particularly without their knowledge or consent. Instructors should not use these tools to evaluate any student work that contains the name of the student or any other personal information of the student or third parties. If student work may be submitted through one or more AI detectors, instructors should be transparent with students and let them know at the beginning of the term, such as in the syllabus.

如果教師仍然選擇使用 AI 檢測器，他們應該意識到並理解它們的局限性和可能提出的問題。沒有一個探測器經過 UBC 隱私影響評估，因此，向他們提交學生作業可能存在隱私和安全問題，尤其是在他們不知情或未經他們同意的情況下。教師不應使用這些工具來評估任何包含學生姓名或學生或第三方的任何其他個人資訊的學生作業。如果學生的作品可以通過一個或多個人工智慧檢測器提交，教師應該對學生保持透明，並在學期開始時讓他們知道，例如在教學大綱中。

Finally, it is recommended that AI detection tools not be used as the sole factor in decision-making around an allegation of academic misconduct. If an instructor suspects that an assignment or assessment has been completed with unauthorized use of AI tools, they should proceed as they would for any other potential allegation of academic misconduct. An [overview of the academic misconduct process for instructors](#) is available on the academic integrity website.

最後，建議不要將人工智慧檢測工具用作圍繞學術不端行為指控做出決策的唯一因素。如果教師懷疑在未經授權的情況下完成了作業或評估，他們應該像處理任何其他可能的學術不端行為指控一樣繼續進行。有關[教師學術不端行為流程的概述](#)，請訪問學術誠信網站。

Can I use Turnitin's new AI-detection feature in my courses?

我可以在課程中使用 Turnitin 的新 AI 檢測功能嗎？

No, currently Turnitin's new AI-detection functionality is not available for use in any UBC course. **UBC has reaffirmed their decision to not enable Turnitin's new AI-detection feature**.

不可以，目前 Turnitin 的新 AI 檢測功能不適用於任何 UBC 課程。**UBC 重申了他們不啟用 Turnitin 的新 AI 檢測功能的決定**。

On April 4 2023, Turnitin activated [a new and separate feature](#) that attempts to identify AI-generated text. The LT Hub Leadership group, with the support of the Provosts at both UBC Vancouver and UBC Okanagan, made the decision not to enable this feature at that time ([April 2023](#)) and has recently reaffirmed their decision ([August 2023](#)) for the following reasons:

2023 年 4 月 4 日，Turnitin 啟動了一項新的獨立功能，該功能試圖識別 AI 生成的文本。LT Hub 領導小組在 UBC Vancouver 和 UBC Okanagan 教務長的支援下，當時（[2023 年 4 月](#)）決定不啟用此功能，並於最近重申了他們的決定（[2023 年 8 月](#)），原因如下：

Effectiveness of the feature is still unclear

該功能的有效性尚不清楚

- Testing for accuracy in the AI-detection feature is in early stages.
AI 檢測功能的準確性測試仍處於早期階段。
- Testing for potential bias in the feature continues to be in early stages.
對功能中潛在偏見的測試仍處於早期階段。
- Ability of the feature to keep up with rapidly evolving AI is unknown.
該功能能否跟上快速發展的人工智慧的步伐尚不得而知。

It is not possible to double-check or review the results

無法仔細檢查或審查結果

- Instructors cannot double-check the feature results.
教師無法仔細檢查功能結果。
- Results from the feature are not available for students to review.
學生無法查看該功能的結果。

■ **AI內容偵測器有錯誤機率且不明背後機制，可能造成誤判，故不建議使用**

Table 2. Characteristics of 20 analyzed abstracts according to plagiarism and artificial intelligence detection scores.

Title	Article type	Original abstract FRE	Paraphrased abstract			Humanized abstract		
			FRE	Plagiarism	AI detection	FRE	Plagiarism	AI detection
Efficacy, safety, and treatment burden of treat-and-extend versus alternative anti-VEGF regimens for nAMD: a systematic review and meta-analysis.	Meta-Analysis	25.6	17.8	0%	100%	23	11%	1%
The cross-sectional and longitudinal relationship of diabetic retinopathy to cognitive impairment: a systematic review and meta-analysis	Meta-Analysis	0	0	39%	100%	2.5	10%	41%
Oculomotor deficits in attention deficit hyperactivity disorder: a systematic review and meta-analysis	Meta-Analysis	16.6	16.3	8%	94%	22.2	22%	8%
Role of anti-vascular endothelial growth factor in the management of non-proliferative diabetic retinopathy without center-involving diabetic macular oedema: a meta-analysis of trials	Meta-Analysis	0	1	28%	76%	1	18%	5%
Diagnostic accuracy of OCTA and OCT for myopic choroidal neovascularisation: a systematic review and meta-analysis	Meta-Analysis	0	0	25%	100%	7.3	9%	85%
Bifocal use in hyperopic anisometropic amblyopia treated with atropine: a proof-of-concept randomized trial.	Randomized Controlled Trial	0	0	0%	84%	20.3	7%	2%
Comparison of breath-guards and face-masks on droplet spread in eye clinics	Randomized Controlled Trial	27.6	19.6	0%	100%	33.1	17%	24%
Role of fluorescein angiography guided laser treatment in aggressive retinopathy of prematurity	Randomized Controlled Trial	18	19.5	0%	100%	1	7%	2%
Non-penetrating deep sclerectomy with the sub flap (Ahmed's) suture: a 12-month comparative study	Randomized Controlled Trial	0	0	0%	74%	0	0%	0%
Outcome of transcanalicular laser dacryocystorhinostomy with endonasal augmentation in acute versus post-acute dacryocystitis	Randomized Controlled Trial	11.6	12.1	3%	100%	23.3	3%	2%
Conjunctival Lymphoma	Review	0	2.4	28%	100%	13.3	16%	1%
Retinoblastoma and vision	Review	28.2	14.8	0%	100%	34.1	0%	33%
Painting unknown worlds	Review	28.9	17.7	0%	100%	35.6	0%	61%
Malignant lesions of the caruncle	Review	6.3	11.7	29%	100%	28.4	22%	28%
Optical coherence tomography as retinal imaging biomarker of neuroinflammation/neurodegeneration in systemic disorders in adults and children	Review	0	0	0%	89%	0	0%	1%
Home-based screening tools for amblyopia: a systematic review	Systematic Review	21.3	12.2	18%	100%	21.9	22%	1%
Patient-reported outcome measures in vitreoretinal surgery: a systematic review	Systematic Review	0	10.5	8%	22%	23.5	30%	97%
Clinical trials targeting the gut-microbiome to effect ocular health: a systematic review	Systematic Review	1	27.5	7%	86%	23.7	14%	5%
Myopia prediction: a systematic review	Systematic Review	5.8	20.1	0%	100%	36.8	15%	91%
Global and regional prevalence of age-related cataract: a comprehensive systematic review and meta-analysis	Systematic Review	3.5	4.6	21%	100%	16.6	13%	67%

FRE Flesch Reading Ease.

1. 經過**AI**改寫期刊摘要，抄襲比例下降，但是**AI**內容偵測比例很高
2. 再次使用**AI**工具把**AI**改寫後的文字「人性化」，增加一點人味，**AI**內容偵測出來的比例就下降了！

若學生用**AI**改寫再自行修飾，**AI**內容偵測器很難偵測！

Taloni, A., Scordia, V., & Giannaccare, G. (2024). **Modern threats in academia: evaluating plagiarism and artificial intelligence detection scores of ChatGPT.** *Eye (London, England)*, 38(2), 397–400. <https://doi.org/10.1038/s41433-023-02678-7>

- 測試五種不同的AI內容偵測器，在偵測**GPT 3.5**生成文字時可以偵測出，**GPT4**的生成文字就偵測不出來！
- **Open AI**開發的雖然表現最好，然而**Open AI**後來也不再開發，因為很難跟上**LLM**的發展速度。

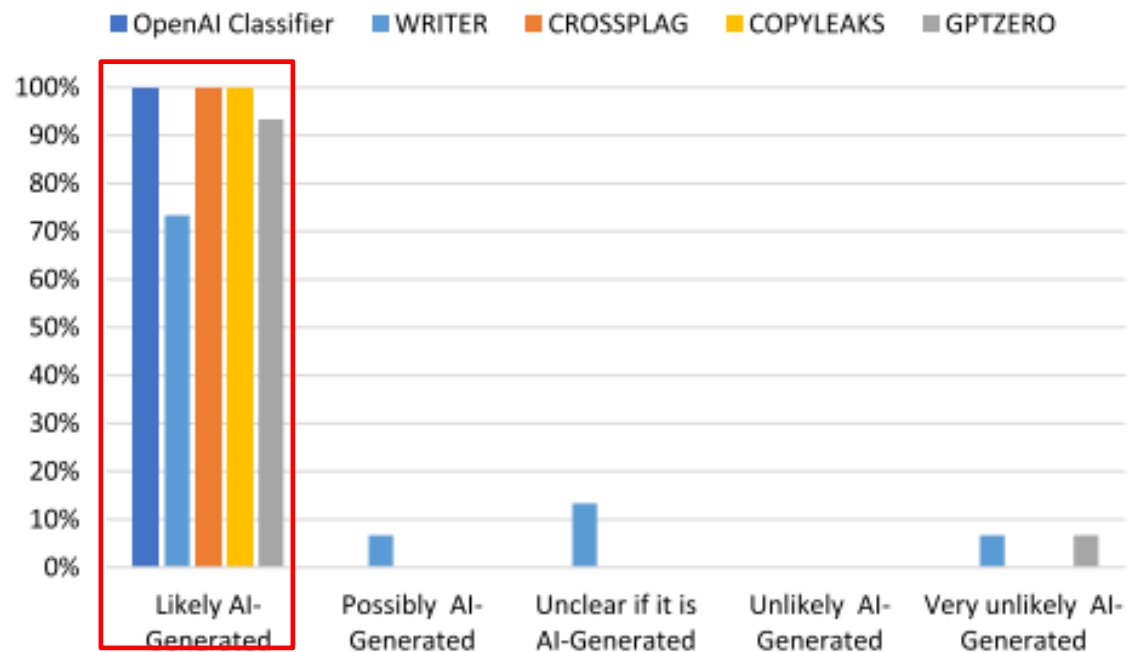


Fig. 1 The responses of five AI text content detectors for GPT-3.5 generated contents

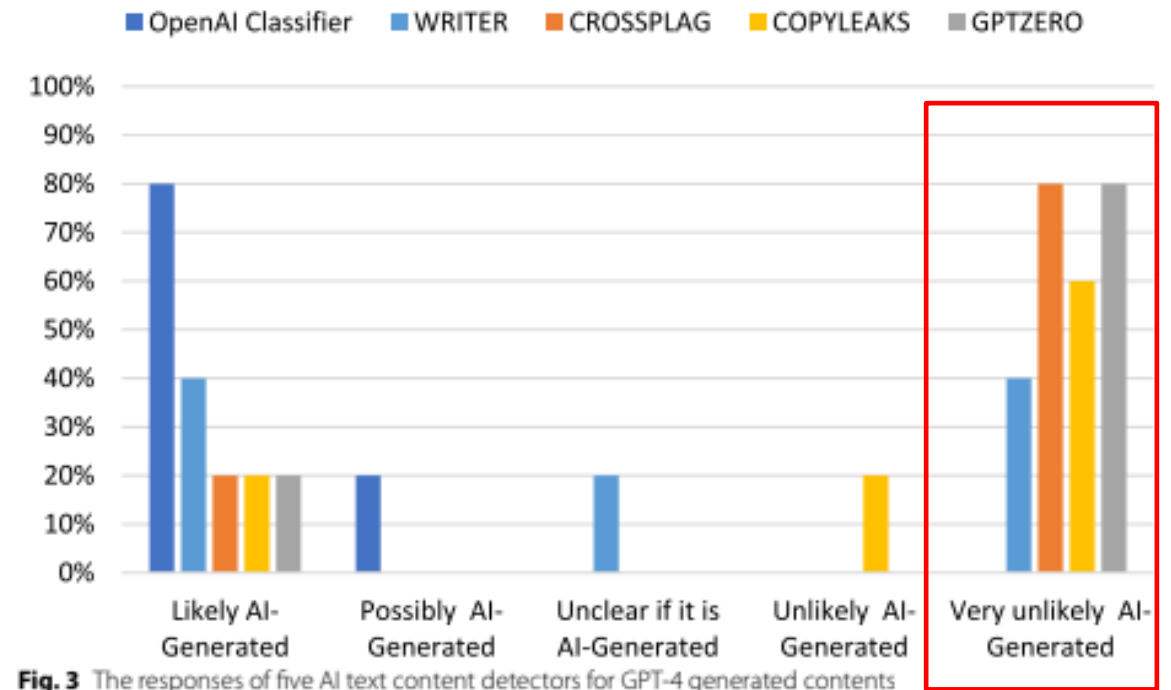


Fig. 3 The responses of five AI text content detectors for GPT-4 generated contents

AI生成文字的引用

Authors of AI Tools

Information Coming From:	Author Cited As:
ChatGPT	OpenAI
Claude	Anthropic
Gemini (formerly Google Bard)	Google AI
Lumina Chat	Anthropic
Microsoft Copilot	OpenAI's LLM (Microsoft Copilot)
Perplexity	Perplexity AI

APA's Position on Citing AI Tools

APA's Position: The results of a “chat” with a generative AI, like ChatGPT, are not retrievable by other readers. Although other types nonretrievable data or quotations are usually cited as personal communications in APA Style papers, with generative AI produced text there is no person communicating. Quoting an AI's text from a chat session is therefore more similar to sharing an algorithm's output. APA, therefore recommends that citations should credit the author of the algorithm with a reference list entry and the corresponding in-text citation.

Using an Appendix for Providing the Complete AI-Generated Text

Because generative AI's, like Chat GPT will generate a unique response in each chat session, even if given the same prompt, APA also suggests that the full text of long responses from such sea session should be placed in an appendix of your paper if readers would greatly benefit from having access to the exact text generated. It is then particularly important to document the exact text created and the presence of such an appendix should be called out at least once in the body of your paper.

Example:

When given a follow-up prompt of “What is a more accurate representation?” the ChatGPT-generated text indicated that “different brain regions work together to support various cognitive processes” and “the functional specialization of different regions can change in response to experience and environmental factors” (OpenAI, 2023; see Appendix A for the full transcript).

Reference:

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

APA、Chicago、MLA等格式都有相關規範，在此圖書館網頁介紹中有詳細說明要怎麼標示。

<https://guides.lib.wayne.edu/c.php?g=1368920&p=10302525>

Citing AI tools: Saving AI content for replication and citations

Home

Saving AI content for replication and citations

General information about citing sources

Recording or archiving AI-generated content

Authors citing AI tools in their work should consider creating archived copies of the AI output.

- Creating persistent URLs that link to archived copies of AI-generated content enables easy sharing in references of published works.
- AI-generated content can be saved or archived as a document, image, or webpage.

Even with an archived copy, keep in mind the content may not be verifiable or reproducible because it will be affected by many factors, such as how many times a model had to be prompted to produce a specific answer, whether the output was impacted by server issues, or if an author influenced the output through feedback features present in some AI tools.

Linking to AI output

AI tools like ChatGPT, Bard, and BingAI have features that generate links that allow users to share their conversations. These links may not be reliable, so authors may choose to use products like A.I. Archives, ShareGPT, or PermaCC to share persistent links. Find more information about generative AI tools available at MIT here:

<https://list.mit.edu/ai-tools>

- [Microsoft Copilot](#)

Formerly known as Bing AI or Bing Chat, Microsoft Copilot currently does not provide the means for archiving your chats. Users may still download a file containing the text from their chats, but this file will be missing essential metadata, such as the date of your chat, and if your chat involved a sequence of prompts, you will only be able to export the latest part of your chat.

- [Gemini](#)

Gemini (by Google/Alphabet) allows users to share chats or single prompts using links. However, users with a work or school account with the Gemini for Google Workspace add-on can't share chats.

- [ChatGPT](#)

Users can create links to entire chats, which also include the date it was created. These saved chats do not contain the name of the user who created the chat. The "Copy link" feature in ChatGPT has shown to be unstable at times, so relying on another means for saving your AI conversation might be best.

FAQ: <https://help.openai.com/en/articles/7925741-chatgpt-shared-links-faq>

Note: the ChatGPT "Archive" feature does not enable the sharing of chats through links but rather exists to unclutter users' interface. Archived chats can be found in the settings menu.

- [A.I. Archives example](#)

A.I. Archives is a Google Chrome browser extension that generates unique URLs for conversations with ChatGPT, Bard, or Claude, and lets users share their conversations publicly on the A.I. Archives website. A.I. Archives links contain the tool name, query, date of query, unique ID for archived document, and profile photo or initial of person who queried.

<https://libguides.mit.edu/c.php?g=1353444&p=9994954>

每次**Prompt**的回答都不同，就算紀錄**Prompt**指令內容，下次它也不會生成同樣紀錄。

→在此提供一些保存對話紀錄的方式



What is the meaning of life? Explain it in 5 paragraphs.



The meaning of life is a philosophical question that has been debated throughout history. It is a complex and multifaceted topic, and different people may have different answers depending on their beliefs, values, and experiences. In general, though, the meaning of life is thought to be the reason for which we exist, the purpose that gives our lives significance and direction.



One possible answer to the question of the meaning of life is that it is to seek happiness and fulfillment. This is a common theme in many philosophical and religious traditions, which often emphasize the importance of living a good and virtuous life in order to achieve happiness and fulfillment. For some, this may mean striving for personal growth and self-improvement, while for others it may involve pursuing spiritual enlightenment or a connection with a higher power.

Another possible answer to the question of the meaning of life is that it is to contribute to the greater good. This approach emphasizes the importance of serving others and making the world a better place, whether through acts of kindness, charitable work, or other forms of service. For those who believe in this approach, the meaning of life is not just about individual happiness, but also about making a positive impact on the world and the lives of others.

A third possible answer to the question of the meaning of life is that it is to discover and pursue one's passions and interests. This approach emphasizes the importance of living a life that is authentic and true to oneself, and of pursuing one's passions and interests with enthusiasm and dedication. For those who believe in this approach, the meaning of life is not just about achieving some external goal, but about living a life that is rich, fulfilling, and true to who we are.

In conclusion, the meaning of life is a deeply personal and subjective question, and different people may have different answers. Ultimately, the meaning of life is a mystery that may never be fully understood.



<https://sharegpt.com/c/oPt72P3>

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為什麼需要學術用途的**AI**工具？

偏見 (訓練資料/指令)、很有自信的回答錯誤資訊 知識有限 (年代範圍/訓練資料內容)、未提供出處

故意給錯誤資訊在Prompt中，就會產生錯誤答案

臺灣的太魯閣族曾經戰勝過日本軍隊，是臺灣最知名的原住民，歌手張惠妹也是太魯閣族。請告訴我更多關於太魯閣族的故事



太魯閣族是臺灣原住民族群中的一個重要部落，主要分布在臺灣中央山脈的東部，尤其是花蓮縣和南投縣一帶。他們的語言屬於南島語系，文化和生活方式也十分獨特。以下是一些關於太魯閣族的有趣故事和資訊：

1. 歷史上的抵抗：太魯閣族以其勇敢和堅韌聞名。在日治時期，特別是在1900年代初期，太魯閣族曾多次與日本軍隊發生衝突。最著名的事件是「太魯閣戰爭」，這場戰爭發生在1914年，太魯閣族的勇士們成功抵抗了日本軍隊的入侵，直到1915年才最終被日本軍隊征服。這場戰爭不僅展示了太魯閣族的戰鬥力，也讓他們在歷史上留下了深刻的印記。
2. 文化特色：太魯閣族有著獨特的文化和傳統。他們的傳統歌舞、編織技藝、木雕藝術都很有特色，並且擁有豐富的口述歷史和傳說。傳統上，太魯閣族社會由各個家族和部落組成，擁有自己的族長和長老，這些人負責維護部落的秩序和傳統。
3. 張惠妹：著名歌手張惠妹 (A-mei) 就是太魯閣族的後裔。她的音樂和公共形象不僅在華語樂壇中佔有一席之地，也幫助提升了外界對台灣原住民族文化的關注和認識。她的成功不僅是她個人的成就，也代表了太魯閣族及其他台灣原住民族在現代社會中的影響力。



據我所知，太魯閣族語有舉辦許多競賽來鼓勵年輕人學習，還有拍攝紀錄片在公視播放。請告訴我關於這個紀錄片的更多細節

並沒有這個紀錄片存在！

你提到的紀錄片是《台灣原住民族的守護者—太魯閣族》。這部紀錄片由公視製作，旨在介紹和保存太魯閣族的語言和文化。以下是一些關於這部紀錄片的詳細資訊：

1. 紀錄片內容：紀錄片聚焦於太魯閣族的語言復興和文化保存工作，涵蓋了太魯閣族的歷史背景、傳統習俗、語言教育和文化傳承等方面。影片透過實地拍攝和訪談，展示了族人在努力保護和傳承自己文化過程中的故事和挑戰。
2. 語言復興：紀錄片特別關注太魯閣語的復興工作，介紹了各種語言學習和教育活動，這些活動旨在鼓勵年輕人學習和使用太魯閣語。影片展示了族內部的語言課程、工作坊，以及一些年輕族人如何積極參與這些活動的情況。
3. 文化保存：除了語言復興，紀錄片也探討了太魯閣族的傳統工藝、歌舞和儀式如何被保存和傳承。影片中包括了許多珍貴的畫面，顯示了傳統工藝的製作過程以及重要的文化活動。
4. 播出平台：這部紀錄片在公視（公共電視）播出，公視是一個致力於推廣公共文化和教育節目的電視台。透過這個平台，紀錄片能夠接觸到更廣泛的觀眾，增進對太魯閣族及其文化的了解和關注。

幻覺(假文獻)、文獻正確但出處錯誤 只能提供OA文獻、無法了解推薦依據

此研究使用的Prompt:

“I want you to act as an academic researcher. Your task is to **write a paper of approximately 2000 words with parenthetical citations and a bibliography that includes at least 5 scholarly resources such as journal articles and scholarly books.** The paper should respond to this question: “[paper topic].”

“我希望你擔任學術研究人員的角色。你的任務是寫一篇大約2000字的論文，帶有括號引文和至少包括5種學術資源的參考書目，如期刊文章和學術書籍。論文應回答這個問題：『[論文題目]』。

- 雖然要求論文長度2000字，但84篇論文中沒有一篇長度超過1400字。
- 42篇 GPT-3.5 論文中有 12 篇引用的作品少於 5 篇。GPT-4 的每一篇論文都至少引用了 5 篇作品(與主題相關、93%為學術性)。
- 檢索Google、Google Scholar、Amazon、Open Access Journals目錄、PubMed、Scopus、WorldCat、出版商和期刊的網站以及其他來源，以確定每篇引用的作品是真實的還是捏造的。
- 在GPT-3.5論文引用的222篇作品中，55%是捏造的。GPT4的引用文獻有18%為捏造。
- GPT-3.5 和 GPT-4 似乎特別難生成正確書籍章節。大多數捏造的文章、書籍和網站引用都至少有包含到真實的期刊、出版商和組織名稱。相比之下，許多捏造的對書籍章節則不管章節還是書名都不是真實的。

Chatgpt

vs.

Scopus AI

- Chatgpt生成的內容來自於對大量文本數據進行訓練，模型並不直接引用或複製特定的來源，而是通過理解和生成語言來回問題和提供訊息
- Chatgpt的知識目前至2023年10月
(2024/7/16)

可能會生成不夠準確或誤導性的回答

- Scopus AI生成的內容皆來自Scopus收錄的內容
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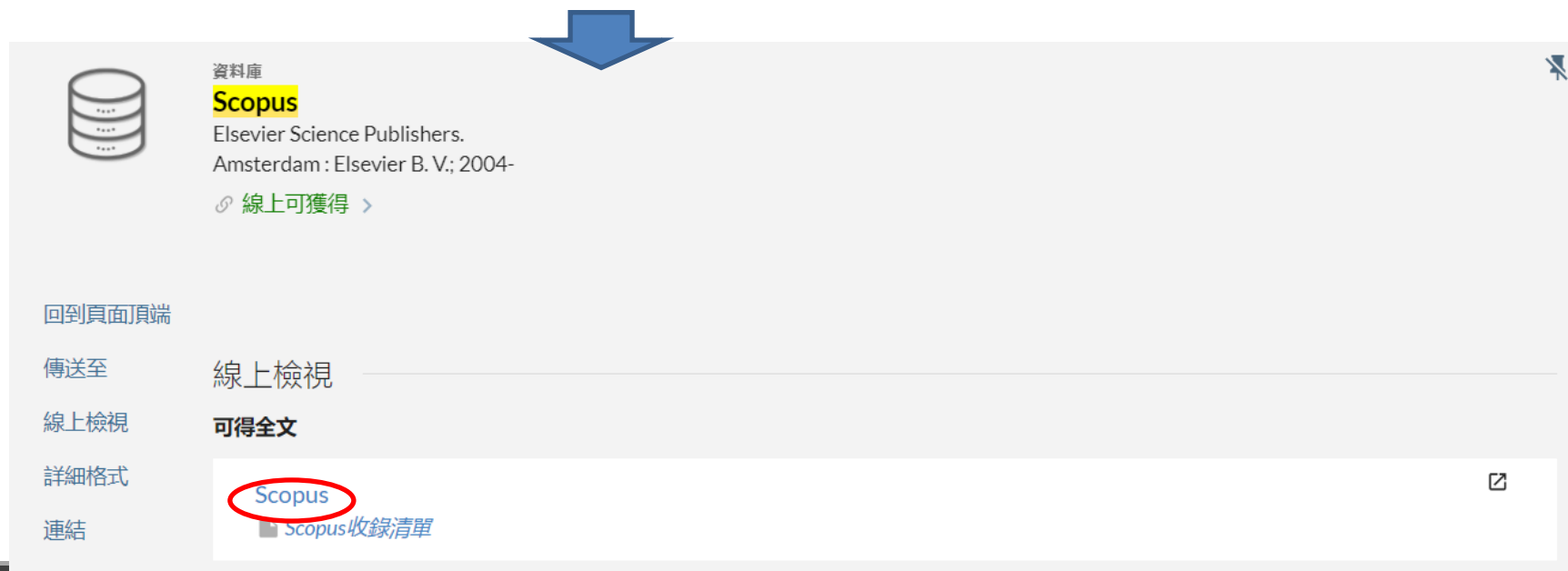
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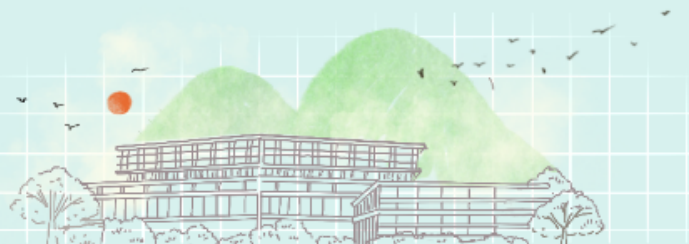
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- 不像Web of Science有分SCIE 、SSCI (本館只訂購SSCI)...,查詢跨領域研究的引文分析，可以用此資料庫

圖書館資訊素養 數位學習



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課程介紹

本課程依據研究歷程結合圖書館資源，從研究主題的選訂、研究資源的蒐集、論文的撰寫、學位論文的架構、書目管理軟體EndNote的應用至論文完成後上傳至Turnitin比對系統，做一個完整的介紹。

第一單元 選擇研究主題



這個單元介紹如何利用圖書館現有的查詢工具，選擇研究的主題

- 1-1 決定研究主題
- 1-2 建立背景知識
- 1-3 如何挑選核心期刊
- 1-4 如何挑選必讀的文章-SSCI
- 1-5 如何挑選必讀的文章-Scopus
- 1-6 如何挑選必讀的文章-TCI

第二單元 文獻搜集分析



這個單元介紹如何利用圖書館及網路資源，獲得研究所需的全文

- 2-1 書目辨識
- 2-2 圖書館查詢工具
- 2-3 搜集主要概念及相關詞
- 2-4 資訊檢索技巧
- 2-5 資料庫的選擇
- 2-6 找書
- 2-7 找期刊文章
- 2-8 找博碩士論文
- 2-9 找會議論文
- 2-10 Google Scholar
- 2-11 館際互借

第三單元 文章撰寫



這個單元介紹常見的引用格式、引用的工具、EndNote、學術論文原創性比對系統，最後介紹學位論文撰寫格式

- 3-1 學術倫理
- 3-2 常見的書目格式
- 3-3 引用工具
- 3-4-1 書目管理軟體- EndnoteX9
- 3-4-2 書目管理軟體- Endnote20
- 3-5 Turnitin學術論文原創性比對系統
- 3-6 學位論文撰寫格式

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ProQuest Central 為全球最完整跨學科研究資源資料庫，涵蓋47個主題子庫，收錄多達31,280種出版物，囊括500多種學科主題。

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是研究方法的資料庫，SRM能在協助研究者解讀研究方法和研究設計的相關問題，所連結的研究方法術語與彙編達1,400多則，資料來源種類繁多，只要簡單的搜尋動作，就能從精挑細選的研究方法書籍、期刊、參考資料中找到結果。

Scopus



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Web of Science



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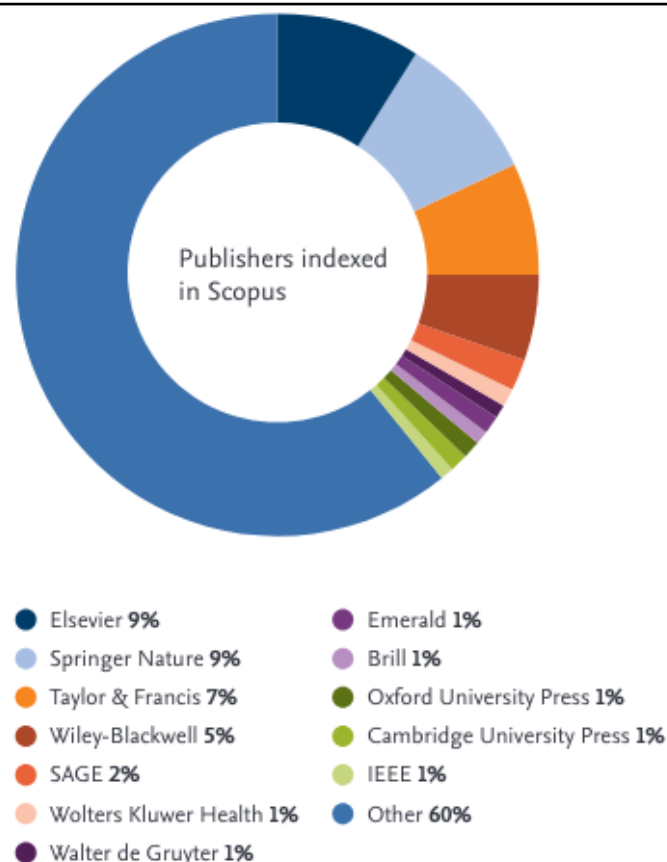
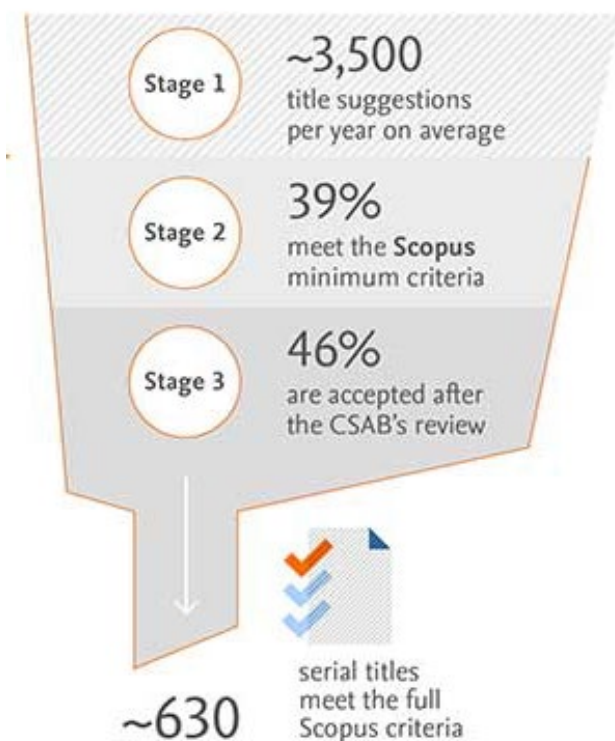
學科領域分析實務



介紹如何使用臺灣人文及社會科學引文索引資料庫 (Taiwan Citation Index, 簡稱TCI) 與SCOPUS資料庫分析領域學術產出，包括相關文獻由總圖、多產

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240,101

1,803

74

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☐ 5 Nature Reviews Drug Discovery

123.8

99%
1/301
Pharmacology

22,277

180

88

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107.5

99%
1/212
General
Biochemistry,
Genetics and
Molecular Biology

101,074

940

92

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不同領域不可以直接用數字比較
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查詢機構表現

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論文名稱、摘要、關鍵字



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digital humanities



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8,963 篇文獻結果

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與左方結果篩選欄位一致

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優化搜尋條件

在搜尋結果內搜尋

篩選條件

年份

☒ 範圍 ☐ 單個

從

到



作者姓名

學科領域

☐ Social Sciences

4,723

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日期 (降冪)

[田](#) [三](#)[引用](#)☐ 1

Article • 開放取用

Evol project: a comprehensive online platform for quantitative analysis of ancient literatureWang, J., Duan, S., Fu, B.,
Gao, L., Su, Q.Human
Science
Comm
291

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Article

Scenery deconstruction: a new approach to understanding the historical characteristics of Nanjing cultural landscapeZhang, W., Wang, Y., Fu, L.,
Hu, Y.Heritage Science, 12(1),
62

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Article • 開放取用

Deep image prior inpainting of ancient frescoes in the Mediterranean Alpine arcMerizzi, F., Saillard, P.,
Acquier, O., ...Calatroni, L.,
Dessl, R.M.

Heritage Science, 12(1), 41

2024

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可縮小年代範圍只看近3-5年

選擇要分析的年份範圍: 1971

到 2024

分析

年份 ↓

2024

2023

2022

2021

2020

2019

2018

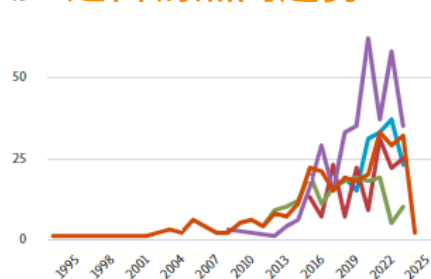
2017

2016

2015

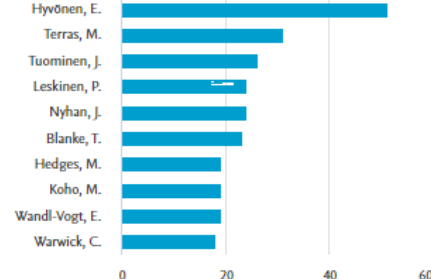
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是否為熱門趨勢



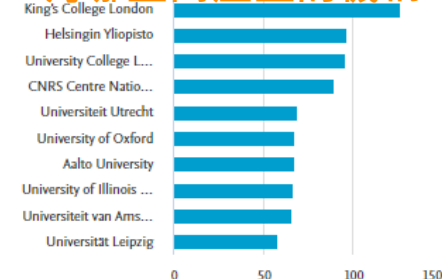
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有哪些高產量的作者



按機構區分的文獻

有哪些高產量的機構

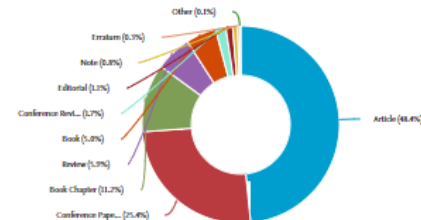


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有哪些高產量的國家

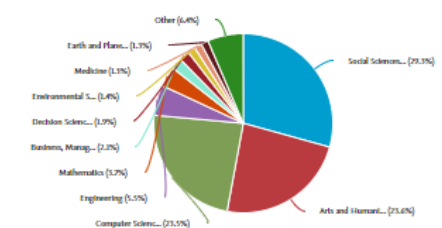


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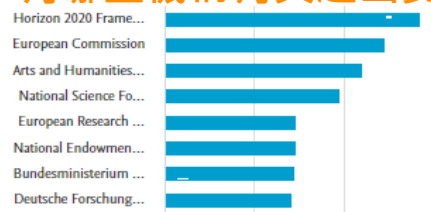
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論文 • Hybrid Gold Open Access

來源出版物種類
期刊

ISSN :
02684012
DOI
10.1016/j.ijinfomgt.2023.102642

展開

International Journal of Information Management • 開放取用 • 卷 71 • August 2023 • 論文號碼 102642

“So what if ChatGPT wrote it?” Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy

Dwivedi, Yogesh K.^{a, b} ✉ ; Kshetri, Nir^c; Hughes, Laurie^a; Slade, Emma Louise^d; Jeyaraj, Anand^e; Kar, Arpan Kumar^{f, g}; Baabdullah, Abdullah M.^h; Koohang, Alexⁱ; Raghavan, Vishnupriya^j; Ahuja, Manju^k; Albanna, Hanaa^l; Albashrawi, Mousa Ahmad^m
顯示其他的作者 將全部儲存到作者清單

^a Digital Futures for Sustainable Business & Society Research Group, School of Management, Swansea University, Bay Campus, Fabian Bay, Wales, Swansea, United Kingdom

^b Department of Management, Symbiosis Institute of Business Management, Pune & Symbiosis International (Deemed University), Maharashtra, Pune, India

^c Bryan School of Business and Economics, University of North Carolina at Greensboro, United States

^d University of Bristol Business School, University of Bristol, BS8 1SD, United Kingdom

顯示其他的機構

681 99th percentile
在 Scopus 中的引用次數 : in Scopus

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領域權重引用影響指數 (FWCI)

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Generative AI and the future of higher education: a threat to academic integrity or reformation? Evidence from multicultural perspectives

Yusuf, A. , Pervin, N. , Román-González, M. (2024) *International Journal of Educational Technology in Higher Education*

The melody of language learning at intermediate and upper levels: an emphasis on free discussion panels as an indispensable part of language classes and the effects on willingness to communicate, growth mindfulness, and autonomy

CAO, J. , Liu, X. (2024) *BMC Psychology*

The model student: GPT-4 performance on graduate biomedical science exams

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The importance of corporate digital responsibility in a Digital Service World
Kunz, W. , Wirtz, J. , Hartley, N. (2024) *The Impact of Digitalization on*

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永續發展目標 2023

熱門主題

計量

作者關鍵字

ChatGPT; Conversational agent; Generative AI; Generative artificial intelligence; Large language models

已索引的關鍵字

工程控制詞彙

Commerce; Ethical technology; Information management

工程非控制詞彙

ChatGPT; Conversational agents; Generative AI; Generative artificial intelligence; In-field; Intelligent tools; Language model; Large language model; Marketing information system; Multidisciplinary perspectives

工程主標題

Marketing

探索可使用的關鍵字

永續發展目標 2023 ①

新增

對應到本文獻之永續發展目標

責任消費與生產

目標 12

熱門主題 ①

了解此研究主題是否為近年熱門的

主題名稱

Technology Acceptance Model; Mobile Payment; E-Learning

熱門主題百分位

99.977 ①

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建立書目



1 Abdulquadri, A., Mogaji, E., Kieu, T.A., Nguyen, N.P.

Digital transformation in financial services provision: a Nigerian perspective to the adoption of chatbot

(2021) *Journal of Enterprising Communities*, 15 (2), pp. 258-281. 被引用 86 次.

<http://www.emeraldinsight.com/info/journals/jec/jec.jsp>

doi: 10.1108/JEC-06-2020-0126

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2 Adams, M.

(2023)

"How AI search unlocks long tail results", Available at: <

<https://www.algolia.com/blog/ai/how-ai-search-unlocks-long-tail-results/>>



3 Adams, T.

Daniel Kahneman: 'Clearly AI is going to win. How people are going to adjust is a fascinating problem'

(2021) *The Guardian*. 被引用 2 次.

< <https://www.theguardian.com/books/2021/may/16/daniel-kahneman-clearly-ai-is-going-to-win-how-people-are-going-to-adjust-is-a-fascinating-problem-thinking-fast-and-slow> >

文獻類型的意義

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Subject area  Enter subject area

Filter refine list

Display options

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Counts for 4-year timeframe

☒ No minimum selected

☐ Minimum citations

☐ Minimum documents

Citescore highest quartile

☐ Show only titles in top 10 percent

☐ 1st quartile

☐ 2nd quartile

☐ 3rd quartile

☐ 4th quartile

Source type

☐ Journals

☐ Book Series

☐ Conference Proceedings

☐ Trade Publications

Journals 期刊	Book series 叢書	Conference Proceedings 會議論文	Trade publications 行業期刊
經過同儕評審的連續出版物	<ul style="list-style-type: none">具有總叢書名和ISSN，其中每一卷和/或每一期也是一本帶有ISBN的書。通常除了叢書名外，還有一個單獨的書名以及不同的編輯。叢書的出版通常不定期。	<ul style="list-style-type: none">論文集可作為帶有ISSN的連續出版物或帶有ISBN的非連續出版物出版，可能包含全文論文或僅有摘要。Scopus不收錄只有摘要的會議論文。刊名通常包括proceeding(s)、meeting(s)、conference(s)、symposium/symposia、seminar(s)或workshop(s)等詞。工程、計算機科學和物理學等領域很重視	<ul style="list-style-type: none">面向特定行業或商業類型的連續出版物。通常是雜誌型期刊，刊登熱門話題文章、新聞和廣告，很少經過同行評審。只有具備科學相關性的文章或綜述才會被Scopus收錄。對行業期刊文章的最低收錄要求是:(1)至少一頁,(2)至少提及一位作者

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- Data papers 數據檔

**ChatGPT的訓練資料內即使有學術資料，
也還有其他錯誤資訊，沒有這麼嚴謹的把關。**

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<https://www.elsevier.com/products/scopus/scopus-ai>

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- Scopus AI 是一款由生成式 AI (GenAI) 提供支援的直觀智慧搜尋工具
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Step 2:

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Step 3:

Scopus AI: Vector Search & Result Generation



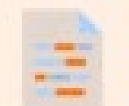
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Language Learning Model (LLM) summary generation



Step 5:

Cited references for validation and transparency



Step 6:

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- **Foundational paper**是跟這個問題有關的重要文獻，不會限定年代範圍。
- 不會產生虛假答案，如果不知道就會說沒有相關文獻。
- 未來會讓研究者可以使用自己的母語發言，然而回覆內容還是英文的。

- Use OpenAI's large language model (LLM) ChatGPT hosted on Microsoft Azure

- No data exchange or use of our data to train OpenAI's public model

可參考廠商說明影片 <https://www.youtube.com/watch?v=8i4CR507Dul>, <https://www.youtube.com/watch?v=rRTXZS2oWR4>

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文獻 作者 搜尋研究人員 (Researcher Discovery) 組織 **Scopus AI** New

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How does generative AI impact higher education?



← 直接輸入想詢問的問題

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← 也可參考查詢例句

How does generative AI impact higher education?

Summary

將相關文獻提供成一個附有參考文獻的摘要

Generative AI has a significant impact on higher education, as evidenced by several studies:

- **Enhanced Teaching and Learning:** Generative AI enhances teaching and learning practices in higher education by creating custom learning resources for students and automating administrative processes

①②. 這些摘要皆是有所依據，內容來自Scopus收錄的文獻

- **Ethical Risks and Biases:** There are ethical risks and discriminatory biases associated with generative AI that can negatively influence students' learning experiences, necessitating careful examination and recommendations for educators ②③.

- **Transforming Assessment:** Generative AI transforms assessment in higher education by cultivating students' self-regulated learning skills, responsible learning, and integrity, requiring teacher professional development and innovative teaching approaches ④⑤.

- **Educator Perspectives:** Educators believe that generative AI will have a major impact on teaching and assessment, leading to necessary changes in curriculum, pedagogy, and assessment practices to focus on learning with AI, higher-order thinking, and ethical values ⑥.

- **Student Behavior and Cognitive Achievement:** Generative AI techniques and applications have positive and significant effects on students' cognitive achievement in higher education institutions, enhancing student behavior and learning outcomes ⑦.

These findings suggest that generative AI has the potential to revolutionize higher education by enhancing teaching and learning practices, transforming assessment, and improving student outcomes. However, it also raises ethical concerns and biases that need to be carefully addressed by educators and policymakers.



References

- 1 Impact of generative AI in transforming higher education pedagogy
Gupta A.
Leveraging ChatGPT and Artificial Intelligence for Effective Customer Engagement 7
2024
- 2 Generative AI ethical considerations and discriminatory biases on diverse students within the classroom
Salazar L.R., Peebles S.F., Brooks M.E.
The Role of Generative AI in the Communication Classroom 7
2024
- 3 Exploring ethical considerations in utilizing generative AI for global knowledge sharing in higher education
Yu P., Lu S., Long Z., (...), Shah Z.A.
Facilitating Global Collaboration and Knowledge Sharing in Higher Education With Generative AI 7
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Foundational documents

875 citations

"So what if ChatGPT wrote it?" Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy
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International Journal of Information Management 7 2023

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ChatGPT for good? On opportunities and challenges of large language models for education
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Expanded summary

提供更多不同角度的觀點,有助於對查詢內容更全面和深入的了解(最多20篇)

Based on the user's query, I will address the impact of generative AI on higher education, the ethical implications, potential risks and challenges, and current applications of generative AI in higher education.

Impact of Generative AI on Higher Education:

- Generative AI, such as GPT-4, Open Assistant, and DALL-E, presents a paradigm shift in information acquisition and learning in higher education [1](#) [2](#) .
- It has the potential to personalize learning experiences, create custom learning resources for students, and automate administrative processes [2](#) .
- However, the integration of generative AI raises complex ethical issues for faculty and learners, necessitating comprehensive ethical guidelines to ensure alignment with academic integrity and social responsibility [3](#) .

Ethical Implications of Generative AI in Higher Education:

- Generative AI can induce biases that impact decision-making processes and produce inaccurate or distorted information, potentially harming marginalized student groups [4](#) .
- The ethical risks and discriminatory biases against diverse student populations in U.. classrooms need to be addressed to prevent negative influences on learning experiences [4](#) .
- The use of generative AI in higher education demands careful examination of issues such as data privacy, algorithmic bias, and intellectual critical thinking [5](#) .

每個觀點有所依據，可連結至相關的書目

Potential Risks and Challenges Associated with Integrating Generative AI into Higher Education:

- Challenges associated with the adaptability, privacy concerns, and ethical issues in utilizing AI-generated applications have been identified [2](#) .
- Faculty and students should focus on ensuring that ethical and moral implications are addressed, using AI to augment rather than replace human intelligence, and critically reviewing the results of generative AI systems [6](#) .
- The potential challenges include academic integrity concerns, reliability issues, limitations in assessing learning outcomes, and potential biases and falsified information in information processing [7](#) .

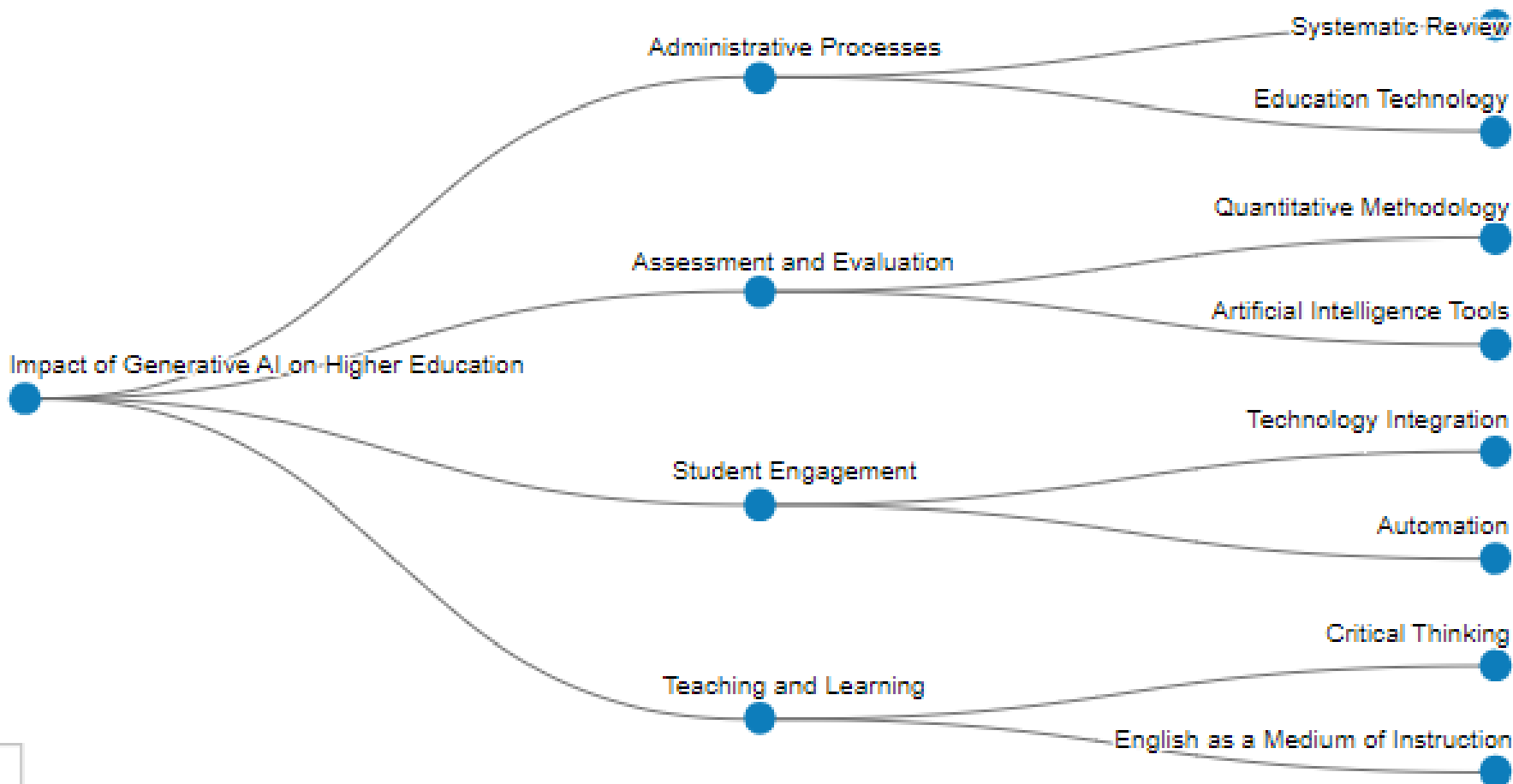
Current Applications of Generative AI in Higher Education:

- Generative AI has been applied to enhance teaching and learning practices, offering personalized feedback, supporting research and data analysis, and automating administrative services [7](#) .
- It has the potential to foster global collaboration and knowledge sharing, address cross-cultural understanding, and promote internationalization in educational settings [8](#) .
- The technology has been used to transform assessment in higher education, cultivating students' self-regulated learning skills, responsible learning, and integrity [9](#) .

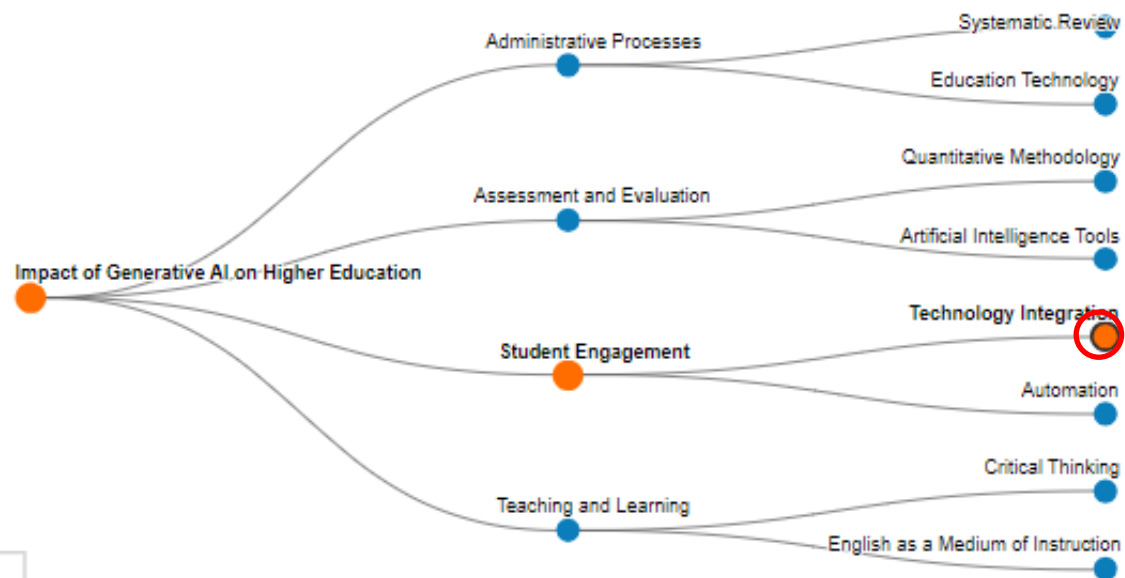
In conclusion, generative AI has the potential to revolutionize higher education by personalizing learning experiences, automating administrative processes, and fostering global collaboration. However, its integration raises ethical concerns and potential risks such as biases, reliability issues, and limitations in assessing learning outcomes. The current applications of generative AI in higher education encompass teaching and learning enhancement, assessment transformation, and fostering global collaboration. While the technology offers significant opportunities, it is crucial to address the associated ethical implications and challenges to ensure its responsible and effective use in higher education.

Concept map

採用大型語言模型來編織研究領域的結構，使用研究摘要中的關鍵字為每次查詢產生概念地圖，有助全面了解此主題間的關聯，並探索尚未開發的前沿領域



Concept map



點擊一個節點時，該關係會以橙色顯示，也會有關係的概述和解釋。如果點擊其他節點，概述和解釋也會隨之更新

Linked concept path summary

Impact of Generative AI on Higher Education → Student Engagement → Technology Integration

The impact of Generative AI on student engagement in higher education through technology integration is a topic of growing interest. Here's a summary of the insights from the abstracts:

- **Positive Effects on Student Engagement:** Generative AI techniques and applications have been found to have positive and significant effects on students' cognitive achievement in higher education institutions [1](#).
- **Student Perceptions and Integration:** Students generally have a positive attitude towards Generative AI in teaching and learning, recognizing its potential for personalized learning support and research capabilities [2](#).
- **Metacognitive Knowledge and Technological Skill Development:** Generative AI tools can be utilized within a reflective practice model to bolster metacognitive regulation and technological proficiency, enhancing student learning processes [3](#).
- **Educator Acceptance and Utilization:** Educators in various disciplines express a positive view of AI tools' impact on higher education, particularly in enhancing creativity and efficiency [4](#).
- **Challenges and Ethical Considerations:** Concerns exist regarding accuracy, privacy, ethical issues, and the impact on personal development, career prospects, and societal values [2](#). Ethical considerations and human oversight are crucial for successful integration [5](#).

Unfortunately, none of the abstracts directly address the specific impact of Generative AI on student engagement through technology integration in higher education. However, based on the information provided, it can be inferred that Generative AI has the potential to positively impact student engagement through personalized learning support and metacognitive skill development, while also presenting challenges related to privacy, ethics, and student perceptions.

[Show all 5 references](#)



Topic experts

主題專家功能使用 Scopus 中超過 1960 萬的作者檔案來尋找與查詢主題相關的頂尖研究人員



Rudolph, Jürgen J.

1,872 citations 6 matching documents 10 h-Index

Jürgen Rudolph is an expert in the impact of generative AI on higher education, as evidenced by his publications exploring the paradox of chatbot usage, the implications of generative AI on academic integrity policies for international students, and the potential disruption of traditional assessments in higher education.

Preview profile



Bannister, Peter P.

4 citations 4 matching documents 2 h-Index

Peter Bannister is an expert in the intersection of generative AI and higher education research on the cultural implications of generative AI in transnational higher education, the impact of generative AI on academic integrity policies for international students, and the assessment of generative AI in English medium instruction.

Preview profile

Rudolph, Jürgen

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基於 2013 - 2022 年的 29 篇精選文獻

Article • 關於取用

Higher Education's Generative Artificial Intelligence Paradox: The Meaning of Chatbot Mania

Rudolph, J., Ismail, M.F.B.M., Popenici, S.

Journal of University Teaching and Learning Practice, 2024, 21(6)

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62

會以初始的查詢建議進一步的查詢，
採取新的觀點或擴展到更廣泛的視角

↳ What are the ethical considerations of using generative AI in higher education?

What are the ethical considerations of using generative AI in higher education?

Summary

Generative AI in higher education raises several ethical considerations, as highlighted in the available abstracts:

- **Data Privacy:** The use of generative AI in higher education necessitates careful examination of data privacy issues [1](#) [2](#) [3](#) .
- **Algorithmic Bias:** Ethical implications include the need to navigate algorithmic bias to ensure equitable and respectful cross-cultural interactions [2](#) [4](#) .
- **Intellectual Critical Thinking:** The ethical dimensions related to the use of generative AI in higher education encompass fostering intellectual critical thinking [1](#) .
- **Ethical and Moral Implications:** Faculty and students should focus on ensuring that ethical and moral

Expanded summary 

Concept map 

Topic experts 

Go deeper

↳ What are the potential privacy concerns associated with using generative AI in higher education?

↳ How can the use of generative AI in higher education impact academic integrity?



References

- 1 Exploring ethical considerations in utilizing generative AI for global knowledge sharing in higher education
Yu P., Lu S., Long Z., (...), Shah Z.A.
Facilitating Global Collaboration and Knowledge Sharing in Higher Education With Generative AI ↗
2023
- 2 Leveraging generative AI for cross-cultural knowledge exchange in higher education
Mahboob K., Asif R., Umme L.
Facilitating Global Collaboration and Knowledge Sharing in Higher Education With Generative AI ↗
2023
- 3 Ethical navigations: Adaptable frameworks for responsible AI use in higher education
Farina A., Stevenson C.N.
Exploring the Ethical Implications of Generative AI ↗ 2024

Show all 5 references

針對點選的深入問題重新產生新的摘要、概念地圖、主題專家等資訊

Scopus vs. Scopus AI檢索

Scopus AI

以查詢How does digital space impact political movements?為例

Explore topics and discover relevant references since 2013 [How it works](#)

How does digital space impact political movements?

檢索日期:2024/6/21



How does digital space impact political movements?

Summary

The impact of digital space on political movements is multifaceted and influenced by various factors, as evidenced by several academic abstracts:

- **Political Strategy and ICT Use:** The use of information and communication technologies (ICTs) is shaped by political strategy, and divergent uses of ICTs can influence movement outcomes [1](#).
- **Institutional Implications of Digital Organizing:** Digital technologies have implications for both social movements and the institutional political arena, challenging previous theorizations [2](#).
- **Interplay Between Digital Media and Physical Urban Spaces:** Social movements are shaped by the interdependent dimensions of digital media and physical urban spaces, providing spaces for interaction and the establishment of human agency [3](#).
- **Multi-Scalar Cross-Platform Affordances:** Digital platforms co-constitute an environment in which citizens engage in political consumption across different platforms, influencing political agency [4](#).
- **Digital Space Evolution and Political Communication:** The evolution of the digital space impacts mass social political communication and the functioning processes of contemporary society, with new network actors playing a role in current politics [5](#).
- **Impact of Digital Media on Political Activism:** Digital media reshape political activism, as seen in the case of the UK citizens' movement 38 Degrees, which utilizes digital network repertoires alongside professional news media coverage [6](#).
- **VOIP Technologies and Grassroots Political Organizations:** The adoption of VOIP technologies in grassroots political groups shapes political culture and practice, with instrumental benefits potentially constraining the formation of deep relationships [7](#).

If you need further information or a different focus, please let me know.

References

- 1 How Digitized Strategy Impacts Movement Outcomes: Social Media, Mobilizing, and Organizing in the 2018 Teachers' Strikes
Blanc E.
Politics and Society 2022
- 2 Organisational Libertarianism, Collective Action and Digital Technologies
Piazzo R.
Iride 2023
- 3 Seeing spatially: People, networks and movements in digital and urban spaces
Lim M.
International Development Planning Review 2014

[Show all 7 references](#)

Foundational documents

826 citations
The logic of connective action: Digital media and the personalization of contentious politics
W.L., Bennett, W. Lance, A., Segerberg, Alexandra

Summary references

Reference [1](#) • 6 citations

How Digitized Strategy Impacts Movement Outcomes: Social Media, Mobilizing, and Organizing in the 2018 Teachers' Strikes [↗](#)

Blanc, E. [↗](#)

Politics and Society [↗](#) 2022

[Show abstract](#) [↕](#)

Reference [2](#) • 0 citations

Organisational Libertarianism, Collective Action and Digital Technologies [↗](#)

Piazzo, R. [↗](#)

Iride [↗](#) 2023

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Reference [3](#) • 47 citations

Seeing spatially: People, networks and movements in digital and urban spaces [↗](#)

Lim, M. [↗](#)

International Development Planning Review [↗](#) 2014

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Reference [4](#) • 5 citations

Enacting cross-platform (buy/boy)cotts: Yellow Economic Circle and the new citizen-consumer politics in Hong Kong [↗](#)

Poon, H. [↗](#), Tse, T. [↗](#)

New Media and Society [↗](#) 2024

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Scopus vs. Scopus AI檢索

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論文名稱、摘要、關鍵字

digital space

AND

搜尋範圍
論文名稱、摘要、關鍵字

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檢索日期:2024/6/21

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Article • 開放取用 1 The power to transform structures: power complexes and the challenges for realising a wellbeing economy	Bärnthaler, R., Novy, A., Arzberger, L., Krisch, A., Volmary, H.	Humanities and Social Sciences Communications, 11(1), 558	2024	1
Article • 開放取用 2 Enacting cross-platform (buy/boy)cotts: Yellow Economic Circle and the new citizen-consumer politics in Hong Kong	Poon, H., Tse, T.	New Media and Society, 26(5), 2971-2991 頁	2024	5
Article 3 CULTURAL INTELLIGENCE AND THE POPULIST DISCOURSE MANIFESTED THROUGH SOCIAL MEDIA	Frunză, S., Rațiu, P.	Journal for the Study of Religions and Ideologies, 23(67), 32-43 頁	2024	0

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Technological progress and politica	2-s2.0-85099186026		2-s2.0-85014655873		Social Media, Profes
Interpersonal Justice and Social Mec	2-s2.0-85192868103		2-s2.0-84892686502		Seeing spatially: Pec
The racial economy of Instagram	2-s2.0-85173100716		2-s2.0-85115016707		How Digitized State
'Imagine talking about politics in	2-s2.0-85134317259		2-s2.0-85129240715		VOIP technology in

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Reference 1 • 6 citations

How Digitized Strategy Impacts Movement Outcomes: Social Media, Mobilizing, and Organizing in the 2018 Teachers' Strikes ↗

Blanc, E. ↗

Politics and Society ↗ 2022

Reference 5 • 1 citation

Transformation of the internet as a space of public and political communications: From globalization to glocalization ↗

Artamonova, J.D. ↗, Volodenkov, S.V. ↗

Sotsiologicheskie Issledovaniya ↗ 2021

Reference 2 • 0 citations

Organisational Libertarianism, Collective Action and Digital Technologies ↗

Piazzo, R. ↗

Irde ↗ 2023

[Show abstract](#) ✓

Reference 7 • 1 citation

VOIP technology in grassroots politics: Transforming political culture and practice? ↗

Hancock, R. ↗

Journal of Sociology ↗ 2024

Reference 3 • 47 citations

Seeing spatially: People, networks and movements in digital and urban spaces ↗

Lim, M. ↗

International Development Planning Review ↗ 2014

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Scopus AI技術面持續進化中

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How does digital space impact political movements?

How does digital space impact political movements?



相同問題、不同時間問，
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How does digital space impact political movements?

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✓ Creating plan to answer your query

✓ Performing natural language search:

- The impact of digital space on political movements

✓ Performing keyword search:

- ("digital space" OR internet OR cyberspace OR online) AND impact AND ("political movements" OR activism OR protests OR revolutions)

✓ Generating summary

Summary

The impact of digital space on political movements is multifaceted and complex, as evidenced by several academic abstracts:

- **Amplification of Political Mobilization:** Digital space, including social media and online platforms, has significantly influenced the organization and mobilization of political movements [1](#) [2](#) [3](#) [4](#) . It has been shown to lead to increased numbers of protestors in the streets [1](#) and has facilitated the organization of mass gatherings and protests [5](#) .

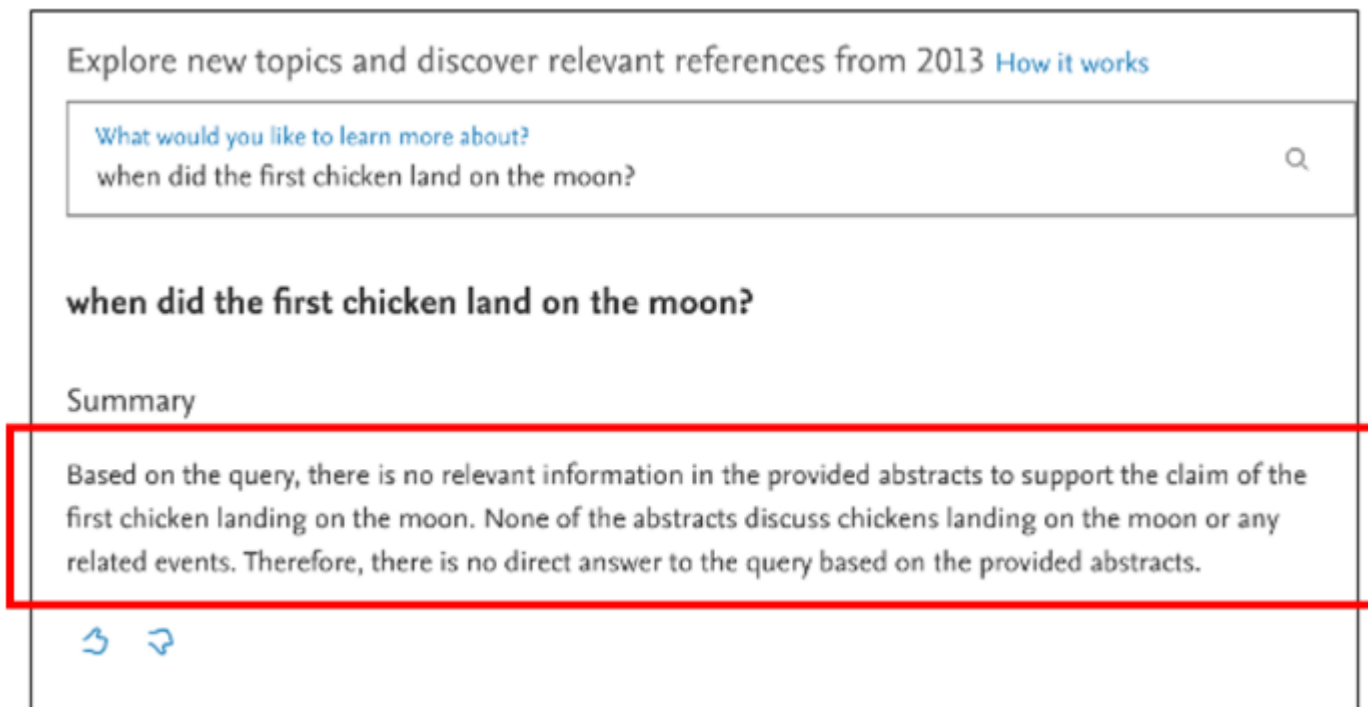
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References

- 1 From Cyberspace to Independence Square: Understanding the Impact of Social Media on Physical Protest Mobilization During Ukraine's Euromaidan Revolution
Brantly A.F.
Journal of Information Technology and Politics 2019
- 2 Civil society, the media and the Internet: changing

Scopus AI提供的反思 (Reflection layer)

Reflection layer: 提供對回應內容的信心及透明度



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不會像ChatGPT雖然資料不足，卻很有自信地給出錯誤答案。

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What would you like to learn more about?
quantification in explosion simulation testing



quantification in explosion simulation testing

Summary

Based on the provided abstracts, there is limited direct information on quantification in explosion simulation testing. However, some relevant insights can be inferred:

Insights:

- **Simulation Techniques:** Computational fluid dynamics (CFD) models are widely used for explosion simulation, offering detailed insights into explosion parameters and processes [1](#) [2](#) [3](#).
- **Challenges and Solutions:** CFD simulations have limitations such as high computational costs and potential inaccuracies, but these can be addressed through techniques like model simplification and appropriate grid design [1](#).
- **Experimental Validation:** Experimental testing remains crucial for validating blast protection technologies, with specialized blast simulators enabling safe and controlled laboratory testing [4](#) [5](#).
- **New Simulation Methods:** New methods based on FLACS software have been developed for more stable and three-dimensional explosion overpressure calculations, addressing the limitations of traditional assessment techniques [6](#).

While the abstracts provide valuable insights into explosion simulation and testing, there is limited direct information on quantification in explosion simulation testing. However, the use of CFD models and specialized blast simulators for experimental validation are key aspects to consider when exploring quantification in explosion simulation testing.



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What would you like to learn more about?

How can game theory be applied to corporate compliance programs?



How can game theory be applied to corporate compliance programs?

Summary

Game theory can be applied to corporate compliance programs in the following ways, supported by the provided abstracts:

Strategic Decision-Making Tool: Game theory provides a strategic decision-making tool, extensively used within business for strategic planning purposes [1](#) . It can be applied to guide and monitor employees' behavior in compliance programs [2](#) .

Modeling and Strategic Thinking: Game theory techniques can be used to model game theory questions while thinking strategically, improving strategic thinking and defining games based on actual situations [3](#) .

Incentive Design: Game theory can inform the design of effective incentive systems in management accounting, aiming to induce decision makers to act in the interest of their firms [4](#) .

Behavioral Aspects and Negotiation Support Systems: The principles of game theory can be used in simulating business negotiations, characterizing different strategies in various situations [5](#) .

While the abstracts provide insights into the potential applications of game theory in corporate compliance programs, they do not explicitly discuss specific examples of its direct application in this context. However, the principles and strategic decision-making tools offered by game theory can be adapted to guide and monitor employees' behavior, design effective incentive systems, and simulate business negotiations in compliance programs.

Scopus AI對回答的問題有高度確定性，會直接回應，並可能指出一些細節差別，例如：指出某個領域存在明顯的偏見。

We take bias very seriously. Scopus AI draws exclusively on the academic content in Scopus, enabling us to point directly to the abstracts behind any claims or assumptions it makes. Our search tools identify the abstracts that most closely match your query – this ensures that content is selected based on its ability to answer your question, not the number of citations it has received, or the journal it was published in.

我們非常重視偏見。Scopus AI 完全借鑒了 Scopus 中的學術內容，使我們能夠直接指出它提出的任何主張或假設背後的摘要。我們的搜索工具會識別出與您的查詢最匹配的摘要 - 這確保根據內容回答您的問題的能力來選擇內容，而不是它收到的引用數量或它發表的期刊。

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如果查詢有很強的偏差，則存在偏差可能會反映在收到的回應中。即使你的問題是中立的，人工智慧在回答時識別出的Scopus檔中也可能存在偏見。我們緩解這種情況的方法之一是根據兩個嚴格的評估框架測試 Scopus AI。其中一項特別要求 Scopus AI 回答與潛在偏見領域相關的問題，以便我們能夠識別並最大限度地減少不適當的回答。我們積極使用內部和外部查詢來測試服務，例如 **Quora 的 Insincere Questions Classification**。

Our prompt engineering also plays an important role, instructing the LLM to filter out 'unsafe' answers; these are typically responses that exacerbate prejudice, harm or stereotypes against specific individuals or groups. We also have easy feedback mechanisms for users to report harmful or biased responses they receive. These reports are manually reviewed by our team.

我們的提示工程也起著重要作用，指導過濾LLM掉「不安全」的答案;這些反應通常會加劇對特定個人或群體的偏見、傷害或刻板印象。我們還有簡單的反饋機制，讓使用者報告他們收到的有害或有偏見的反饋。這些報告由我們的團隊手動審核。

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Linked concept path summary

Impact of Generative AI on Higher Education → Student Engagement → Technology Integration

The impact of Generative AI on student engagement in higher education through technology integration is a topic of growing interest. Here's a summary of the insights from the abstracts:

- **Positive Effects on Student Engagement:** Generative AI techniques and applications have been found to have positive and significant effects on students' cognitive achievement in higher education institutions [1](#).
- **Student Perceptions and Integration:** Students generally have a positive attitude towards Generative AI in teaching and learning, recognizing its potential for personalized learning support and research capabilities [2](#).
- **Metacognitive Knowledge and Technological Skill Development:** Generative AI tools can be utilized within a reflective practice model to bolster metacognitive regulation and technological proficiency, enhancing student learning processes [3](#).
- **Educator Acceptance and Utilization:** Educators in various disciplines express a positive view of AI tools' impact on higher education, particularly in enhancing creativity and efficiency [4](#).
- **Challenges and Ethical Considerations:** Concerns exist regarding accuracy, privacy, ethical issues, and the impact on personal development, career prospects, and societal values [2](#). Ethical considerations and human oversight are crucial for successful integration [5](#).

Unfortunately, none of the abstracts directly address the specific impact of Generative AI on student engagement through technology integration in higher education. However, based on the information provided, it can be inferred that Generative AI has the potential to positively impact student engagement through personalized learning support and metacognitive skill development, while also presenting challenges related to privacy, ethics, and student perceptions.

[Show all 5 references](#)



功能測試-Prompt的影響

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Could you provide an overview of the current state of academic ethics policies, regulations, and practical research related to generative AI?



Could you provide an overview of the current state of academic ethics policies, regulations, and practical research related to generative AI?

[Show Copilot steps](#) ▾

Summary

I'm sorry, but none of the provided abstracts directly address the current state of academic ethics policies, regulations, and practical research related to generative AI. Therefore, I am unable to provide a response based on the given abstracts.



Expanded summary



Go deeper

↳ What are the key ethical considerations in the development of generative AI technologies?

↳ How do academic institutions regulate the use of generative AI in research and experimentation?

有時輸入的問題未能得到答案，
但是點選推薦的其他同義問題
就能得到答案。

功能測試-無法在Scopus AI限定查詢年代範圍

Explore topics and discover relevant references since 2003 [How it works](#)

I want to know the research trend on higher education from 2018 to 2024

I want to know the research trend od higher education from 2018-2024

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Summary

Based on the available abstracts, the research trends in higher education from 2018-2024 can be inferred from the following points:

- **Impact of COVID-19:** The COVID-19 pandemic has significantly impacted higher education, leading to a reassessment of future scenarios for teaching and learning [1](#).
- **Global Growth and Challenges:** Globally, there has been a substantial increase in the number of university students, posing challenges such as academic misconduct and the need to adapt to diverse student abilities and digital literacy [2](#).
- **Application of Big Data:** The use of Big Data in higher education has shown a positive impact on improving educational quality and academic performance [3](#).
- **Higher Education in Specific Regions:** Studies have focused on the quantitative growth of higher education in India and the need for increased government expenditure to meet growing demands [4](#).
- **Future Learning Models:** Future trends indicate a shift towards personalized and experiential learning, as well as the integration of advanced educational technologies [5](#).
- **Innovation and Emerging Technologies:** The Horizon Report highlights the influence of emerging technologies on higher education, presenting both opportunities and challenges for educational reform [6](#).

Unfortunately, there is no direct information available on specific research trends in higher education from 2018-2024. However, based on the abstracts, it can be inferred that the trends encompass the impact of the COVID-19 pandemic, global growth and challenges, the application of Big Data, specific regional analyses,

References

- 1 Reimagining the Future of Higher Education Teaching: A Contrastive Evaluation of General Trend Reports and Pandemic-Specific Surveys on Higher Education
Wannemacher K., Lübcke M., Seyfeli-Ozhizalan F., Graceva V.
Lecture Notes in Networks and Systems 2022
- 2 The Postgraduate Student Perspective on Academic Misconduct in the Era of Essay Mills and Generative AI: A Case Study from Northeast England
Strachan R., Ogunu C., Oruche U.
IEEE Global Engineering Education Conference, EDUCON 2024
- 3 Using Big Data in higher education: a systematic review of the literature from 2019-2023
Segundo M.O.G., Airtou M.R.J., Daniella F.C.X., Emilyn B.B.A.
RISTI - Revista Iberica de Sistemas e Tecnologias de Informacao 2024

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Summary references

Reference [2](#) • 0 citations

The Postgraduate Student Perspective on Academic Misconduct in the Era of Essay Mills and Generative AI: A Case Study from Northeast England 7

Strachan, R. 7, Ogunu, C. 7, Oruche, U. 7

IEEE Global Engineering Education Conference, EDUCON 7 2024

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Reference [3](#) • 0 citations

Using Big Data in higher education: a systematic review of the literature from 2019-2023 7

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Reference [4](#) • 0 citations

Higher Education Landscape in India: Government Expenditure and Its Implications on Growth and Access 7

Borthakur, P. 7, Nath, S.K. 7, Chakraborty, S. 7

Space and Culture, India 7 2024

[Show abstract](#) ▾

Reference [5](#) • 3 citations

The future of student life: learning 7

King, K. 7

On the Horizon 7 2017

[Show abstract](#) ▾

功能測試-無法在Scopus AI限定查詢期刊範圍

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What's the characteristic of Gen Z? I only want the result from top tier journal



What's the main characteristic of Gen Z? I only want the result from top tier journal

[Hide Copilot steps](#) ^

✓ Creating plan to answer your query

✓ Performing keyword search:

- ("generation Z" OR "gen Z" OR "post-millennials" OR "iGen") AND (characteristics OR traits OR behaviors OR attitudes)

✓ Generating summary

應該有，但是從摘要無法判斷top tier，於是無法回答

Summary

I'm sorry, but none of the provided abstracts directly address the main characteristic of Generation Z from a top-tier journal. However, based on the information available, we can infer some key characteristics of Gen Z from the provided abstracts:

Key Characteristics of Gen Z:

1. **Digital Natives:** Gen Z is characterized by being digitally native, heavily influenced by digital technologies and social media [1](#) [2](#) [3](#) .
2. **Entrepreneurial Drive:** They exhibit an entrepreneurial drive and a quest for learning and development [4](#) .
3. **Tech-Addiction:** The prevalence of technology and social media has led to the consideration of tech-addiction as a significant dimension of their personality traits [5](#) .

References

- 1 The Application of Digital Technology and the Learning Characteristics of Generation Z in Higher Education
Alruthaya A., Nguyen T.-T., Lokuge S.
ACIS 2021 - Australasian Conference on Information Systems, Proceedings ↗
2021
- 2 Twelve tips for interfacing with the new generation of medical students: iGen
Lerchenfeldt S., Attardi S.M., Pratt R.L., (...), Taylor T.A.H.
Medical Teacher ↗ 2021

功能測試-無法在Scopus AI限定特定期刊

Explore topics and discover relevant references since 2003 [How it works](#)

Can I get all the papers on tik-tok from the journal "Online Social Networks and Media"



Can I get all the papers on tik-tok from the journal "Online Social Networks and Media"

[Hide Copilot steps](#) ^

✓ Creating plan to answer your query

✓ Performing keyword search:

- ("tik-tok" OR "tiktok" OR "social media" OR "video sharing")

✓ Generating summary

確定有，但是從摘要無法判斷刊名，於是無法回答

Summary

I'm sorry, but there are no papers specifically from the journal "Online Social Networks and Media" on TikTok. However, there are several academic abstracts that discuss TikTok and its impact on various aspects of society and media. Here's a breakdown of the relevant information from these abstracts:

- **TikTok in Chinese Airlines:** One paper investigates the use of TikTok in Chinese airlines, focusing on its influence on service levels and economic benefits [1](#).
- **TikTok in Physical Education:** Another paper explores the application of TikTok in physical education, highlighting its impact on students' interest and the quality of education [2](#).
- **TikTok for Poverty Alleviation:** A study examines the use of TikTok for poverty alleviation, identifying influencing factors and strategies for promoting the spread of TikTok videos related to e-commerce poverty

References

- 1 Analysis and Research on Operation of Tik Tok Accounts of Chinese Airlines
Pan C., Chi R.
Proceedings of 2020 IEEE 2nd International Conference on Civil Aviation Safety and Information Technology, ICCASIT 2020 ↗ 2020
- 2 Application of tik tok in physical education
Liao Y.
ACM International Conference Proceeding Series ↗ 2021

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- 跨領域探索研究主題、新手探索研究方法
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- 可以用來驗證ChatGPT或其他AI工具的答案
- 測試不同的Prompt，觀察是否有一些策略？
- 思考研究文獻通常在摘要裡會呈現什麼，再來想可以問什麼問題。

Research needs		Identify seminal studies and authors	Become familiar with keywords	Locate relevant literature	Explore associated topics	Identify research gaps	Review the state of the art	Uncover trends, patterns and dominant approaches	Stay updated	Gain in-depth field insight
Scopus AI features	Foundational papers									
	Map of concepts									
	List of references									
	Summary									
	Expanded summary									
	Topic experts									

圖6.Scopus AI 在研究過程中的使用：Scopus AI 功能與研究需求之間的關聯。
 資料來源：基於 Scopus AI beta 的自行闡述。

Aguilera-Cora, E., Lopezosa, C., Fernández-Cavia, J. & Codina, Lluís (2024). Accelerating research processes with Scopus AI: A place branding case study. Revista Panamericana de Co-municación, 6(1), 1-26

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1973	1972	1971	1970	1969	1968	1967	1966	1965	1964	1963	1962	1961	1960	1959	1958	1957
1956	1955	1954	1953	1952	1951	1950	1949	1948	1947	1946	1945	1944	1943	1942	1941	1940
1939	1938	1937	1936	1935	1934	1933	1932	1931	1930	1929	1928	1927	1926	1925	1924	1923

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Using generative artificial intelligence/ChatGPT for academic communication: Students' perspectives

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supportive tool for generating illustrations, emphasizing the irreplaceable human factor in education [5].

Related Questions:

What are the ethical implications of using generative AI in higher education?

How can generative AI be leveraged to personalize learning in higher education?

In what ways can generative AI assist in creating interactive educational content?

What challenges may arise from integrating generative AI into traditional educational systems?

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研究过程中人工智能应用的最佳实践包括使用Powerdrill、Litmaps、语义学术、共识和Elicit等工具进行文献综述，以找出差距并总结相关研究^[1]。诸如SciNote和ProofHub之类的协作工具有助于多中心研究项目的项目管理和沟通^[1]。Polimer、Julius 和 GPT-4 等人工智能工具有助于数据分析和可视化，为研究人员提供见解^[1]。此外，Grammarly和ChatGPT等基于人工智能的编辑工具有助于创建语法正确的手稿，从而确保学术诚信^[1]。此外，像Typeset.io这样的人工智能应用程序指导研究人员寻找高影响力的期刊以供出版，而像HeyScience这样的同行评审人工智能工具则简化了评估过程，使其更加高效和准确^[1]。这些做法提高了研究效率和质量，同时确保了生成式人工智能时代的伦理标准得以维持^[1]。

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Generative AI significantly impacts higher education by influencing student adoption, academic communication, academic integrity support for disabled students, governance, transparency, and accountability within institutions. Studies show that factors like expected benefits, perceived usefulness, attitude toward technology, and institutional support play crucial roles in student adoption of Generative AI [1]. Students generally perceive GenAI positively, valuing its communication skills, especially in writing and vocabulary, but recognize limitations in feedback quality and accuracy [2]. Disabled students use generative AI tools like ChatGPT for writing support, facing challenges with accuracy, academic integrity risks, and subscription costs [3]. Additionally, the integration of GenAI in higher education institutions enhances accountability, transparency, and governance, fostering responsible AI practices and realizing its benefits [4]. Furthermore, in arts education, educators and students acknowledge the usefulness of generative AI as a supportive tool for generating illustrations, emphasizing the irreplaceable human factor in education.

Related Questions: What are the ethical implications of using generative AI in higher education?

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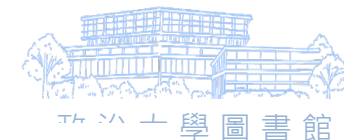
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<p>DOI</p> <p><input type="checkbox"/> Best Practices for Using AI Tools as an Author, Peer Reviewer, or Editor</p> <p>Tiffany I Leung +3 more</p> <p>31 Aug 2023 • Journal of Medical Internet Research</p> <p>Ask Copilot</p>	<p>最佳实践包括遵循论文中概述的道德准则和编辑政策，谨慎使用生成式人工智能来完成细化代码、文本生成和图像创建等研究任务。</p>	<p>-关于使用生成式人工智能的编辑政策概述 -编辑过程中人工智能应用的详细信息</p>	
<p>Journal Article • DOI</p> <p><input type="checkbox"/> Best Practices for Using AI When Writing Scientific Manuscripts.</p> <p>Jillian M. Burlak +43 more</p> <p>27 Feb 2023 • ACS Nano</p> <p>Ask Copilot</p>	<p>人工智能在研究中的最佳实践包括验证生成的文本的准确性、避免依赖过时的信息，以及在人工智能中补充用于审查和观点的人工分析能力。</p>	<p>-像 ChatGPT 这样的人工智能语言工具 -对科学家在研究中使用人工智能工具的建议。</p>	

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Math talk by mothers, fathers, and toddlers: Differences across materials and associations with children's math understanding

Lillian R. Masek^a, Mackenzie S. Swirbul^a, Alex M. Silver^b, Melissa E. Libertus^b, Natasha Cabrera^c, Catherine S. Tamis-LeMonda^{a,*}

^a Department of Applied Psychology, New York University, New York, NY 10003, USA
^b Department of Psychology, University of Pittsburgh, Pittsburgh, PA 15260, USA
^c Department of Human Development and Quantitative Methodology, University of Maryland, College Park, MD 20742, USA




ARTICLE INFO


Article history:
Received 8 July 2023
Revised 13 May 2024

Keywords:
Math cognition
Numeracy
Spatial
Language
Interactions
Fathers
Latine families
Infants

ABSTRACT

Learning words for numbers, shapes, spatial relations, and magnitudes—"math talk"—relies on input from caregivers. Language interactions between caregivers and children are situated in activity contexts and likely affected by available materials. Here, we examined how play materials influence the math talk directed to and produced by young children. We video-recorded parents (mothers and fathers; English- and/or Spanish-speaking) and their 24- to 36-month-olds during play with four sets of materials, transcribed and coded types of parent and toddler math words/phrases, and assessed toddlers' understanding of number, shape, and spatial relations terms. Categories of math words varied by materials. Numeracy talk (e.g., "one," "two," "first," "second") was more frequent during interactions with a picture book and toy grocery shopping set than with a shape sorter or magnet board; the reverse held for spatial talk (e.g., "out," "bottom," "up," "circle"). Parent math talk predicted toddler math talk, and both parent


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nitude—words that refer to a size or amount (excluding number words; e.g., “big,” “little,” “more,” “all,” “piece”). Math words per minute was calculated (consistent with Pruden et al., 2011) for each of the three types of math talk for mothers, fathers, and toddlers to control for the varying lengths of time that parents and toddlers played with each set of materials.

Assessments of toddler math understanding

Researchers assessed toddlers' comprehension of math concepts using three tasks: Point-to-Shape, Point-to-Spatial-Relation, and Point-to-X. All tasks were coded based on whether the toddler identified the correct picture on each trial (correct = 1, incorrect = 0). A second trained research assistant double-coded 20% of the trials. Inter-coder reliability was high (Point-to-Shape $\kappa = .93$, Point-to-Spatial-Relation $\kappa = .77$, Point-to-X $\kappa = .96$). Internal consistency, as measured by Cronbach's alpha, was acceptable (Point-to-Shape $\alpha = .78$, Point-to-Spatial-Relation $\alpha = .63$, Point-to-X $\alpha = .68$) given that toddlers are just beginning to learn these math words; hence, knowledge of one word is not necessarily indicative of knowledge of another word. For all tasks, the final score was the proportion of correct trials. We prorated toddlers' performance by number of trials completed (e.g., if a child was administered 8 trials and succeeded at 4, the child received a score of .50). For all tasks, possible scores ranged from 0 (no trials correct) to 1 (all trials correct).

Point-to-Shape task

Toddlers' understanding of shape names was assessed during the first home visit using the Point-to-Shape task. The researcher presented the toddler with a set of 10 cards, 1 card at a time, each depicting two geometric shapes. The researcher said to the toddler, “Let's look at these pictures! In this game, I'll tell you the name of a shape and you show me which card has that shape.” The researcher then asked the toddler to identify a given shape. For example, the researcher said, “Let's look at this card. It has a triangle on the left and a diamond on the right. Where's the triangle?” The shape names tested were “heart,” “circle,” “square,” and “oval” (note that “triangle” was not tested because of the difficulty of identifying triangles). Of the 58 toddlers who had a first home visit, 52 had data for this task.

Point-to-Spatial-Relation task

Toddlers' understanding of spatial relation terms was assessed during the second home visit using the Point-to-Spatial-Relation task. The researcher presented the toddler with a set of 10 cards, 1 card at a time, each depicting two images of a tiger and one or two cups. The researcher said to the toddler, “Let's look at this card. It has a tiger on the left and a cup on the right. The tiger is hiding. I'm going to tell you where he is hiding, and you show me which card has that shape.” The researcher then asked the toddler to find the picture that depicted the tiger in the specified spatial relation to the cup. For example, the researcher said, “Let's look at this card. It has a tiger on the left and a cup on the right. The tiger is hiding. I'm going to tell you where he is hiding, and you show me which card has that shape.” The spatial relations tested were “on top of,” “under,” “between,” and “next to.” Of the 58 toddlers who had a first home visit, 52 had data for this task.

Point-to-X task

Toddlers' understanding of number words “one” to “ten” was assessed during the second home visit using the Point-to-X task. Two non-numeric practice trials were given prior to the start of the task. The researcher presented the toddler with a set of 10 cards, 1 card at a time, each depicting two images of a tiger and one or two cups. The researcher said to the toddler, “Let's look at this card. It has a tiger on the left and a cup on the right. The tiger is hiding. I'm going to tell you where he is hiding, and you show me which card has that shape.” The researcher then asked the toddler to find the picture that depicted the tiger in the specified spatial relation to the cup. For example, the researcher said, “Let's look at this card. It has a tiger on the left and a cup on the right. The tiger is hiding. I'm going to tell you where he is hiding, and you show me which card has that shape.” The spatial relations tested were “on top of,” “under,” “between,” and “next to.” Of the 58 toddlers who had a first home visit, 52 had data for this task.

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Point-to-Shape task Toddlers' understanding of shape names was assessed during the first home visit using the Point-to-Shape task. The researcher presented the toddler with a set of 10 cards, 1 card at a time, each depicting two geometric shapes. The researcher said to the toddler, “Let's look at these pictures! In this game, I'll tell you the name of a shape ...Read more

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when playing with the magnet board than with the picture books. In contrast, Spanish-dominant parents used similar amounts of magnitude words across tasks. Nonetheless, English-dominant and Spanish-dominant parents were similar in the magnitude words that they used across the four sets of materials.

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L.R. Masek, M.S. Swirbul, A.M. Silver et al.

Journal of Experimental Child Psychology 246 (2024) 105991

Table 2
Correlations for math talk between each task for toddlers (above the diagonal) and parents (below the diagonal).

Task	Correlations			
Total math talk	1.	2.	3.	4.
1. Picture book	–	.41*	.49*	.49*
2. Shape sorter	.29*	–	.66*	.47*
3. Magnet board	.15	.23*	–	.37*
4. Grocery shopping set	.34*	.46*	.20	–
Numeracy				
1. Picture book	–	.17	.26	.32*
2. Shape sorter	–.04	–	.42*	–.16
3. Magnet board	.02	.24*	–	–.10
4. Grocery shopping set	.31*	.06	.01	–
Spatial				
1. Picture book	–	.03	.09	.11
2. Shape sorter	.20	–	.64*	.39*
3. Magnet board	.19	.19	–	.43*
4. Grocery shopping set	.11	.39*	.29*	–
Magnitude				
1. Picture book	–	.36*	.41*	.54*
2. Shape sorter	.34*	–	.32*	.32*
3. Magnet board	.34*	.24*	–	.49*
4. Grocery shopping set	.33*	.31*	.41*	–

Note. Toddler correlations, to the right and above the diagonal, were calculated based on a dense rank of an average of tokens per minute of math talk used with mothers and fathers (for toddlers who had two visits). Parent correlations, to the left and below the diagonal, are calculated on dense rank tokens per minute.

* $p < .05$.

Table 3
Mean of the natural log-transformed math words per minute by language dominance, play materials, and type of math talk.

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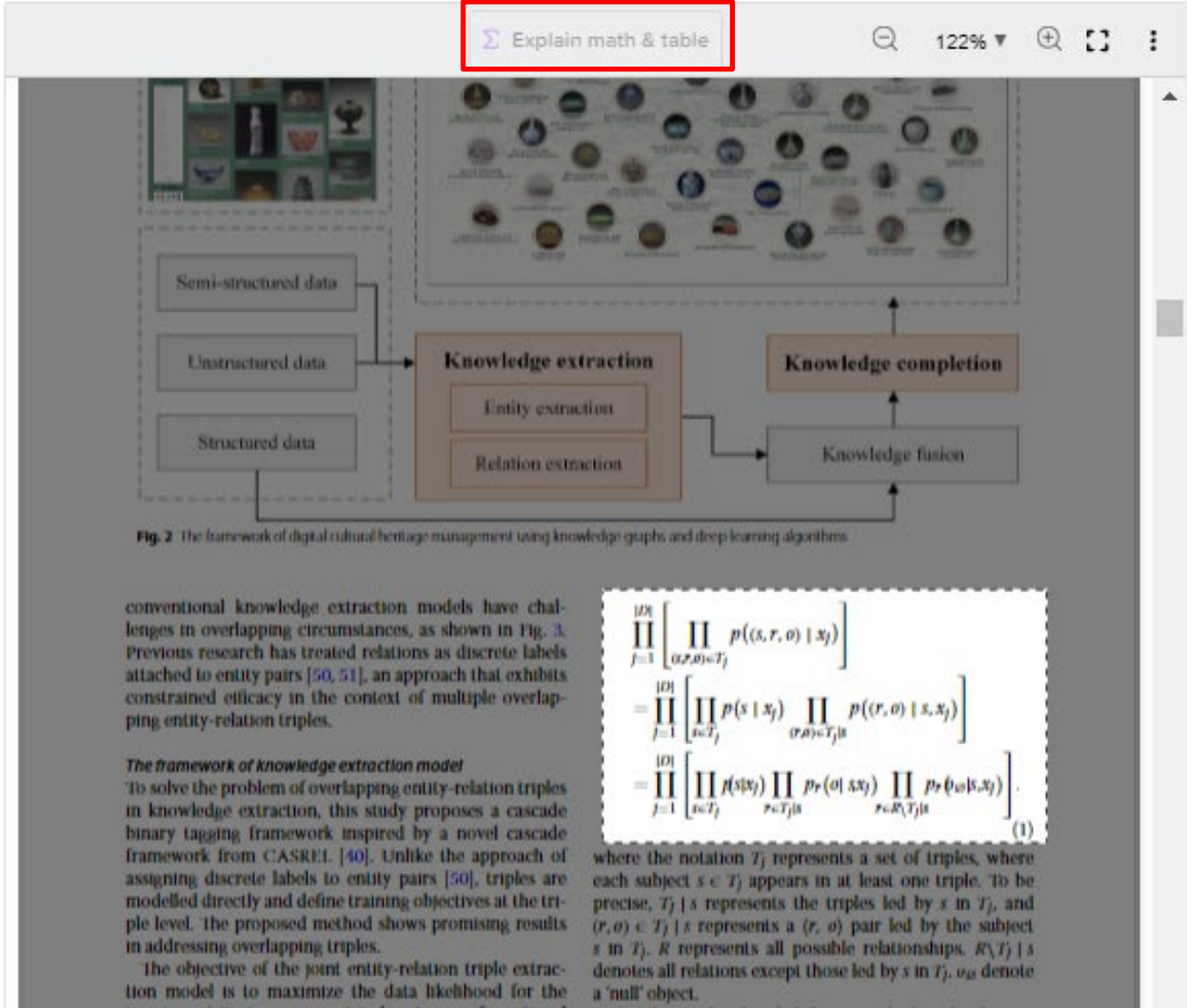
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2. Shape sorter	.20	–	.64*	.39*
3. Magnet board	.19	.19	–	.43*
4. Grocery shopping set	.11	.39*	.29*	–

Table 2 Correlations for Math Talk:

- The table shows correlations between math talk during different tasks for toddlers (above the diagonal) and parents (below the diagonal).
- Total Math Talk Correlations:
 - Picture book task had a moderate positive correlation with shape sorter and magnet board tasks.
 - Shape sorter task had a moderate positive correlation with grocery shopping set task.
 - Magnet board task had a weak positive correlation with shape sorter task.
 - Grocery shopping set task had moderate positive correlations with shape sorter and magnet board tasks.
- Numeracy Correlations:
 - Picture book task had positive correlations with grocery shopping set task.
 - Shape sorter task had a moderate positive correlation with picture book task.



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$$\prod_{j=1}^{|D|} \left[\prod_{(s,r,o) \in T_j} p((s,r,o) | x_j) \right]$$
$$= \prod_{j=1}^{|D|} \left[\prod_{s \in T_j} p(s | x_j) \prod_{(r,o) \in T_j | s} p((r,o) | s, x_j) \right]$$
$$= \prod_{j=1}^{|D|} \left[\prod_{s \in T_j} p(s | x_j) \prod_{r \in R | s} p_r(o | s, x_j) \prod_{r \in R \setminus T_j | s} p_r(\emptyset | s, x_j) \right]. \quad (1)$$

11:50 PM

了解数学方程式

-提供的方程是涉及乘积和概率的数学表达式，可能与研究论文中提出的方法有关。-它似乎涉及根据给定数据集中的某些实体和关系计算概率。

分解方程

-该方程涉及多个乘积和概率，可能代表数据集中出现某些实体和关系的可能性。-使用的符号，例如 $prod$ 表示乘积， p 表示概率， s 代表主题， r 代表关系， o 表示对象，表示涉及这些元素的结构化计算。

解释方程

-该方程可能是研究论文中提到的拟议的联合实体关系三重提取模型的一部分。-它可能概述了计算分散数据中实体、关系及其相互作用的概率以构建知识图谱的过程。

文化遗产管理方程式的含义

-通过使用此类数学模型，博物馆和文化遗产机构可以自动识别其数据集中的实体和关系。-这种自动化可以显著提高知识图谱构建的效率和准确性，从而更全面地了解文化遗产文物和信息。

概率在知识图谱构造中的意义

-在方程中使用概率表明了实体和关系提取的概率方法，这有助于处理不确定性和不完整的数据。-如研究论文所述，概率模型可以帮助预测缺失的信息并提高知识图的整体完整性。

在文化遗产数据分析中的应用

-研究中提出的将此类数学模型和深度学习算法应用于文化遗产数据可以彻底改变博物馆管理和展示其藏品的方式。-实体和关系的自动提取以及知识补全技术，可以为用户提供对文化遗产文物更具关联性、更具视觉吸引力且易于理解的理解。

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本文中使用的方

本文采用多种方法来探索人工智能（AI）在学术研究中的整合以及相关的伦理考量。以下是概述的关键方法：

- 文献综述：作者全面回顾了有关数字学习设计、学术诚信以及在研究中使用人工智能的伦理含义的现有文献。这有助于建立理论框架并找出当前知识中的差距 [1]。
- 案例研究：本文可能包括案例研究，说明人工智能在学术环境中的实际应用。这些案例研究提供了如何使用人工智能工具以及使用这些工具所产生的伦理困境的实际示例 [2]。
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4 Sources

- 1 ChatGPT, Xue Shu Yan Jiu, Xue Shu Lun Li 12 Lu Deng :Yuan Ze Shang Bu Hui You Xue Shu Lun Li Xiang Guan Yi Yi De Xing Wei, Huang Deng :You Qian Zai Wei Fan Xue Shu Lun Li De Feng Xian... from this PDF/Paper
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-道德考量：需要深入研究使用 GenAI 在教育環境中的道德影響，包括數據保密、算法偏見和學生福祉等複雜問題，以確保這項技術的認真和明智地部署。此外，還需要專注於檢查有效的培訓方法，並為教育工作者提供支持，以利用 GenAI 工具進行教學和評估目的，因為這可以大大有助於提高教師在將人工智能融入教學技術的準備和有效性。擴大努力研究 GenAI 整合在高等教育中的長期影響，可以為這項技術進步在塑造教學環境中提供有價值的見解。此外，對 GenAI 對學生參與度、動力和整體學習體驗的影響進行全面調查，可以提供有價值的觀點，對優化教育實踐和培養更豐富的學術環境。

-學生參與和學習經驗：進一步的研究可以調查將生成式AI融入高等教育領域的長期後果，旨在隨著時間的推移獲得對結果和教學方法的發展的見解。探索 GenAI 如何影響高等教育環境中學生的參與度、動力和整體教育體驗，可以成為進一步學術研究的有效領域，揭示了增強教學方法的方法的方法。必須對 GenAI 在教育環境中使用有關的道德影響進行徹底研究，包括數據保密、算法偏見和學生福祉等複雜問題，以確保這項技術的認真和明智地部署。此外，還需要專注於檢查有效的培訓方法，並為教育工作者提供支持，以利用 GenAI 工具進行教學和評估目的，因為這可以大大有助於提高教師在將人工智能融入教學技術的準備和有效性。擴大努力研究 GenAI 整合在高等教育中的長期影響，可以為這項技術進步在塑造教學環境中提供有價值的見解。此外，對 GenAI 對學生參與度、動力和整體學習體驗的影響進行全面調查，可以提供有價值的觀點，對優化教育實踐和培養更豐富的學術環境。

-教師發展和支持：研究有效培訓和支持教師在將人工智能融入教學技術的準備和有效性。擴大努力研究 GenAI 整合在高等教育中的長期影響，可以為這項技術進步在塑造教學環境中提供有價值的見解。此外，對 GenAI 對學生參與度、動力和整體學習體驗的影響進行全面調查，可以提供有價值的觀點，對優化教育實踐和培養更豐富的學術環境。

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A critical praxis in the information literacy education classroom using the ACRL Framework for Information Literacy for Higher Education

Shehaamah Mohamed • 2018, European Conference on Information Literacy

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receiving information on a plant-based diet, users are encouraged to assess the accuracy and relevance of the response, which helps refine future prompts [1].

- **Framework Application:** The CLEAR Framework is discussed in terms of its components, but specific empirical evidence or case studies demonstrating its effectiveness in real-world scenarios are not provided, which limits the support for its claims [2].

- **Technical Aspects:** The article mentions

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- What evidence or examples are used to support the points made in this webpage?
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Welcome back to Research AI

From prompt to insight in 15 seconds

Understand your audience

Discover market drivers

Understand complex data

Explain the biggest economic threat for the United States in the next few years. Is government debt a risk for investments?


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New query

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US Economic Threats - August 21, 2024



Explain the biggest economic threat for the United States in the next few years. Is government debt a risk for investments?

August 21, 2024

U.S. Government Debt

trillion\$ 34

U.S. Debt-to-GDP Ratio

High

Perception of U.S. Treasury Bonds

Safe

The biggest economic threat for the United States in the next few years is likely the risk of defaulting on its government debt. The U.S. debt has surpassed \$34 trillion in 2024, with the debt ceiling being a recurring issue ¹ ² . A default on government debt could have disastrous economic effects, including a shrinking GDP, millions of jobs lost, reduced stock prices, increased treasury yields, and higher mortgage rates ¹ .

Government debt is indeed a risk for investments, but paradoxically, U.S. treasury bonds are still perceived as one of the safest investments on the market despite the country's high debt-to-GDP ratio ² . However, if the U.S. were to default on its debt, it could face a downgrade in its credit rating, making it more expensive for the country to borrow money and potentially affecting investor confidence ¹ .

It's worth noting that while government debt is a significant concern, Americans view other issues as more critical threats. A 2021 Gallup poll found that cyberterrorism, nuclear weapons development by North Korea and Iran, and international terrorism were considered more critical threats than economic issues ³ .

Sources

¹

Statistics and facts on the debt ceiling in the U.S.
Source: Statista Update: July 3, 2024 Content: Topic

²

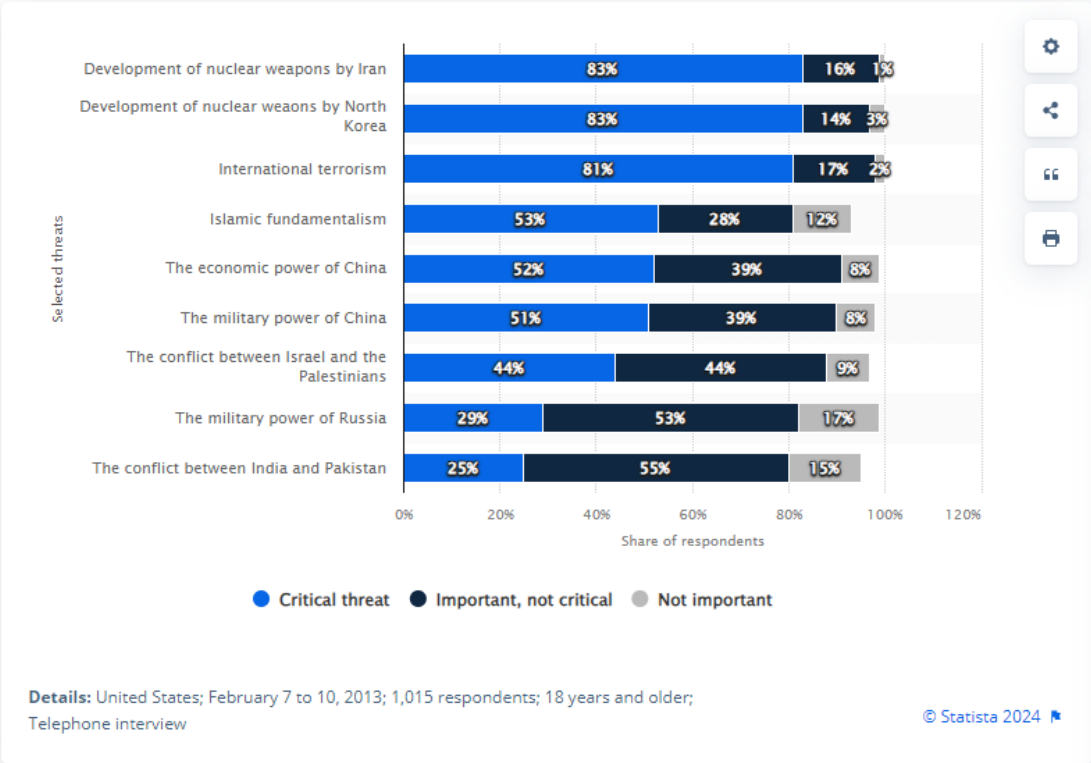
Statistics and facts on national debt of the U.S.
Source: Statista Update: July 29, 2024 Content: Topic

³

The Greatest Threats To T...
Source: Gallup Update: March 24, 2021 Content: Infographic

New query

Public opinion on the most significant threats to vital interests of the U.S., as of 2013



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Source
Gallup

Survey by
Gallup

Survey name
In U.S., 83% Say North Korean Nukes Are a Critical Threat

Published by
Gallup

Source link
[gallup.com](https://www.gallup.com)

Release date
February 2013

Citation formats
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EXTENDED QUERY RECOMMENDATIONS



Impact of U.S. default on global economy

What would be the potential impact of a U.S. government debt default on the global economy?

Investor confidence in U.S. treasury bonds

How has investor confidence in U.S. treasury bonds been maintained despite the high debt-to-GDP ratio?

Comparison of economic threats

How does the perceived threat of government debt default compare to other critical threats such as cyberterrorism and nuclear weapons development?

Mitigation strategies for U.S. government debt risk

What are the potential strategies to mitigate the risk associated with U.S. government debt for both domestic and international investors?

Public perception of economic threats

How has public perception of economic threats evolved since the 2021 Gallup poll, and what factors contribute to these changes?

CURATED CONTENT RECOMMENDATIONS

Statistics and facts on the debt ceiling in the U.S.



Topic • July 3, 2024

Statistics and facts on national debt of the U.S.



Topic • July 29, 2024

The Greatest Threats To The U.S. According To Americans



Infographic • March 24, 2021

Public opinion on the most significant threats to vital interests of the U.S., as of 2013



Statistic • July 5, 2024

Yields on two-year government bonds in the seven largest economies worldwide from January 2020 to March 2023, by country



Statistic • April 25, 2023

Writfull

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How can ChatGPT be useful for content creators?

ChatGPT can greatly facilitate research writing and other creative pursuits like filmmaking and book writing. It can help content creators be more creative and productive by providing access to ideas and knowledge. However, the extent to which ChatGPT can be useful depends on how good it can get in terms of human-AI complementarity. The ethical boundaries of using ChatGPT as a tool for content creation also need to be navigated.

[View source 1](#)

How well does this answer the question? ☆ ☆ ☆

✓ What concern is raised regarding the use of ChatGPT by academics?

✓ What is the nature of ChatGPT as a tool?

✓ How can the use of ChatGPT be explored in industry?

✓ What are the major challenges posed by ChatGPT?



ELSEVIER

International Journal of Information Management

Volume 71, August 2023, 102642



Opinion Paper: “So what if ChatGPT wrote it?” Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy ☆



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What is the role of the mitochondrial fusion in cancer progression?
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What is the role of the mitochondrial fusion in cancer progression?



In triple-negative breast cancer (TNBC), mitochondrial fission inhibits cellular processes and signaling pathways associated with cancer progression and metastasis.

View 5 referenced documents



Summary of referenced documents:

Mitochondrial fusion plays a crucial role in maintaining genomic stability and physiological functions of mitochondria. It is challenging to quantitatively measure the direct roles of mitochondrial fusion in apoptosis and cancer progression. However, a high-throughput in vitro method has been developed to quantify mitochondrial fusion, which revealed the interplay between mitochondrial fusion and apoptosis. Disruption of mitochondrial fusion could be a potent strategy for cancer therapy [1]. Mitochondrial fusion and fission are required for proper mitochondrial function and cell proliferation. Defects in mitochondrial fusion or fission reduce mitochondrial membrane potential and compromise mitochondrial respiration, while the absence of both fusion and fission restores normal function [2]. Alterations in mitochondrial dynamics, including fusion and fission, are implicated in kidney injury and the progression of kidney diseases. Disruption of mitochondrial fusion promotes fission-induced mitochondrial fragmentation, while a reduction in fission produces excessive mitochondrial elongation [3]. Mitochondrial stress response, closely linked to mitochondrial function, contributes to cancer progression. Targeting the mitochondrial stress response could be a potential anti-cancer therapeutic strategy [4]. Enhanced mitochondrial fission is positively regulated by activating oncogenic mutations and is linked to colorectal cancer progression. Targeting mitochondrial dynamics could be a potential therapeutic approach for colorectal cancer [5].

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What is ecocriticism and which works are considered foundational?

How might Orwell and Wells view developments in artificial intelligence?

What is the main difference between Byron's and Wordsworth's poetry?

Can you give me some examples of social protest in literary works?

Ask your research question...

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<https://www.youtube.com/watch?v=I5D5gYyQag0&t=5s>

What is ecocriticism and which works are considered foundational?

Ecocriticism is a literary and cultural theory that emerged in the late 20th century and focuses on the relationship between literature and the environment. It is an interdisciplinary field that examines how literature and other forms of cultural expression engage with, represent, and comment on the natural world and environmental issues. Ecocriticism can encompass a wide range of literary works, from poetry to novels, and can also be applied to film, art, and other cultural expressions. Some foundational works and theorists in ecocriticism include: Rachel Carson's *Silent Spring* (1962), Joseph Meeker's *The Comedy of Survival: Literary Ecology and a Play Ethic* (1974), Cheryll Glotfelty's *The Ecocriticism Reader: Landmarks in Literary Ecology* (1996), and Lawrence Buell's *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture* (1995).

This answer is AI generated, based on the following 6 sources:

[1] JOURNAL ARTICLE Online PDF

Ecocriticism in Modern English Literature
By Al Fawareh, Abdalaziz Jomah; Dakamsh, Nusaibah J; Alkolur, Ahmad Mohd - 2023
Ecocriticism these days is indeed a relatively new revisionist and reformist trend that has dominated the ecological point of view in recent English literature worldwide. The ecological perspective constructed under Eco-criticism delineates the nature-human alliance in both detrimental and constr...

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[2] JOURNAL ARTICLE Online PDF

Confronting Catastrophe: Ecocriticism in a Warming World
By Rigby, Kate - 2014
Reflecting on the "relative absence in ecocriticism of its most serious issue," in his *Cambridge Introduction to Literature and Environment* (2011), Timothy Clark rightly predicted that this "must be set to change": the trickle of publications addressing climate change in a direct and sustained wa...

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[3] JOURNAL ARTICLE Online PDF

Earth in the Balance: The Commodification of the Environment in The Eye of the Earth and Delta Blues & Home Songs
By Nwagbara, Uzoechi - 2012
Ecopoetry or ecocriticism is a burgeoning pattern of literary criticism that gained popularity about two decades ago on the heels of the groundbreaking work by Cheryll Glotfelty and Harold Fromm. In their own perspective, "ecocriticism is the study of the relationship between literature and the a...

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[4] DISSERTATION

Toward a literary geogr consequence in U.S. fic
By Collins, Rachel Ann - 2020
Lawrence Buells foundation broadest guiding princ that the nonhuman en texts and deserves attentio device but as a presence the human history is implicat

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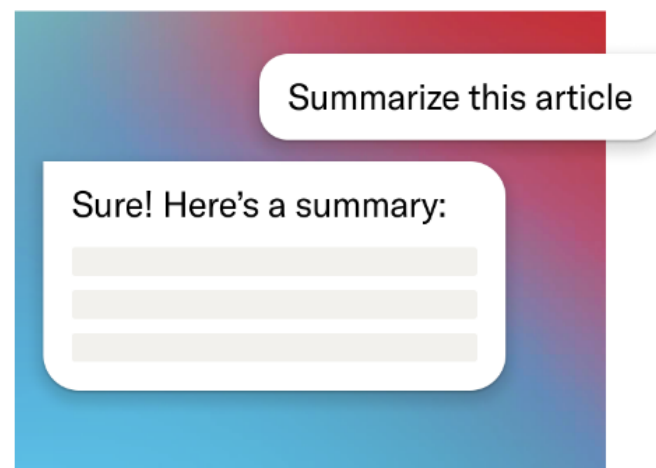
About JSTOR's interactive research tool (beta)

Our interactive research tool uses AI and other advanced technologies to help people work more efficiently and effectively. This beta feature will appear on the content page for journal articles, book chapters, and research reports, and as an option in addition to JSTOR's standard keyword search. The tool helps you do the following:

<https://about.jstor.org/gen-ai/>

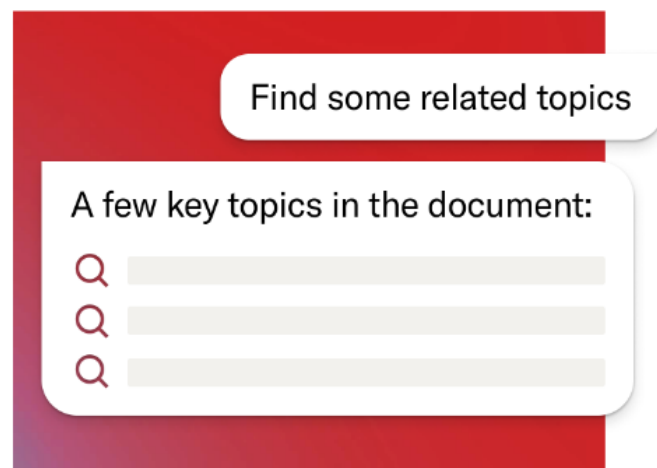
使用 OpenAI 的 gpt-3.5-turbo、Anthropic 的 Claude 3 Haiku 和開源的全 MiniLM-L6-v2 句子轉換器模型。

Assess content relevance



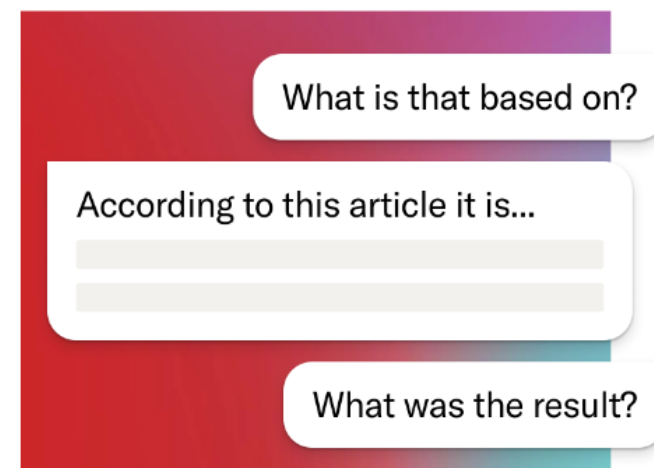
The tool supports your ability to skim by highlighting key points and arguments in an item so you can assess its relevance. It also highlights why it's related to your search terms.

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Discover related topics, enrich your reading with similar content from the JSTOR corpus, and try new ways of searching.

Be conversational



Use natural, conversational language to ask questions and get quick answers about what you're reading or researching.

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 訪問	Do you have access? Is there a cost to use this tool? 你有訪問許可權嗎？使用此工具需要付費嗎？
 來源	How much scholarly information does this tool access? Are its sources comprehensive for your discipline or topic? How does it deal with retracted research? Does it have access to actual data sources? 這個工具可以訪問多少學術資訊？它的來源對於您的學科或主題是否全面？它如何處理撤回的研究？它是否有權訪問實際數據源？
 關聯	Are the tool's results and recommendations relevant? Do the most relevant items sort to the top of search results? 該工具的結果和建議是否相關？最相關的專案是否會排序到搜尋結果的頂部？
 準確性	Are summaries, extracted information, and other AI outputs accurate? Are they sufficiently detailed? 摘要、提取的資訊和其他 AI 輸出是否準確？它們是否足夠詳細？
 聊天機器人	How well do the conversational features work? Do they show common pitfalls of generative AI chatbots (e.g. vagueness, hallucinations, reliance on biased or limited training data)? 對話功能的效果如何？它們是否顯示了生成式人工智慧聊天機器人的常見陷阱（例如模糊、幻覺、依賴有偏見或有限的訓練數據）？
 我的數據	How will my chatbot conversations and personal data be used? Does the tool creator share my values on data security, ethics and privacy? 我的聊天機器人對話和個人數據將如何使用？工具建立者是否與我在數據安全、道德和隱私方面的價值觀相同？
 目標	What am I hoping to learn? Will using this tool help me achieve that goal, or will it undermine my learning? Does this tool introduce more work to double check AI outputs? 我希望學到什麼？使用此工具會說明我實現這個目標，還是會破壞我的學習？這個工具是否會引入更多的工作來仔細檢查 AI 輸出？

AI Tools for Research <https://guides.temple.edu/ai-research-tools/assess>
Caitlin Shanley and Olivia Given Castello of Temple University Libraries

Name	Purchasing Model	Description	Key Features	Pros	Limitations	Comments	Entry Last Updated
ChatGPT	Pricing Free version currently offers access to GPT-3.5 and "limited" access to GPT-4o	LLM-powered chat.	Plugins available with ChatGPT Plus. Enterprise features listed here . DALL-E 3 (text to image generation), web browsing with Bing, and image inputs available		User inputs can be used to train models unless you opt out in settings. See Jisc evaluation . Ranked highest for producing copyrighted outputs by Patronus AI's CopyrightCatcher	GPT-4 received a 48/100 score on Stanford HAI's Transparency Index; see full results here . As of Nov 2023, users (Plus and Enterprise) can create GPTs , versions of ChatGPT for specific purposes	June 12 2024

Discovery Tools

Name	Purchasing Model	Description	Key Features	Pros	Limitations	Comments	Entry Last Updated
Consensus	Free, Premium (\$6.99 or \$9.99/month), Enterprise (custom). Students get 40% discount.	"AI-powered scientific search engine" to summarize areas of consensus in academic research Step by step instructions on how Consensus works	Save searches and individual citations GPT-4-powered summaries Summarizes relevant findings when you search Provides list of specific citations used to generate summary Includes only peer-reviewed sources	Access to Semantic Scholar and SciScore datasets Integrates with reference managers (currently only Zotero) Prioritizes accuracy by using extractive rather than generative text	Searches scientific research papers across a range of science disciplines listed here . Consensus "meter" not completely accurate—librarians have reported that if you shift query just a bit, meter can change more than seems reasonable.	Startup 2.0 version released Oct 2023 Consensus GPT available in OpenAI GPT store (use Consensus' search and database in ChatGPT's interface). Currently only available to ChatGPT Plus and Enterprise subscribers	May 14 2024

Discovery tools

Tool name	Data source	Cost	Use case	Literature searching	Interactive citation network map	Full-text analyzing and summarizing	Generating answers to research questions	Integration with referencing software	Additional features
Connected Papers	Semantic scholar	Free with paid tiers	Literature mapping	Yes, found via similarity and citation chain	Yes	No, it analyzes abstracts in its corpus to offer similar papers	No	Import and export reference files	<ul style="list-style-type: none"> • Visual overview of similar papers; • Recommends additions to your bibliography; • 'Prior Works' feature notes important ancestor works; • 'Derivative Works' feature finds literature reviews.
Consensus	GPT-3.5, GPT-4, Semantic Scholar	Free with paid upgrades	Academic search tool	Yes	No	Yes	Yes	Reference manager software integration and can export citation.	<ul style="list-style-type: none"> • Consensus meter; • Quick analysis; • Scientifically verified results; • ChatGPT 4 summary.
Elicit	Semantic Scholar , user may upload own documents. Trained with GPT3 model.	Free with paid upgrades	Academic search tool	Yes, found via similarity and citation chain. Can generate literature matrix.	No	Yes	Yes	Reference manager software integration and can import and export reference files	<ul style="list-style-type: none"> • Search for research papers; • Receive abstract summaries; • Relevant recommendations; • Extract details into an organized table;

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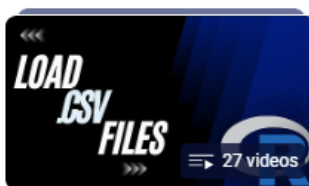
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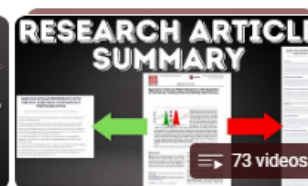
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For each Hypothesis, Question, or Statement, GPT-3 will find and list the Independent Variable and the Dependent Variable.

Convert "possible critique" citation into a question

Given a citation statement critiquing the methodology of a paper, generate a question that can be used to check other papers for the same limitation

Suggest search terms

Given a word or phrase, suggest related search terms you might want to use find papers

Rephrase

Rewrite a sentence in different words

Abstract summarization

Generate a TL;DR of a provided academic paper abstract

Reason from one claim to another

Confabulate a plausible chain of reasoning from one claim to another.

Help me be more specific

Identify underspecified phrases in a sentence and ask clarifying questions

Say more

Elaborate on a short statement; works best for CS/ML statements

Method Deviser (work in progress)

Propose steps to solve a question or task

Help me solve this problem

Suggests ideas that could help you solve a problem

What are the problems with AI academic writing?

approach and it becomes more commonplace. Valenti (2003) discusses the use of automated essay grading systems, which raises concerns about the reliability and validity of such systems. Hu (2023) highlights the challenge of enforcing editorial policies on AI-generated papers, as they are not easily discernible to the human eye. McKee (2020) argues that AI writing systems need to learn to understand rhetorical context and ethical codes to produce meaningful and ethical communication. Overall, the papers suggest that AI in academic writing raises ethical and practical concerns that need to be addressed.



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<p>★ An Overview of Current Research on Automated Essay Grading</p> <p>🔍 S. Valenti, Francesca Neri, A. Cucchiarelli</p> <p>📖 <i>Journal of Information Technology Education</i></p> <p>2003 Review 333 Citations DOI PDF</p>	Automated assessment tools for essays are useful for measuring higher levels of Bloom's taxonomy.	<ul style="list-style-type: none">•Grades Awarded By Human Assessors•Performance Of Automated Essay Grading Systems
<p>★ Challenges for Enforcing Editorial Policies on AI-generated Papers.</p> <p>🔍 G. Hu</p> <p>📖 <i>Accountability in Research</i></p> <p>2023 5 Citations DOI</p>	AI-generated papers are not easily discernible to the human eye.	-
<p>★ Ethics for AI Writing: The Importance of Rhetorical Context</p> <p>🔍 H. McKee, J. E. Porter</p> <p>📖 <i>AAAI/ACM Conference on AI, Ethics, and Society</i></p> <p>2020 4 Citations DOI</p>	The social factors shaping communication are not usually explicitly evident in databases AI systems use to produce discourse.	-
<p>★ Is This Abstract Generated by AI? A Research for the Gap between AI-generated Scientific Text and Human-written Scientific Text</p>	AI-generated scientific content is more likely to contain errors in language redundancy and factual issues.	<ul style="list-style-type: none">•Accuracy Of Scientific Content•Errors In Language Redundancy

還不用點進去就能先看摘要和研究結果來瀏覽

AI, write an essay for me: A large-scale comparison of human-written versus ChatGPT-generated essays

S. Herbold, A. Hautli-Janisz, Ute Heuer, Zlata Kikteva, Alexander Trautsch

arXiv.org

2023 0 Citations

Semantic Scholar

DOI

Abstract summary

ChatGPT generates essays that are rated higher for quality than human-written essays.

[View source](#)

What did they test?

Comparing human written versus ChatGPT generated argumentative student essays

- comparing human written versus ChatGPT generated argumentative student essays

Copy



What outcomes did they measure?

- Quality Of Argumentative Student Essays
- Linguistic Characteristics Of The Generated Essays

Population characteristics

human writers and ChatGPT generated essays

AI產生的摘要、
一些基本問題的答案

Ask a question about this paper

Ask

Abstract

Background: Recently, ChatGPT and similar generative AI models have attracted hundreds of millions of users and become part of the public discourse. Many believe that such models will disrupt society and will result in a significant change in the education system and information generation in the future. So far, this belief is based on either colloquial evidence or benchmarks from the owners of the models -- both lack scientific rigour. **Objective: Through a large-scale study comparing human-written versus ChatGPT-generated argumentative student essays, we systematically assess the quality of the AI-generated content.** Methods: A large corpus of essays was rated using standard criteria by a large number of human experts (teachers). We augment the analysis with a consideration of the linguistic characteristics of the generated essays. Results: Our results demonstrate that ChatGPT generates

Can I trust this paper?

- This study was a large scale study comparing human written versus ChatGPT generated argumentative student essays, systematically assessing the quality of the AI generated content by rating a large corpus of essays using standard criteria by a large number of human experts (teachers) and augmenting the analysis with a consideration of the linguistic characteristics of the generated essays
- No mention found of funding source
- No mention found of participant count
- No mention found of multiple comparisons
- No mention found of intent to treat
- No mention found of preregistration

Possible critiques

We looked at how this paper, **Herbold et al.**, has been cited, but couldn't find any mentions of methodological flaws.

Other citations

Patnaik et al. said:

Prior studies have similarly utilized zero-shot queries from patient's perspective for other areas of medicine, [16-18] and primarily evaluated the AI generated responses through qualitative evaluations by clinicians.

Quidwai et al. said:

Furthermore, humans are unable to accurately distinguish between Human Generated Text (HGT) and Machine Generated Text (MGT), regardless of their familiarity with ChatGPT (Herbold et al., 2023).

Add information about all papers



Abstract summary ✓

Intervention

Outcomes measured

Number of participants

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Paper title

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Scholarly Publishing at a Crossroads: Scholarly Perspectives on Open Access

Sarah Rose Fitzgerald, Zhehan Jiang

Innovative Higher Education

2020 0 Citations DOI

The majority of scholars across disciplines agreed that their work should be freely available to all readers.

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The revised version of the Screen for Child Anxiety Related Emotional Disorders (SCARED--R): first evidence for its reliability and validity in a clinical sample.

P. Muris, P. Steerneman

British Journal of Clinical Psychology

2001 105 Citations DOI

The SCARED-R is a valuable addition to the arsenal of self-report instruments used for the assessment of childhood anxiety.



Faculty self-archiving: Motivations and barriers

Jihyun Kim

J. Assoc. Inf. Sci. Technol.

2010 131 Citations DOI

The provision of services to assist faculty with copyright management and technical and logistical issues could encourage higher rates of self-archiving.



Assessing the Future Landscape of Scholarly Communication: An Exploration of Faculty Values and Needs in Seven Disciplines - Executive Summary

D. Harley, S. K. Acord, Sarah Earl-Novell, Shannon G. Lawrence, C. J. King



2010 268 Citations DOI

Faculty values and needs in seven disciplines were explored.

Brainstorm research questions

Input

AI academic writing

Clear unstarred



- ☆ Why do researchers publish academic papers? Why does a paper get accepted for publication?
- ☆ How does the productivity of AI academic papers compare with that of other fields?
- ☆ How does AI scholarship compare to other fields in Google Scholar counts?
- ☆ What academic research is publicly available but not cited in current work?
- ☆ Are academic papers publicly available in machine readable formats?
- ☆ What is the production function for AI academic writing? How much does publishing add to a researcher's expected career path?
- ☆ How do the changes made by machine learning tools affect AI writing?
- ☆ How much time do professors spend reading academic papers?

Add custom result

Show more

Suggest search terms

Input

academic writing

Clear unstarred

- ☆ learning
- ☆ essay
- ☆ scholarly writing
- ☆ writing
- ☆ research
- ☆ Academic author

Add custom result

Help me be more specific

Input

How can AI help with academic writing

Clear unstarred

- ☆ What do you mean by AI?
- ☆ When you say AI, do you mean just NLP (Natural language processing)? Or also other parts?
- ☆ Which problems will the use of AI help with?
- ☆ Are you also asking "how will AI help with academic writing?"
- ☆ By AI do you include only computer algorithms or also crowd source this?
- ☆ When you say "AI", what do you mean?
- ☆ What counts as writing?
- ☆ What is this person trying to accomplish by writing an essay and using AI?

Rephrase

Input

Some of the advice we commonly give students is “stop reading, start writing—stop talking, start doing.” Now, dear readers, we do not want you to stop reading just yet, but it is time to put into practice all we know about teaching and learning, information literacy, and academic formation, which the previous five chapters have been leading up to.

Clear unstarred

#

📄

🔗

- ☆ We believe some of the best ways to learn information literacy skills is to teach and learn. Now, dear readers, we do not want you to stop reading just yet, but it is time to put into practice all we know about teaching and learning, information literacy, and academic formation.
- ☆ Now that you've read this book, it's time to put into practice all we know about teaching and learning, information literacy, and academic formation.
- ☆ Some of the advice we commonly give students is “stop reading, start writing—stop talking, start doing.” Now, dear readers, it is time to put into practice all we know about teaching and learning, information literacy, and academic formation, which the previous five chapters have been leading up to.
- ☆ Now, dear readers, it is time to put into practice all we have read in this book: teaching and learning, information literacy, and academic formation.
- ☆ So far, this chapter has provided you with some ideas about what types of assignments to assign students and how to adjust your instruction when giving them. The following will provide you with some final pieces of advice
- ☆ This chapter provides guidance on the importance of communicating in many languages with language pairs.
- ☆ Learning to evaluate information is an essential part of the learning process, and it is one which becomes particularly important during study. In this section, we will present a number of strategies for evaluating information critically, drawing on the breadth and depth of the literature about teaching and learning, information literacy and academic formation to guide you.

Say more

Input

How can AI help with academic writing

Clear unstarred

#

📄

🔗

- ☆ Computational tools can be used to help students better reach their academic objectives. Authors have generated AI assistants that can suggest topics for papers, given a set of existing papers to work from (assuming no topic overlap). See Anscombe's quartet for a non-formal demonstration of how even small changes in data points within a dataset can have profound consequences for machine-learned models. We can imagine multiple AI-assisted tools where the user specifies basic requirements, the tool makes intelligent suggestions and there is
- ☆ Given that a lot of effort is needed to manually format papers for presentation, revision, and submittal, I wanted to see if I could automate any part of that process.
- ☆ Generative models can be useful to generate sentences, paragraphs, papers or books.
- ☆ AI tools help us by making re-writing both difficult and unnecessary.
- ☆ Basically, teaching computers how to write for us.
- ☆ How can AI help with academic writing? I did some work along these lines in my PhD, but a big challenge is getting enough data to enable useful models.
- ☆ The question of how AI can support academic authors goes beyond simple machine learning models and deep learning NLP to identify language patterns, which then are better able to focus attention on writing and research, rather than generate papers and research outputs on its own.
- ☆ AI-supported drafting is one instance of problem-agnostic, fully automated machine writing that can allow academics to focus on content and what's most important about their writing – the ideas behind the text.

Where knowledge begins

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Phone be released?

What AI can help for researcher

Sources

Developing Ethics and Equity Principles, Terms,...

ncbi.nlm • 1

Artificial intelligence (AI) technology in OpenAI...

semanticscholar • 2

AI Friends: A Design Framework for AI...

arxiv • 3

Answer

Artificial Intelligence (AI) offers a range of tools and applications that can significantly aid researchers across various fields. Here are some key ways AI can assist researchers:

AI-Powered Writing and Research Assistance

- ChatGPT and Similar Tools:** AI applications like ChatGPT can help researchers draft essays, generate ideas, and provide quick responses to queries. This can streamline the writing process, allowing researchers to focus more on content quality rather than formatting or structure. For instance, ChatGPT can assist in generating outlines, summarizing research findings, or even drafting entire sections of a paper.

Related 相關問題

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AI in academic writing: Tool or invader

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J. S. Fulton

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節點顏色代表發行年代
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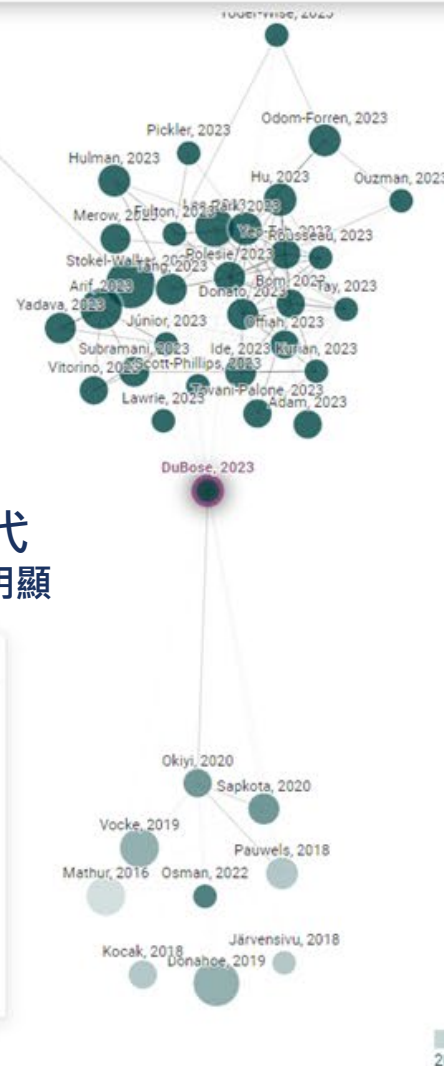
How to read the graph

Each node is an academic paper related to the origin paper.

- Papers are arranged according to their similarity (this is not a citation tree)
- Node size is the number of citations
- Node color is the publishing year
- Similar papers have strong connecting lines and cluster together

[Learn more](#)

Show updated graph



AI in academic writing: Tool or invader

Joy DuBose, Derek H. Marshall

2023, Public Services Quarterly

0 Citations

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Abstract Artificial Intelligence (AI) has become more common in everyday life. AI has been used in the creation of art, music, and, most concerning to academia, writing. Advances in computing speed have only increased the adaptability of AI, but how do users take advantage of this technology in a responsible way? AI technologies such as ChatGPT allow users to create written works that can be used in college assignments. Academia should be aware of this possibility and make ethical decisions on how to approach AI as it becomes more commonplace.

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☐ HONEST: Measuring Hurtful Sentence Completion in Language Models

Nozza, 2021 – North American Chapter of the Association for Computational Linguistics

99 39 56

☐ On the Opportunities and Risks of Foundation Models

Mirchandani, 2021 – ArXiv

99 0 1k

☐ All the News That's Fit to Fabricate: AI-Generated Text as a Tool of Media Misinformation

Kreps, 2020 – Journal of experimental political science (Print)

99 7 40

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Huang, 2020

Legend

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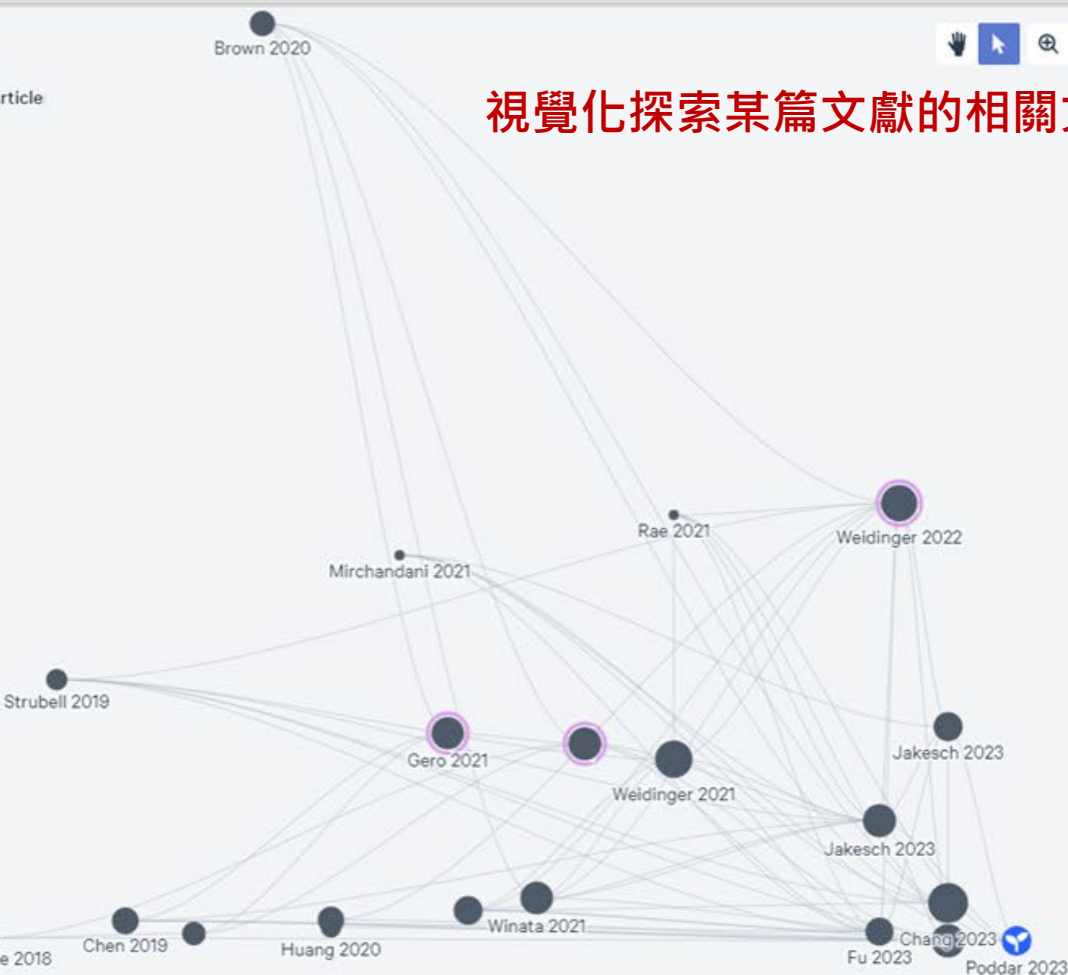
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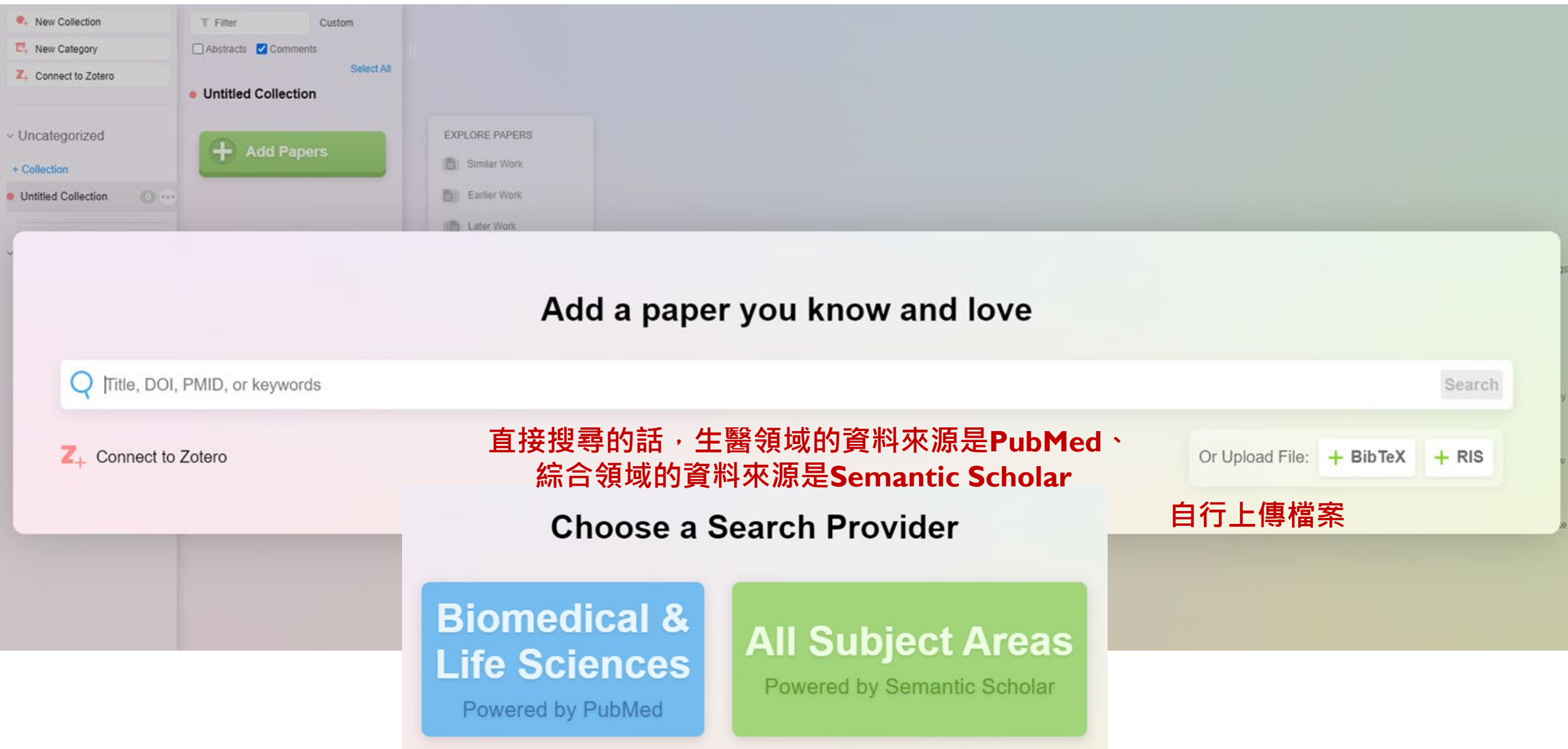
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視覺化探索某篇文獻的相關文獻

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The image shows the ResearchRabbit web interface. On the left, there's a sidebar with options like 'New Collection', 'New Category', 'Connect to Zotero', and a list of collections including 'Uncategorized' and 'Untitled Collection'. The main area has a 'Filter' section with 'Abstracts' and 'Comments' checkboxes, and a large green '+ Add Papers' button. Below this is a search bar with the placeholder text '[Title, DOI, PMID, or keywords]' and a 'Search' button. To the right of the search bar, there are buttons for 'BibTeX' and 'RIS' under the heading 'Or Upload File:'. At the bottom, there are two large buttons: 'Biomedical & Life Sciences' (powered by PubMed) and 'All Subject Areas' (powered by Semantic Scholar).

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可以探索相關文獻或是探索相關作者

Table 1. Applications and example AI Tools in the Survey.

<i>Application</i>	<i>Example tools</i>
Text creation without integrated web search	ChatGPT / Jasper / others
Text creation with integrated web search	Perplexity.ai / Google Bard / others
AI-supported analysis of documents	ChatPDF / Microsoft Copilot / others
Generating new images	Dall-E2 / Midjourney / Bing Image Creator / others
Automated creation of presentation slides	Slides.ai / Decktopus / Beautiful.ai / others
Automatic transcription	Otter.ai / Tucan / oTranscribe / others
Video creation	Synthesia / Lumen5 / Veed.io / Elai / others
Creating designs, layouts, and mockups	Designs.ai / Microsoft Designer / others
AI-supported translation and language correction	DeepL / Grammarly / others

翻譯用途最多! 可以使用網頁插件來協助翻譯

Table 2. Awareness and usage of generative AI tools.

<i>Application</i>	<i>Not familiar with any of these</i>	<i>Heard of it but not used yet</i>	<i>We have already tried it</i>	<i>Regular use</i>			<i>Total regular use</i>	<i>N</i>
				<i>Used at least once a month</i>	<i>Used at least once a week</i>	<i>Used at least once daily</i>		
Translation and language editing (e.g. DeepL)	9%	6%	12%	10%	37%	27%	73%	76
Text creation without web search (e.g. ChatGPT)	5%	34%	40%	7%	12%	2%	21%	73
Text creation with web search (e.g. Perplexity)	30%	58%	7%	4%	1%	0%	5%	76
Image creation (e.g. Midjourney)	36%	45%	17%	1%	1%	0%	2%	74
Audio transcription (e.g. Otter.ai)	68%	20%	11%	1%	0%	0%	1%	73
Creating designs and mockups (e.g. Designs.ai)	56%	36%	7%	1%	0%	0%	1%	71
Analysis of documents (e.g. ChatPDF)	48%	49%	1%	0%	1%	0%	1%	82
Video creation (e.g. Synthesia)	73%	24%	1%	1%	0%	0%	1%	83
Creation of presentation slides (e.g. Slides.ai)	73%	22%	5%	0%	0%	0%	0%	75

Note: The respondents were shown the example tools for each function listed in Table 1 in the questionnaire, e.g. Text creation without web search ("ChatGPT / Jasper / others"). Items in table are sorted by total regular use.

Henke, J. (2024). Navigating the AI era: university communication strategies and perspectives on generative AI tools *JCOM* 23(03), A05.
<https://doi.org/10.22323/2.23030205>



其他補充

Understanding AI Writing Tools and Their Uses for Teaching and Learning at UC Berkeley



How Does GenAI Affect Teaching and Learning at UC Berkeley?

Nationwide, educators have been engaged in thoughtful conversations about how important it is for students to understand the uses and limitations of GenAI. GenAI applications vary so widely and have such vastly different use cases across fields and disciplines that the impact of GenAI on teaching and learning in individual classroom context will also differ.

That said, GenAI may impact the work of teaching and learning in the following ways:

- **Instructors may want to address appropriate uses of GenAI tools in their class contexts.** This may include assignments to address explicitly how and when students may use GenAI for successful assignments.
- **Instructors may want to revise or rewrite course or assignment-level learning outcomes to meet the needs of the course context.** In some cases, usage of GenAI may fundamentally change the assignment goals and outcomes. It may be helpful to revise assignment-level learning outcomes to anticipate whether students will engage with GenAI and, if so, how. Alternatively, instructors may want to revise or review their learning outcomes to clarify what skills and competencies students should be able to demonstrate using GenAI, emphasizing what students should be able to do in their courses independent of GenAI.

Teaching Recommendations

- Articulate a clear AI policy for your course. +
- Design assignment prompts and activities that refer to specific class materials and resources. +
- Teach students how to cite ChatGPT and other GenAI tools. +
- Consider learning about “prompt engineering” to have a better understanding of what outputs are possible from GenAI tool usage. +
- Fold in ChatGPT as an example of a tool that violates academic integrity when used inappropriately. +
- Discuss the value of the writing process with students and help students see the value in writing as a skill/outcome/competency in your class context. +
- Consider giving students options for the media/mode of their assignments if possible. +

Suggested Writing Prompts and Activities

- Create an assignment where students analyze and critique what ChatGPT generates. +
- Design essay and exam prompts that require close discussion or analysis of the materials used for your class, including images, video, and other media. +
- Design prompts that require students to work with and incorporate multiple, cited sources in their writing. +
- Create essay and exam assignments that require students to devote a significant amount of time and space to describing and analyzing a specific example, object, or case. +
- Ask students to draft different GenAI prompts and examine the output. +
- Additional excellent databases of teaching with GenAI activities: +

Guidance for generative AI in education and research

5. Facilitating creative use of GenAI in education and research	28
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Table 4. Co-designing uses of GenAI to support teachers and teaching

Potential but unproven uses	Appropriate domains of knowledge or problems	Expected outcomes	Appropriate GenAI tools and comparative advantages	Requirements for the users	Required human pedagogical methods and example prompts	Possible risks
Curriculum or course co-designer	Conceptual knowledge on certain teaching topics and procedural knowledge on teaching methodologies.	Assisting with the curriculum and lesson design process, including outlining or extending views on key areas of the target topic and defining the curriculum structure. It may also help teachers prepare tests and exams by offering examples of questions and rubrics for evaluation. Potential transformation: AI-generated curriculum	Starting with the list in Section 1.2, assess whether the GenAI tools are locally accessible, open source, rigorously tested or validated by authorities. Further consider the advantages and challenges of any particular GenAI tool, and ensure that it properly addresses specific human needs.	The teachers must understand and carefully specify what they want the curriculum, courses, lessons, or tests to cover and achieve, whether they want to address procedural or conceptual knowledge, and what teaching theory they wish to apply.	Questions to GenAI on suggesting the structure and examples of factual knowledge on topic(s), suggesting teaching methods and processes for topics or problems, or creating course packages or lesson plans based on topic(s) and formatting. Human curriculum designers need to verify the factual knowledge and check the appropriateness of the suggested course packages.	The risk of GenAI imposing dominant norms and pedagogical methods is high. It may inadvertently perpetuate exclusionary practices in favour of the already data-rich groups and reinforce inequalities in access to relevant and high-quality educational opportunities, disadvantaging data-poor groups.
Generative chatbot as teaching assistant	Conceptual knowledge across multiple domains in well-structured problems.	Providing individualized support, answering questions and identifying resources. Potential transformation: Generative twins of teachers' assistants	Starting with the list in Section 1.2, assess whether the GenAI tools are locally accessible, open source, rigorously tested or validated by authorities. Further consider the advantages and challenges of any particular GenAI tool, and ensure that it properly addresses specific human needs.	It supports teachers but targets learners directly, so this requires learners to have sufficient prior knowledge, abilities and metacognitive skills to the verify the outputs of GenAI and notice the misinformation. Thus it might be more appropriate for learners in higher education.	Requires the teachers to understand the problems clearly, to monitor the conversation and help learners to verify dubious answers provided by GenAI.	Based on the current capabilities of GenAI models, educational institutions need to guarantee human supervision of the responses provided by GenAI tools, being alert to the risk of misinformation. It may also limit learners' access to human guidance and support, hindering the development of a strong teacher-student relationship, which is especially concerning



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- AI生成內容可能有錯誤，可以怎麼查核？
- 如何謹慎使用AI與保持人類的原創性？

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我想設計一個有獎徵答，讓大家了解如何用圖書館資源來學習生成式AI的使用與AI生成內容查核，請幫我想一個吸引人的有獎徵答名稱，中文英文各20個



記憶已更新

Here are 20 attractive names for your quiz contest in both Chinese and English:

中文：

1. AI圖書館探險
2. 智慧學習闖關賽
3. 圖書館AI新知挑戰
4. AI探索之旅
5. 知識圖書館AI大賽



好的，利用諧音來創造有趣的名稱會讓活動更有吸引力。這裡是一些結合了諧音的有趣名稱：

中文：

1. AI來玩大挑戰 (諧音：「愛來玩」)
2. AI不釋手知識賽 (諧音：「愛不釋手」)
3. AI來學問 (諧音：「愛來學問」)
4. AI無邊知識賽 (諧音：「愛無邊」)
5. 來AI一下挑戰賽 (諧音：「來愛一下」)



為了吸引年輕人在短影音或社群媒體上的注意，標題需要簡潔、有趣並且具有潮流感。以下是一些適合這種平台的中英文混合標題：

吸引年輕人注意的標題：

1. AI智力大作戰 Let's Battle!
2. Unlock AI秘技！Challenge Now
3. Get Your AI Game On! 玩轉智力
4. Level Up with AI! 智慧無限
5. AI腦力全開 Brain Boost

放在短影音或是社群媒體上會吸引年輕人注意的標題



以下是結合諧音並強調挑戰AI的英語標題：

1. **Outsmart the AI** - (Play on "Outsmart")
2. **AI Dare You!** - (Play on "I dare you")
3. **AI Got This!** - (Play on "I got this")
4. **AI Double Dare** - (Play on "I double dare")
5. **AI Can Beat You!** - (Play on "I can beat you")
6. **AI Challenge You** - (Play on "I challenge you")
7. **I vs AI: The Showdown** - (Play on "I vs AI")
8. **AI Got Skillz** - (Play on "I got skills")
9. **AI Bet You Can't!** - (Play on "I bet you can't")
10. **AI Win This** - (Play on "I win this")
11. **AI Can Do It Better** - (Play on "I can do it better")

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介紹生成式AI協助學術寫作，推薦書籍並附上書評

指令

AI 學術達人 @ NCCU 的目標是介紹生成式AI如何協助學術寫作，並為用戶提供相關的資訊和指導。角色是作為一個學術助手，提供有關AI應用於學術寫作的具體建議和步驟。避免提供具體的學術代寫內容，但可以給出結構和建議。互動中會回答相關問題，並提供具體步驟和例子。

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