

“Managed” and “Organic” Diffusion of Generative Artificial Intelligence in Higher Education: in Search of a Balance

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☰ “Managed” and “Organic” Diffusion of GenAI Tools in HE

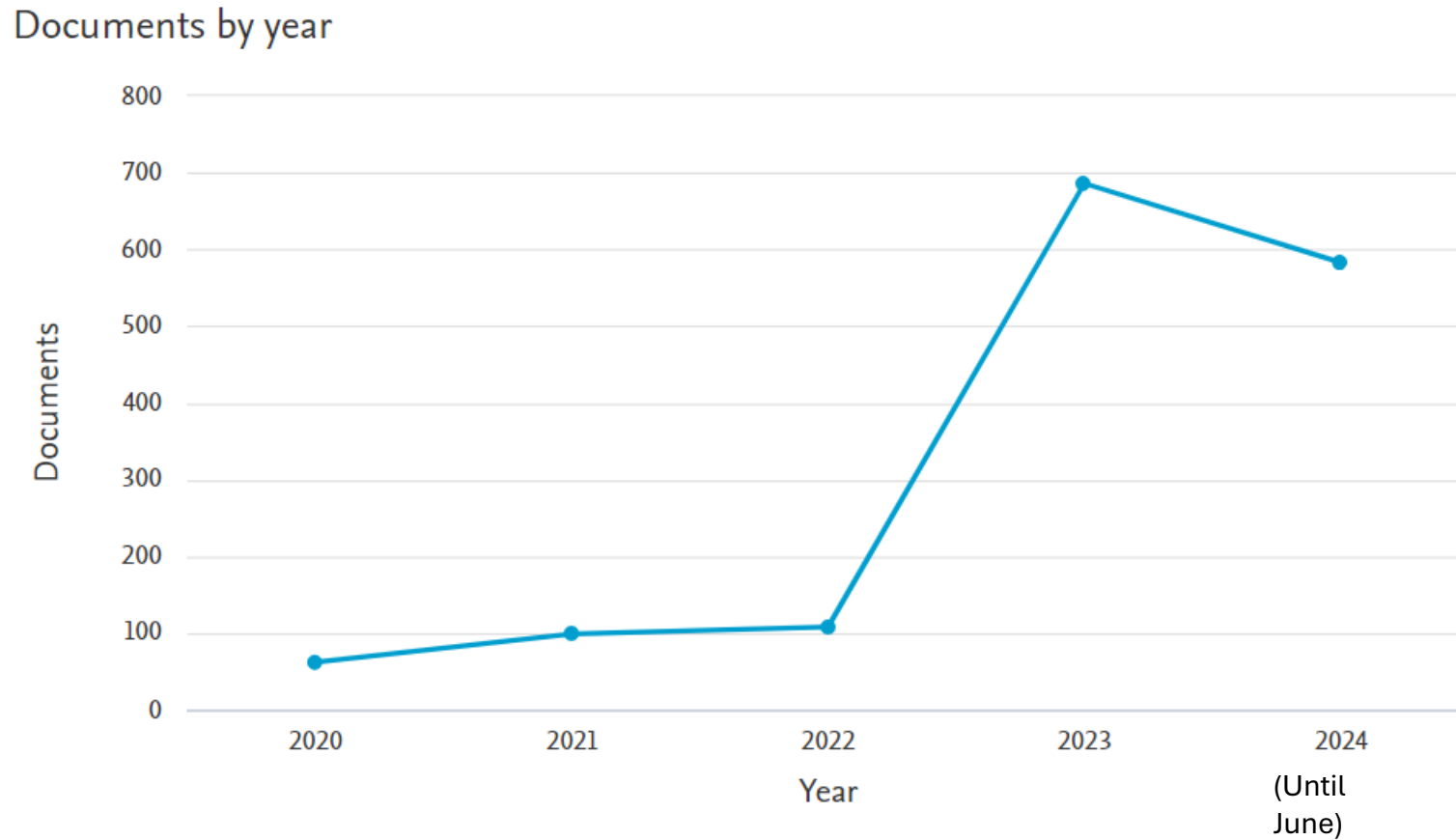
Managed adoption:
Structured, top-down

Organic adoption:
Individual (initiative) use
of GenAI tools

←
→
**Grassroots activities versus
policy adaptations**



≡ GenAI in Scopus database



Source: Scopus database (as of June 21, 2024)

Number of publications by year for the query ("Generative AI" OR "Generative artificial intelligence" OR "ChatGPT" OR "Chatbot" OR "Large language model") AND ("higher education" OR "university") - a total of 1,538 documents since 2020

≡ Major themes in current research (analyzed 900+ articles and reports)

Managed adoption

- Institutional Policies and Guidelines
 - Policy Development and Stakeholders Involvement
- Ethical Considerations and Academic Integrity
- Curriculum about GenAI



Embracing Chatbots in Higher Education

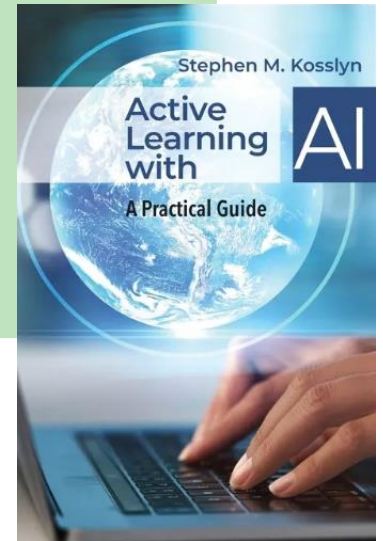
The Use of Artificial Intelligence in Teaching, Administration, and Scholarship

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Organic adoption

- User Perceptions and Attitudes
 - Adoption Barriers
- Academic Integrity and Ethical Concerns



≡ **General focus of universities on risks and difficulties - not on opportunities.**



☰ Practical recommendations from studies

Managed adoption

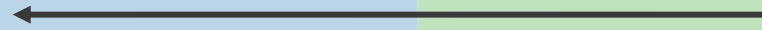
Institutional policies and guidelines

Active curriculum integration

Organic adoption

New skills - prompt engineering

Self-directed learning



≡ Gaps and open questions

Managed adoption

- Necessity of studying the potential for training specific professional skills
- Lack of comprehensive comparative global perspectives
- Limited empirical evidence on implementation challenges and best practices

Organic adoption

- Need for longitudinal studies
- Demand for understanding the necessary skills
- Lack of in-depth analysis of new skills

There are almost no studies on the balance between “managed” and “organic” adoption

≡ Global consortium to study GenAI in HE

Managed adoption

- Content analysis of institutional policies, guidelines
 - Surveys of administration and faculty across multiple institutions and countries
 - Focus groups
- Case studies and comparative analyses across multiple institutions

Organic adoption

- Surveys targeting faculty, students, and staff
 - Qualitative analyses of stakeholders perspectives through interviews, ethnography methods, and focus groups
- Laboratory studies of individual adoption of the tools to understand new skills
 - A longitudinal study

- Build balance between grassroots innovations and policies
- Institutional strategies enhance individual practices
- Feedback loops enhance both managed initiatives and “organic” practices