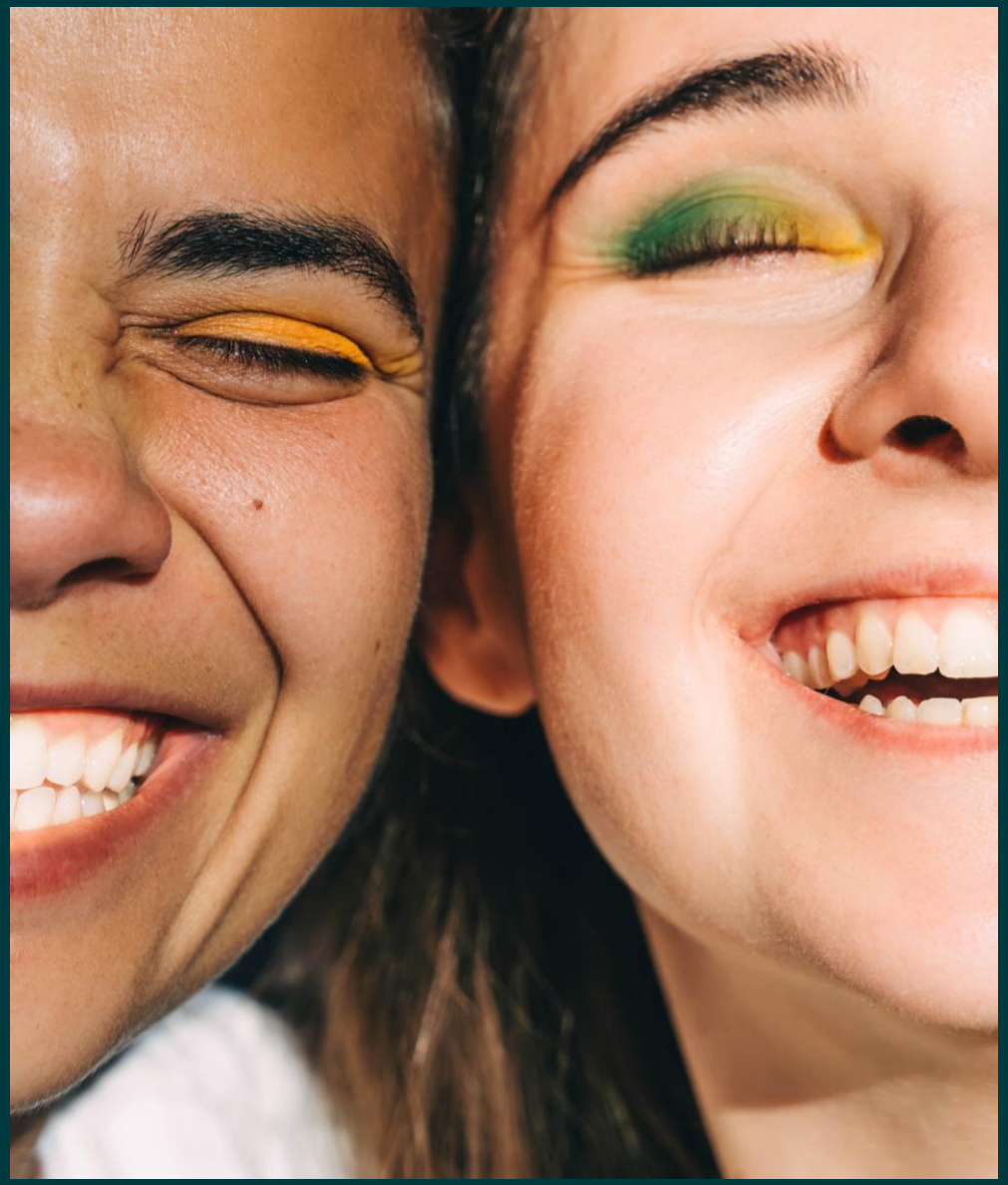
AI AND THE FUTURE OF ACADEMIC WORK: CHALLENGES, OPPORTUNITIES AND PERSPECTIVES

(Inteligența artificială și viitorul carierei academice: provocări, oportunități și perspective , FEAA/ECREB, Universitatea de Vest din Timisoara)

- Liliana Harding, University of East Anglia School of Economics

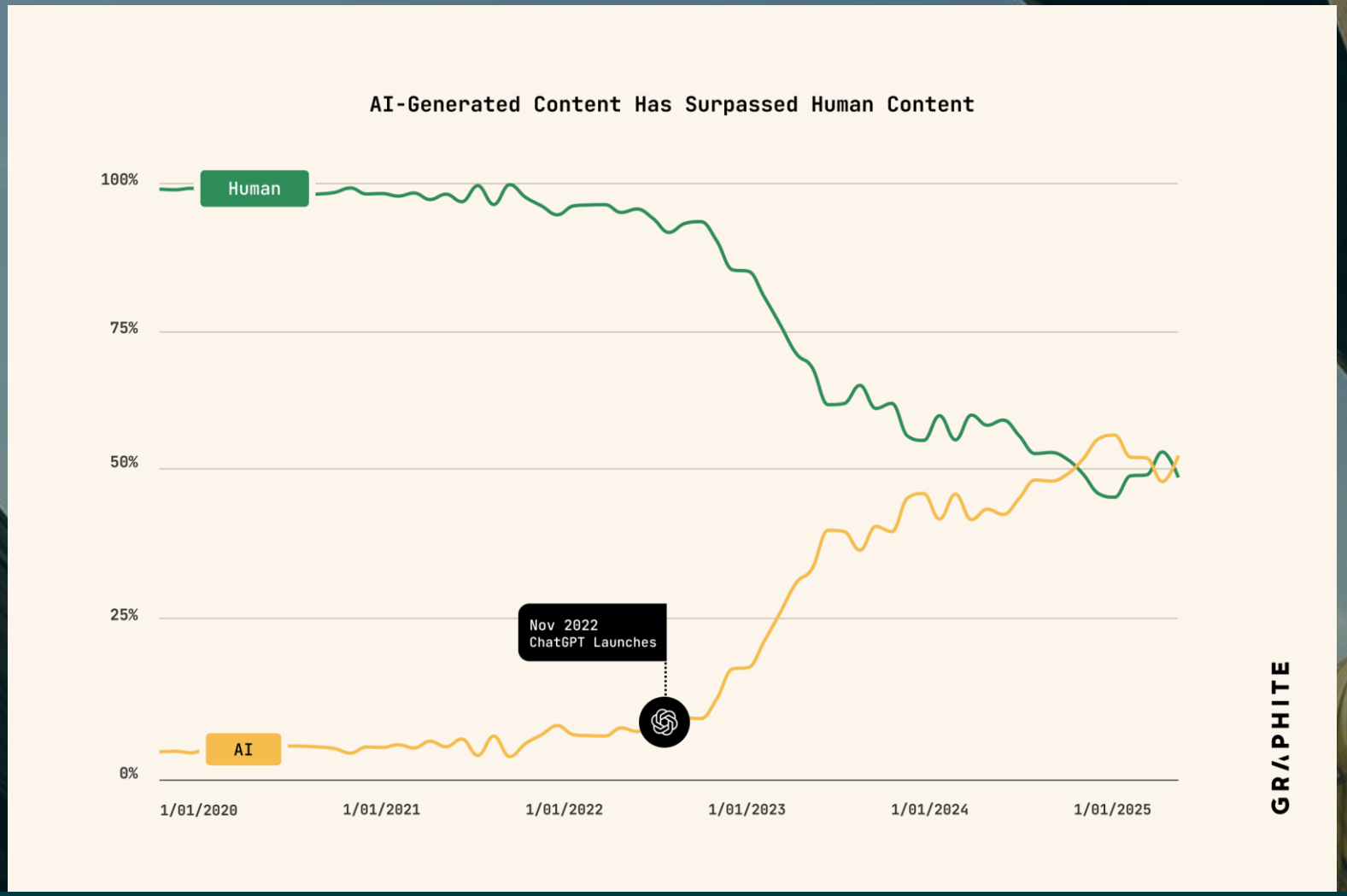
WELCOME





AI GENERATED ARTICLES ONLINE

Guess a percent:

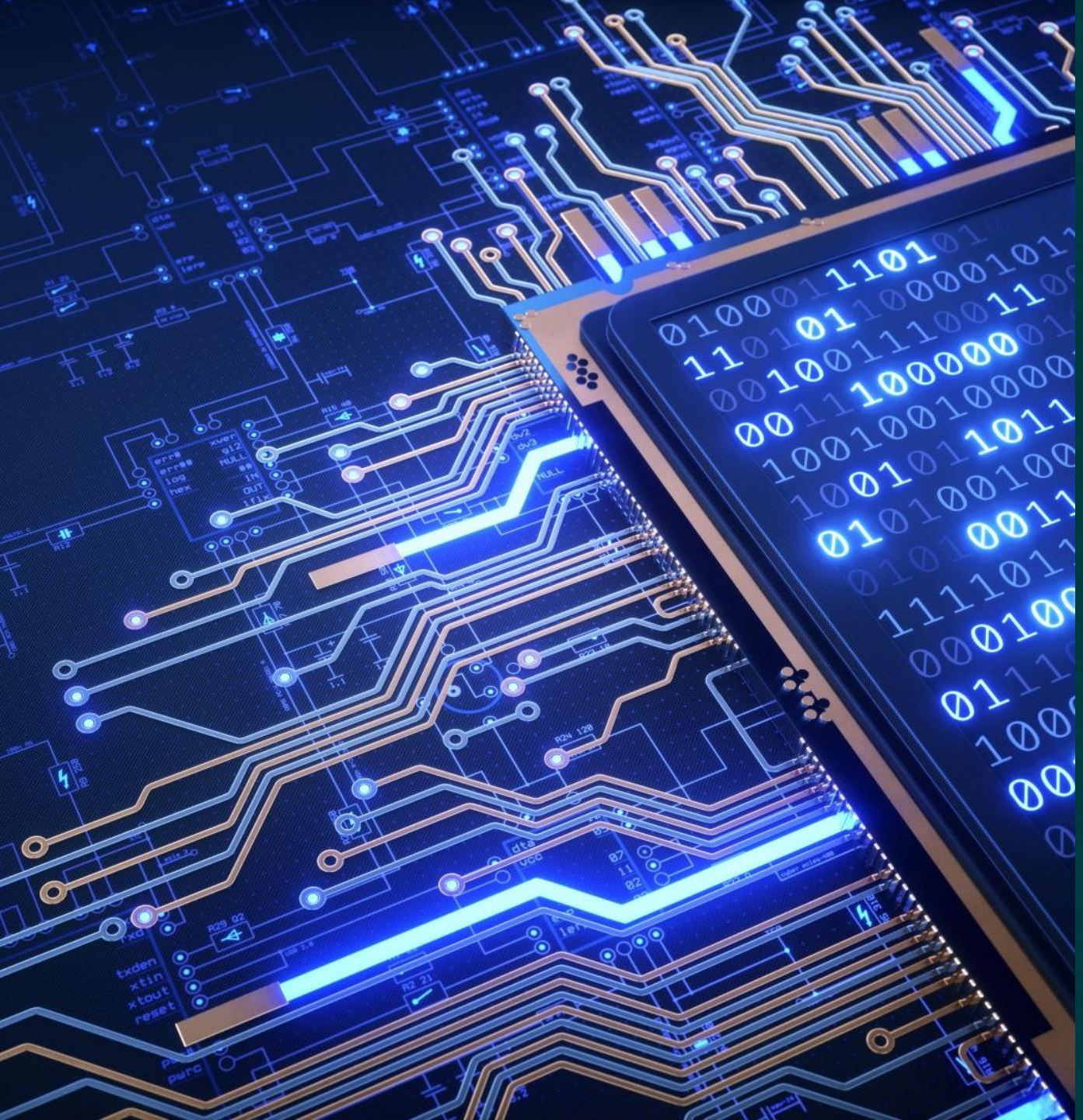


OVER 50% - (PLATEAU IN 2025)

(Task: see and update the data with the help of AI tools)

50-52%

According to latest data



AI USE IN CODING

Guess a percent:

PROBABLY MORE COMPLEX,
SO:
LET US DISCUSS!

42%

- of all current code is AI generated, but projected to rise to 65% by 2028
-staggered use and trust level noted by coders

WHAT ABOUT

- Academia and scientific research, including examples from economics?

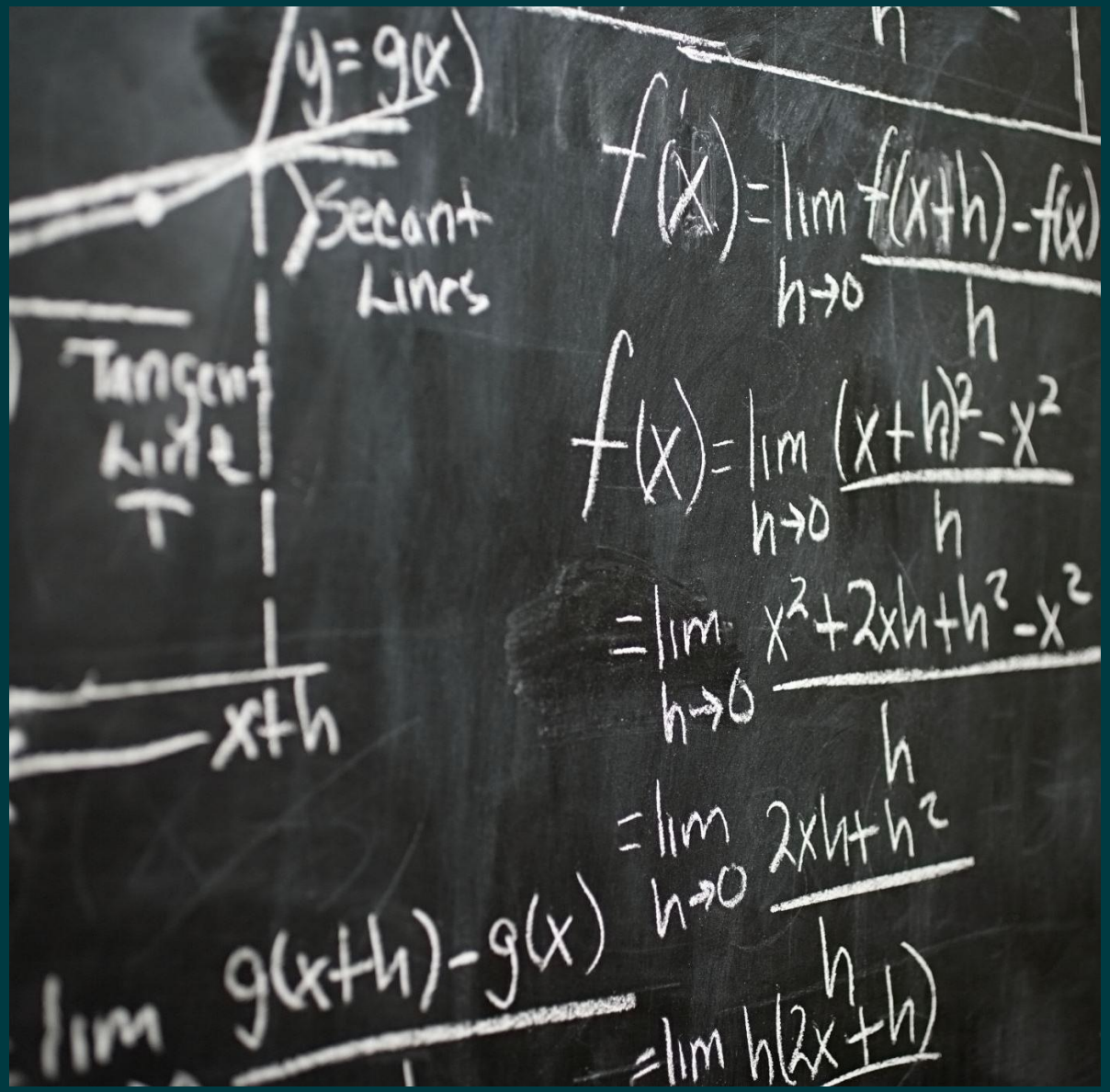
General Discussions and feedback to room



SHAPING THE FUTURE OF HIGHER EDUCATION AND ECONOMICS WITH AI

- Reflections and example of good practice based on new reality and institutional experiences





AI CHALLENGE FOR FUNDAMENTAL SUBJECTS

Leiden Declaration on AI and Mathematics: addressing challenges and code of conduct

Addresses for example

- **Erosion of academic standards**
- Rise of **non-peer-reviewed dissemination** (e.g., press releases) undermining evaluation

See also:

Academy for the Mathematical Sciences: Maths in the Age of AI: why the mathematical sciences matter more than ever

THE PRACTICE IN LEADING INSTITUTIONS (1):

- Imperial College, London:

AI for learning

and AI for teaching

AS WELL AS

- 'Strategic Collaborations to Advance AI-Enabled Scientific Discovery': E.G. with AMD (2026)

LET US CHECK SOME IDEAS:

- See their assessment guidance HERE

Use of generative AI for teaching, learning and assessment



Use of generative AI for learning, teaching and assessment



AI for learning

Discover how AI can support students in learning and preparing for assessments.

→ More information



AI for teaching

AI in education streamlines teaching by generating examples, providing explanations, and analysing student feedback.

→ More information



AI for assessment

Review the 3 steps to AI for assessment: reflect and examine, assess your assessment, make a decision on how to approach AI on your module.

→ More information

THE PRACTICE IN LEADING INSTITUTIONS (2):

- Harvard (including Economics or public policy)
  - E.g. PingPong platform for supporting the development for tutoring agents: https://policylab.hks.harvard.edu/projects/pingpong.html (includes underlying code links)

- but see also the SLATE project and consideration for inclusivity at https://teachly.me/



HARVARD …

Teddy Svoronos (https://www.hks.harvard.edu/faculty/teddy-svoronos) (2026) notes:

- Be explicit to students what you use AI for
- Approaching bots as a teaching assistant interacting with students
- Tutor bots being used since 2023
- Consider feedback in parallel with tutor and ‘feedback that [you] do not have time to give’; and not the only opportunity to learn from subject tutors

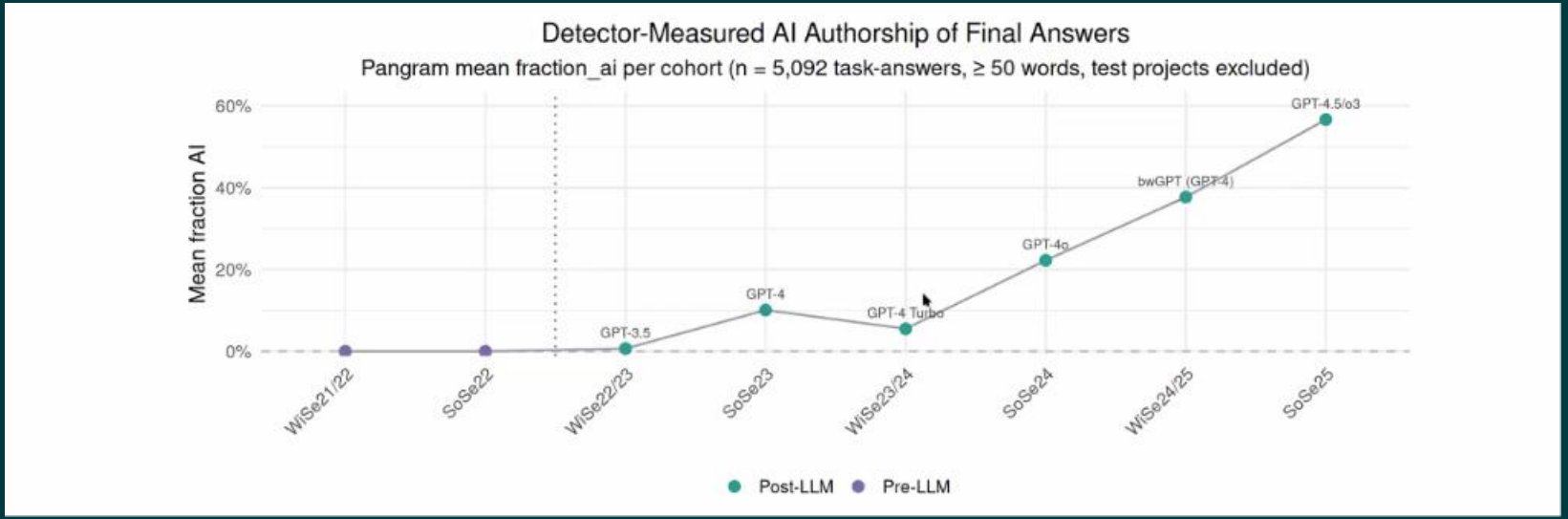
Further considerations:

- use 3 agents to see whether there is disagreement in feedback.
- Make students aware that including that ‘Socratic bots’ are typically more accurate than marking/teaching assistant staff

SOME RECENT RESULTS OF PEDAGOGICAL RESEARCH

Alex Rieber (Uulm, 2026) research on data science course (paper available at: https://policylab.hks.harvard.edu/projects/pingpong.html)

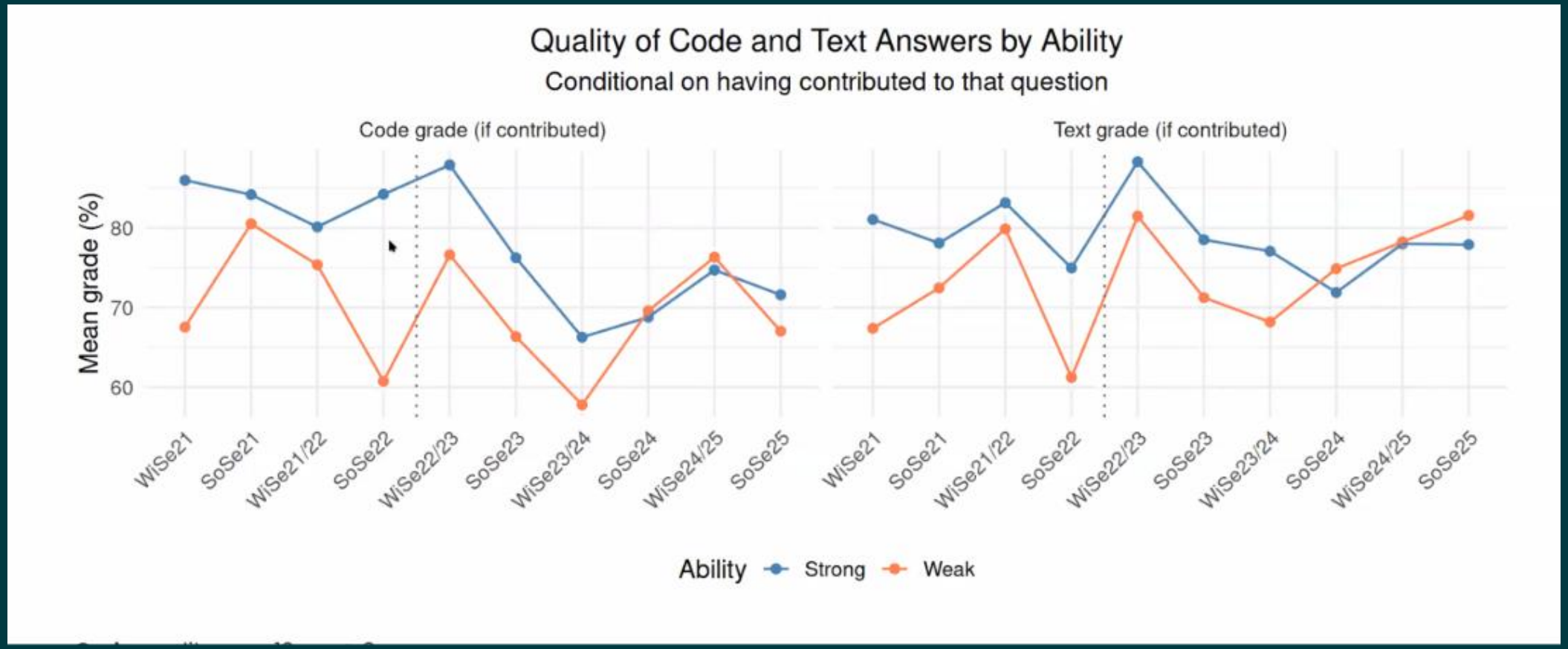
‘PANGRAM’ AI DETECTOR COLLECTING DATA ON STUDENTS’ USE OF AI TOOLS



CONCLUDES: EQUALISING OUTPUT IS NOT EQUALIZING LEARNING!

The exam gap between strong and weak students narrows because strong students fall, not because weak rises.

Rieber (2026)


Quality of Code and Text Answers by Ability
Conditional on having contributed to that question
Code grade (if contributed)
Text grade (if contributed)
Mean grade (%)
80
70
60
WiSe21
SoSe21
WiSe21/22
SoSe22
WiSe22/23
SoSe23
WiSe23/24
SoSe24
WiSe24/25
SoSe25
Ability
Strong
Weak

Michael Gmeiner (2026) then finds that:

- Based on MSc Quantitative Economics course and formative work, London School of Economics find:

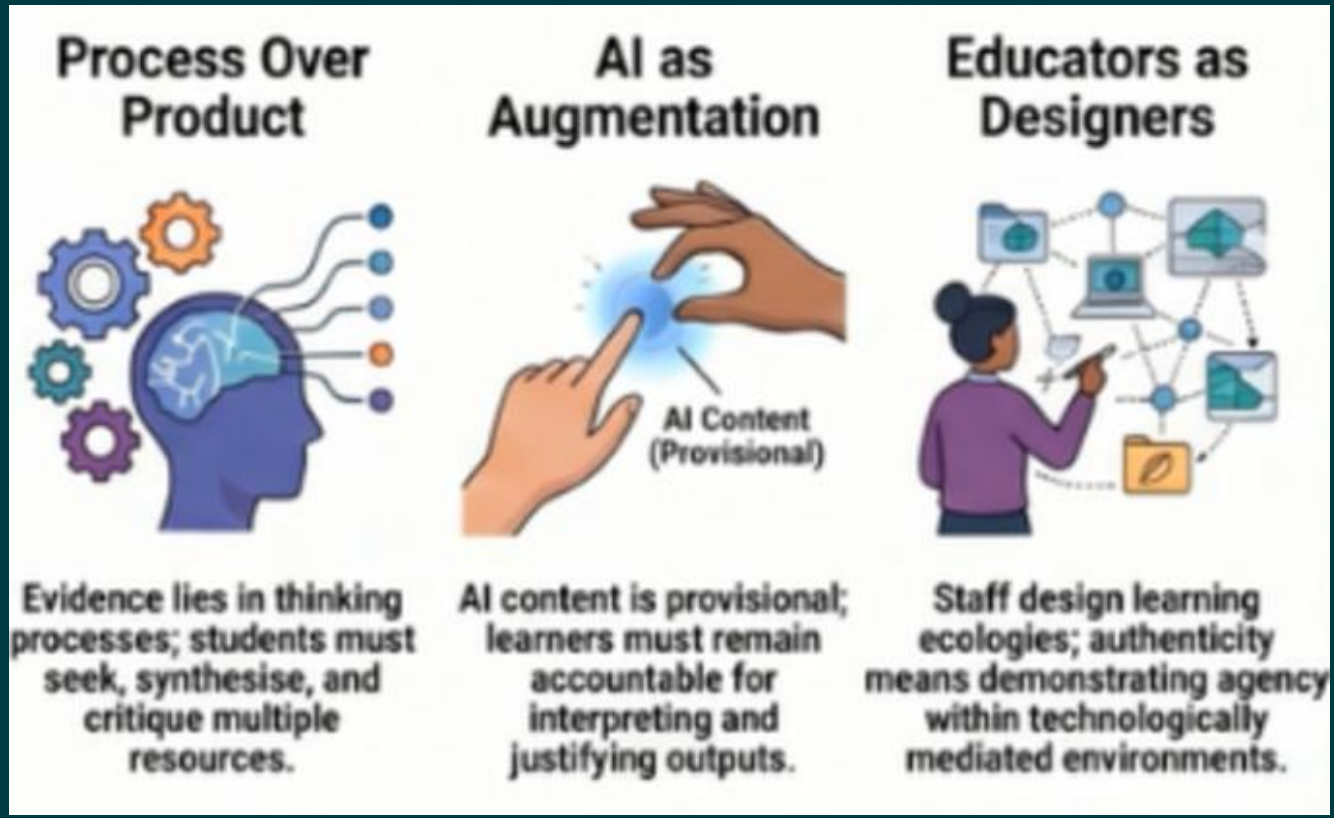
90.9% of students rated human feedback 4 or 5 out of 5, versus only **56.4%** for AI.

- It appears the AI gave praise whereas the human suggested corrections: i.e. feed forward for improvement,

Question for **us** to discuss: could the AI have been possible to prompt towards improvement?

WHERE DO WE GO FROM HERE?

FOCUS ON PROCESS VS OUTCOME



Fabio Arico (2026)

Example from UEA Centre for Higher Education Research Practice Policy and Scholarship (CHERPPS)

“Student concerns with AI”

Please add your insights next:

EXAMPLE

- ‘ Students comment that they learn more from tutor than AI’
- Concern of climate effects

“Teachers’ concerns with AI”

Please add your insights next:

EXAMPLE

- Cost is up to 200 USD per month (!?) or more if paid per token
- Who bares the cost: student or university?

“Researchers’ concerns with AI”

Please add your insights next:

EXAMPLES

- Losing ability to read
- Damage to cognitive skills

“And Counterarguments?
(supporting AI)”
Please add your insights next:

EXAMPLES:

- If coders moved to writing 100% I code from 0 % not long ago and some more recently, is it bad for us to stop doing the writing, including code?
  - Also, testing code has not happened by coders ‘reading the code’ either, but by putting it against ‘test banks’
- As it is now cheap to write a paper, use critical thinking instead to develop ideas and learning

STRATEGY. LEAD THE FUTURE.

Levels of intervention as ‘action points’ from today.



SPACE FOR ACTION

- Training beyond acknowledgement of AI ubiquity
  - Who curates AND who creates?
  - Internal VS External Resources
- Research and Subject Specific uses of AI
  - from disclosure of AI use towards scientific output TO creating AI-enhanced scientific environments



TECHING STRATEGIES & TOOL

- Teaching with AI and the skills your students need in their future working environment
  - From a dialogue with stakeholders to implementation and engagement

- And finally, thinking about tools
  - Focus on AI tools available throughout your institution, to what ‘competing institutions’ are able to share OR take advantage of in an increasingly competitive academic world



Q&A

- Talk to us now!

-My contacts beyond today:

Liliana.harding@uea.ac.uk