

Tutorato specialistico
Università Ca' Foscari di Venezia
a.a. 2024-2025

Risorse online per la stesura della tesi di laurea:
motori di ricerca accademici; gestione delle citazioni
e della bibliografia; software di intelligenza artificiale
e altre risorse



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Struttura della tesi

Abstract

Introduzione

Revisione della
letteratura

Metodologia e obiettivi

Discussione

Conclusione

Bibliografia

Intelligenza artificiale

- Ricerca delle fonti
- Generazione di idee
- Revisione testi
- Formattazione testi e citazioni
- Scrittura bozze

**Risorse online per la
stesura della tesi di
laurea**

**REVISIONE
DELLA
LETTERATURA**

Revisione della letteratura

La revisione della letteratura è la **ricerca** e la **valutazione** della letteratura disponibile e delle ricerche precedenti su un argomento

- **Letteratura scientifica:** libri, articoli, riviste scientifiche, atti di convegno, ecc.
- **Letteratura grigia:** rapporti, documenti governativi, dossier di ricerca, annuari, dossier tecnici, ecc.



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SBA - Sistema Bibliotecario di Ateneo

Webmail

Area riservata

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cerca in Unive.it



BEC - Biblioteca Area Economica

- Consultazione, prestito, fotocopie
- Consulenza bibliografica e supporto alla ricerca
- Prestito interbibliotecario e fornitura documenti
- Spazi riservati prenotabili
- Laboratori e corsi
- Fondi speciali



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SBA - Sistema Biblioteche

Home BALI BAS BAUM BEC BDA Sup



Consulenza e supporto alla ricerca

Biblioteca Area Economica (BEC)

Contatti

- **Supporto alla ricerca:** ✉ ricercabec@unive.it tel. 041 234 9340
- **Ricerche bibliografiche e assistenza banche dati:** [modulo di richiesta](#) - ✉ consulenzabec@unive.it tel. 041 234 8775 / 7657

Consulenza bibliografica

Il servizio è rivolto agli utenti istituzionali e offre assistenza specializzata per:

- reperire una bibliografia aggiornata su un argomento per la propria attività di studio e ricerca
- apprendere come utilizzare le fonti bibliografiche, le banche dati, le risorse elettroniche e gli altri strumenti di ricerca disponibili in biblioteca e online.

Se hai bisogno di:

- una **consulenza bibliografica**, in presenza e a distanza, e assistenza alle risorse elettroniche scrivi a ✉ consulenzabec@unive.it
- una **ricerca bibliografica** compila il [modulo online](#).





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SBA - Sistemi

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Consulenza bibliografica e supporto
alla ricerca

Prestito interbibliotecario e fornitura
documenti

Spazi riservati prenotabili

Laboratori e corsi

Fondi speciali

Corsi di Information Literacy con Open Badge

Personale bibliotecario specializzato tiene periodicamente corsi gratuiti di Information Literacy che rilasciano Open Badge.

L'Open Badge è un **attestato digitale** che certifica e valorizza conoscenze, competenze e abilità acquisite.

Riconosciuto a livello **internazionale**, l'Open Badge può essere inserito nei curricula elettronici e utilizzato nei social network.

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Corsi per studenti di lauree triennali

- ☑ **Information Literacy - livello base**: corso di **4 ore** di lezione teorico-pratica che fornisce le competenze di base relative alla ricerca, selezione, gestione, utilizzo e citazione delle informazioni bibliografiche, necessarie alla redazione di una tesi di laurea triennale.



Corsi per studenti di lauree magistrali

- ☑ **Information Literacy - livello avanzato**: corso di **6 ore** di lezione teorico-pratica che fornisce le competenze avanzate relative alla ricerca, selezione, gestione, utilizzo e citazione delle informazioni bibliografiche, necessarie alla redazione di una tesi di laurea magistrale o di testi coerenti con gli standard scientifico-accademici.



Fornitura documenti per biblioteche di altre istituzioni

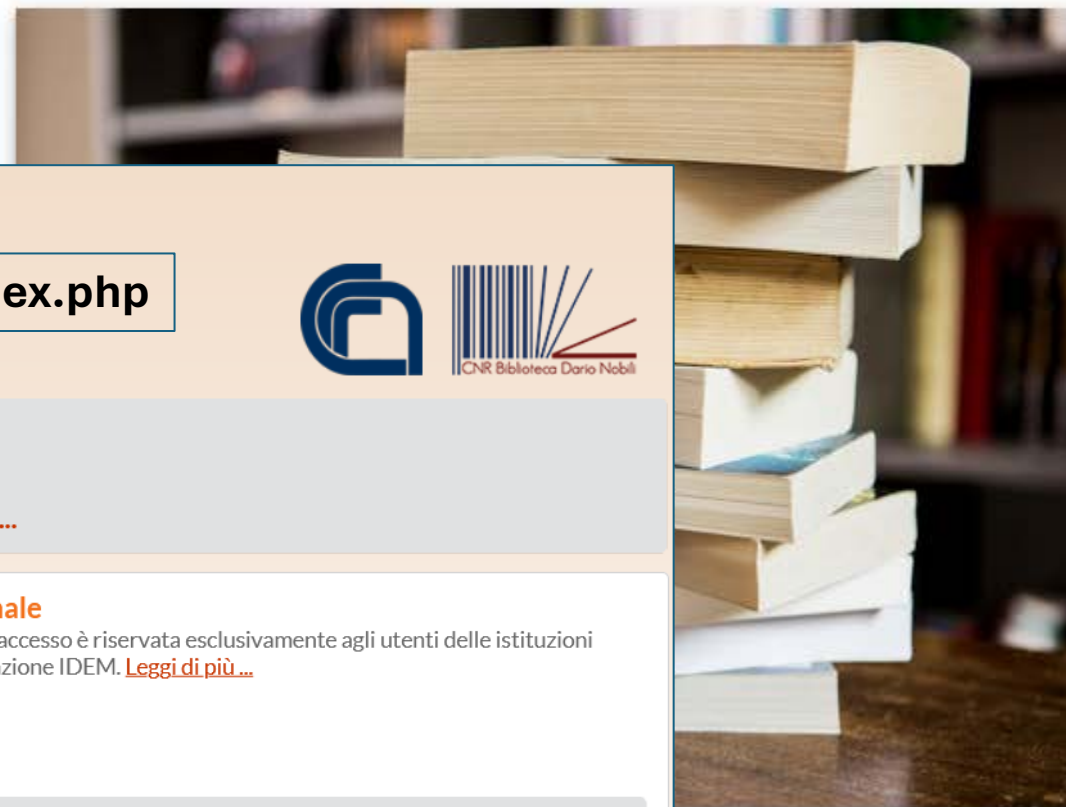
Le biblioteche di **altre istituzioni** possono richiedere **articoli di riviste** e **capitoli di libri** posseduti da BEC tramite **NILDE** (codice ACNP **VE003**) oppure tramite **MOBI**, selezionando **Fornitura documenti (DD)** e, dopo aver verificato la collocazione della rivista nel portale [cerCa'](#), scegliendo **Biblioteca Area Economica** nel campo Biblioteca fornitrice.

Non vengono accolte richieste provenienti direttamente da privati. In genere l'invio dei documenti avviene **per e-mail e gratuitamente**. Le biblioteche saranno contattate in merito alle richieste inviate solo in caso di problemi, altrimenti è sottinteso che il materiale richiesto verrà loro spedito.



Fornitura documenti per biblioteche di altre istituzioni

Le biblioteche di **altre istituzioni** possono richiedere **articoli di riviste** e **capitoli di libri** posseduti da BEC tramite **NILDE** (codice



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NILDE World
Network Inter-Library Document Exchange
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Login tradizionale
Sia gli utenti che i bibliotecari possono inserire qui le proprie credenziali NILDE per accedere al servizio

 **Accedi**

 **Non ricordo i miei dati di accesso!**

Login Istituzionale
Questa modalità di accesso è riservata esclusivamente agli utenti delle istituzioni aderenti alla Federazione IDEM. [Leggi di più...](#)


Accedi

Dove trovare fonti utili

cerCa' è il portale delle **risorse cartacee** ed **elettroniche**

dell'Ateneo che consente di cercare simultaneamente:

- libri e riviste presenti nelle biblioteche
- ebook e periodici elettronici accessibili solo agli utenti di Ca' Foscari
- tesi
- prodotti della ricerca presenti in **ARCA** (l'archivio istituzionale dell'Università Ca' Foscari Venezia)
- articoli e altri documenti online provenienti da banche dati, collezioni di periodici elettronici, ebook, archivi istituzionali e altre risorse accademiche

Cerca tutto

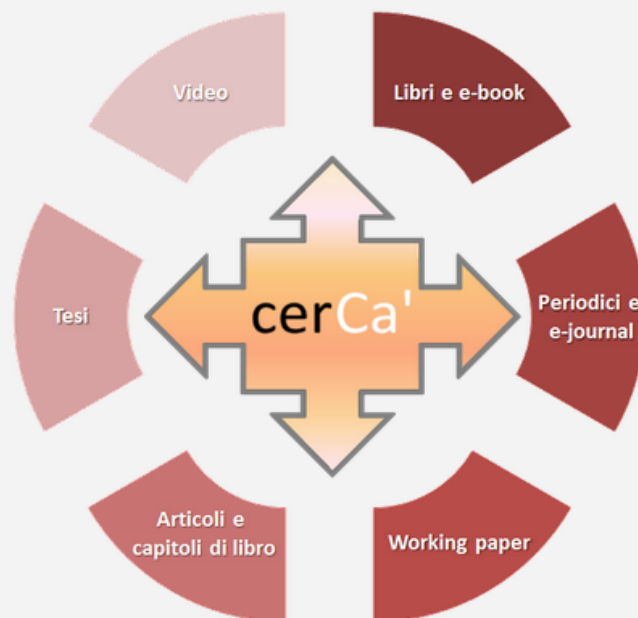
Tutte le risorse ▾



RICERCA AVANZATA

Cosa trovi in cerCa'?

CerCa' interroga simultaneamente libri, e-book, periodici, e-journal, articoli, tesi, documenti full text contenuti in Central Discovery Index (CDI) e ARCA.

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Link Utili

- [Biblioteche](#)
- [Moduli per i servizi](#)
- [Libri di testo online](#)
- [Trial e nuove risorse disponibili](#)
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Dove trovare fonti utili

<https://unitesi.unive.it/>



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Sfoglia ▾IT ▾?

Scopri



Corso

Amministrazione e controllo	2032
Economia e gestione delle aziende	1804
Economia e gestione delle arti e ...	1601
Economia e finanza	1522
Scienze del linguaggio	1254
Marketing e comunicazione	1243
Lingue e letterature europee, ame...	1231
Lingue, economie e istituzioni de...	1016
Storia delle arti e conservazione...	933
Lingue e civiltà dell'Asia e dell...	901





Struttura

Dipartimento di Management	5591
Dipartimento di Economia	3391
Dipartimento di Studi Linguistici...	3329
Scuola in Conservazione e Produzi...	2496
Dipartimento di Studi Umanistici	1968
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Dipartimento di Studi sull'Asia e...	1409
Centro Interdipartimentale "Scuol...	706
Dipartimento di Filosofia e Beni ...	689
Scuola in Relazioni Internazionali	662





Anno

2020 - 2024
2012 - 2019

Macrotipologie
& tipologie

Titolo

Autore

Relatore

Anno accademico

Dipartimento

Corso

Dove trovare fonti utili

<https://iris.unive.it/>



ARCA

Home Sfoglia IT ? LOGIN

Esplora l'Archivio Aperto della Ricerca



Ricerca avanzata

ARCA è l'archivio istituzionale dell'Università Ca' Foscari Venezia e nasce nel 2014 con lo scopo di raccogliere, diffondere e conservare la produzione scientifica dell'Università. **ARCA** è un sistema Open Access: è non solo consultabile da tutti e visibile nei motori di ricerca, ma anche interoperabile con il portale cerCa'. In questo modo vengono valorizzate la produzione scientifica dell'Ateneo e la visibilità dei ricercatori.

Link utili

- Informazioni su ARCA
- Guida rapida
- Caricare gli allegati in ARCA
- Regolamento di Ateneo per il deposito nell'archivio istituzionale e l'accesso
- aperto alla letteratura scientifica
- Diritto d'autore e licenze
- Deposito tesi di dottorato
- Relazione unica di Ateneo
- Comunicare la ricerca: consigli per chi pubblica
- Associazione codici WoS e Scopus

Scopri



Data di pubblicazione

In corso di stampa	560
2020 - 2025	18619
2010 - 2019	35646



Accesso al fulltext

no fulltext	37104
reserved	26265
open	24206



Tipologia

2 Contributo su rivista	38194
3 Contributo in Volume	25763
4 Contributo in Atti convegno	10758

Dove trovare fonti utili

- **Catalogo Polo Veneziano** è il catalogo collettivo del Polo di Venezia del Servizio Bibliotecario Nazionale (Polo VEA-SBN) di cui fanno parte 38 biblioteche dell'area metropolitana di Venezia, tra cui le biblioteche del Sistema bibliotecario di Ca' Foscari

The screenshot shows the website for Polo Veneziano, a collective catalog for the Venice area. At the top, there are flags for Italy and the UK, and a login button labeled 'Accedi'. The main header features the 'Polo SBN Venezia' logo and a search bar with the placeholder 'Cerca nel catalogo'. Below the search bar is a dropdown menu for 'Seleziona la tua biblioteca' and links for 'Ricerca avanzata' and 'Altri cataloghi'. A navigation bar contains links for 'HOME', 'CHI SIAMO', 'LE BIBLIOTECHE', and 'HELP'. A secondary bar on the right has a link for 'La mia lista'. The main content area is titled 'Le Novità' (New Arrivals) and displays a row of book covers with their titles and descriptions below them. A button at the bottom right says 'Consulta le nuove acquisizioni'.

Accedi

Polo SBN Venezia

Cerca nel catalogo

Cerca nel catalogo

Seleziona la tua biblioteca

Ricerca avanzata | Altri cataloghi

HOME CHI SIAMO LE BIBLIOTECHE HELP

La mia lista

— Le Novità —

Meccanica dei fluidi :
[con eserciziario]

2: Strutture iperstatiche e verifiche di resistenza

La magia dei momenti no : romanzo

Claude-François-Parfait Boutin en Inde et aux Mascareignes : 1782-1784

Liber i mumija

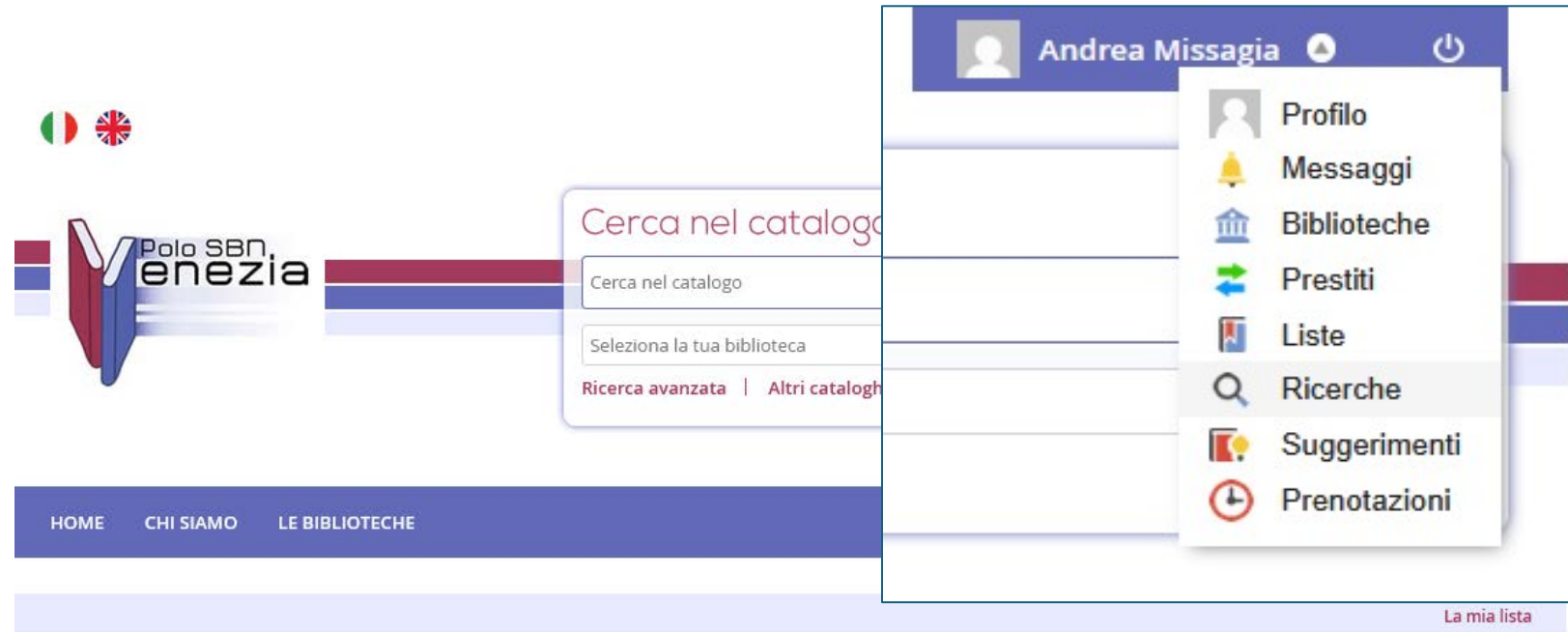
Il libro dei liquidi

Un armadio di car : un viaggio di parole e musica

Consulta le nuove acquisizioni

Dove trovare fonti utili

- Catalogo Polo Veneziano è il catalogo collettivo del Polo di Venezia del Servizio Bibliotecario Nazionale (Polo VEA-SBN) di cui fanno parte 38 biblioteche dell'area metropolitana di Venezia, tra cui le biblioteche del Sistema bibliotecario di Ca' Foscari



— Le Novità —



Consulta le nuove acquisizioni

Zenodo - Academia.edu - ResearchGate

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20m



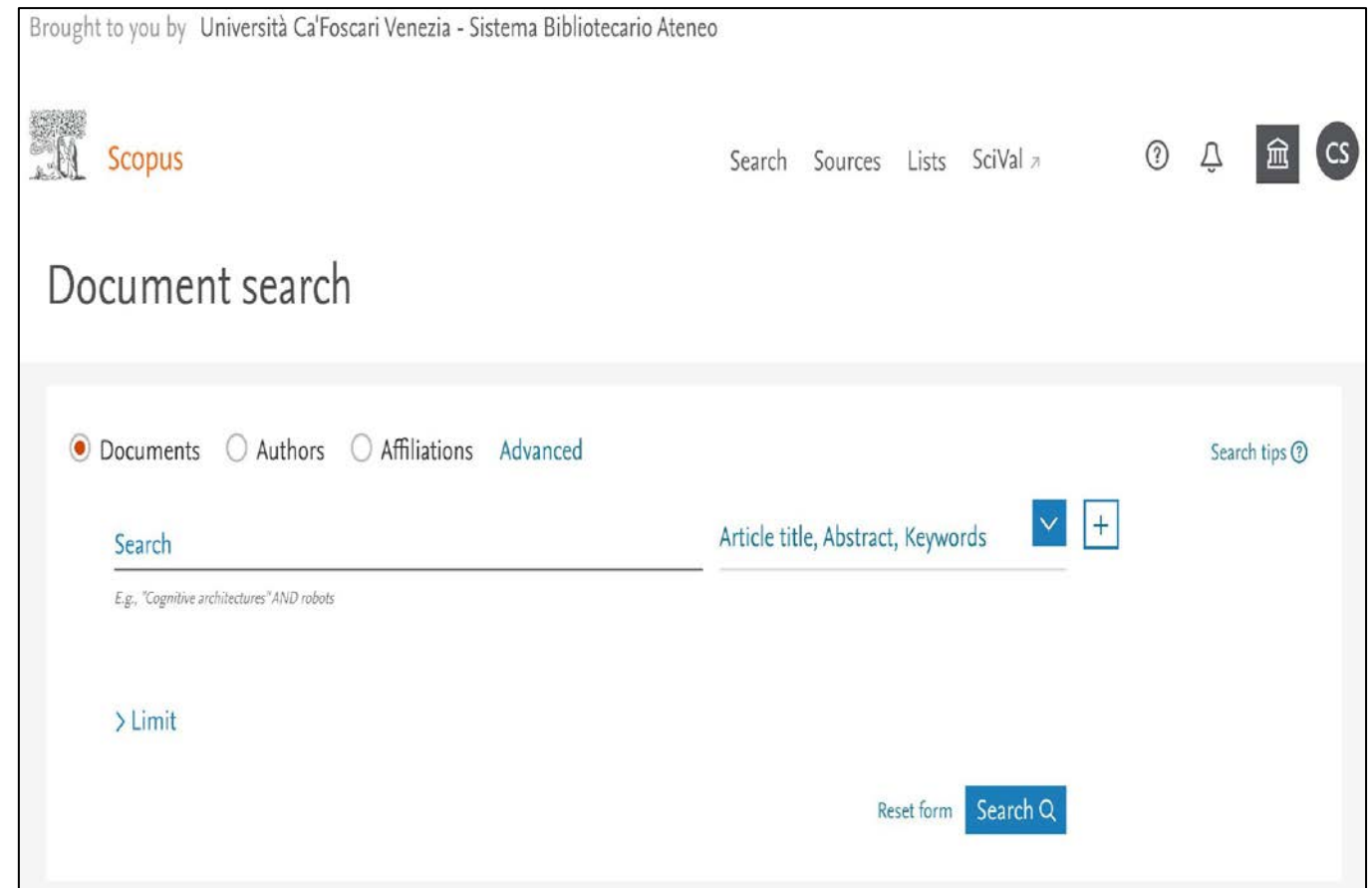
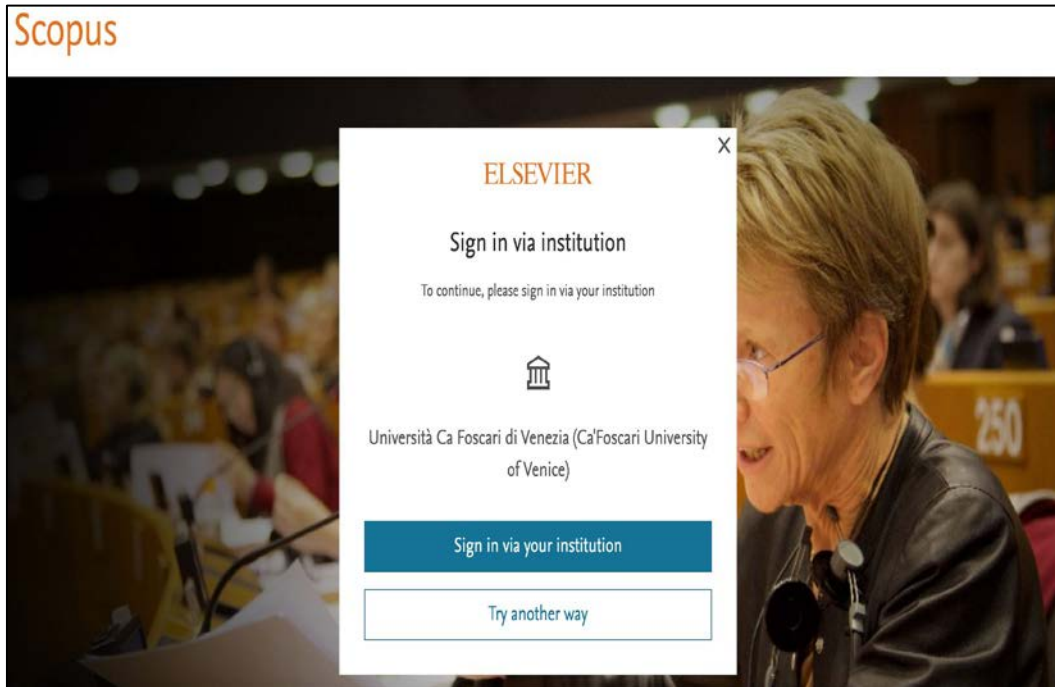
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Università di Napoli Parthenope (University of Naples Parthenope)

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Subject area

- Computer Science 8,744
- Social Sciences 6,559
- Engineering 3,841
- Mathematics 1,920
- Medicine 1,467

Show all

Document type

- Article 6,865
- Conference paper 5,493
- Book chapter 1,008
- Book 955
- Conference review 491

Show all

Language

- English 15,065
- Spanish 170
- Chinese 59
- Italian 48
- Portuguese 33

Show all

Keyword

- Artificial Intelligence 5,619
- Students 4,664
- ChatGPT 1,511
- Teaching 1,403

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Advanced query

Search within
Article title, Abstract, Keywords

Search documents *
ai AND student

Save search

Set search alert

Add search field

Reset

Search

Beta

Documents Preprints Patents Secondary documents Research data

15,434 documents found

Analyze results

Refine search

Search within results

Filters

Year

Range Individual

from to

Subject area

- Computer Science 8,744
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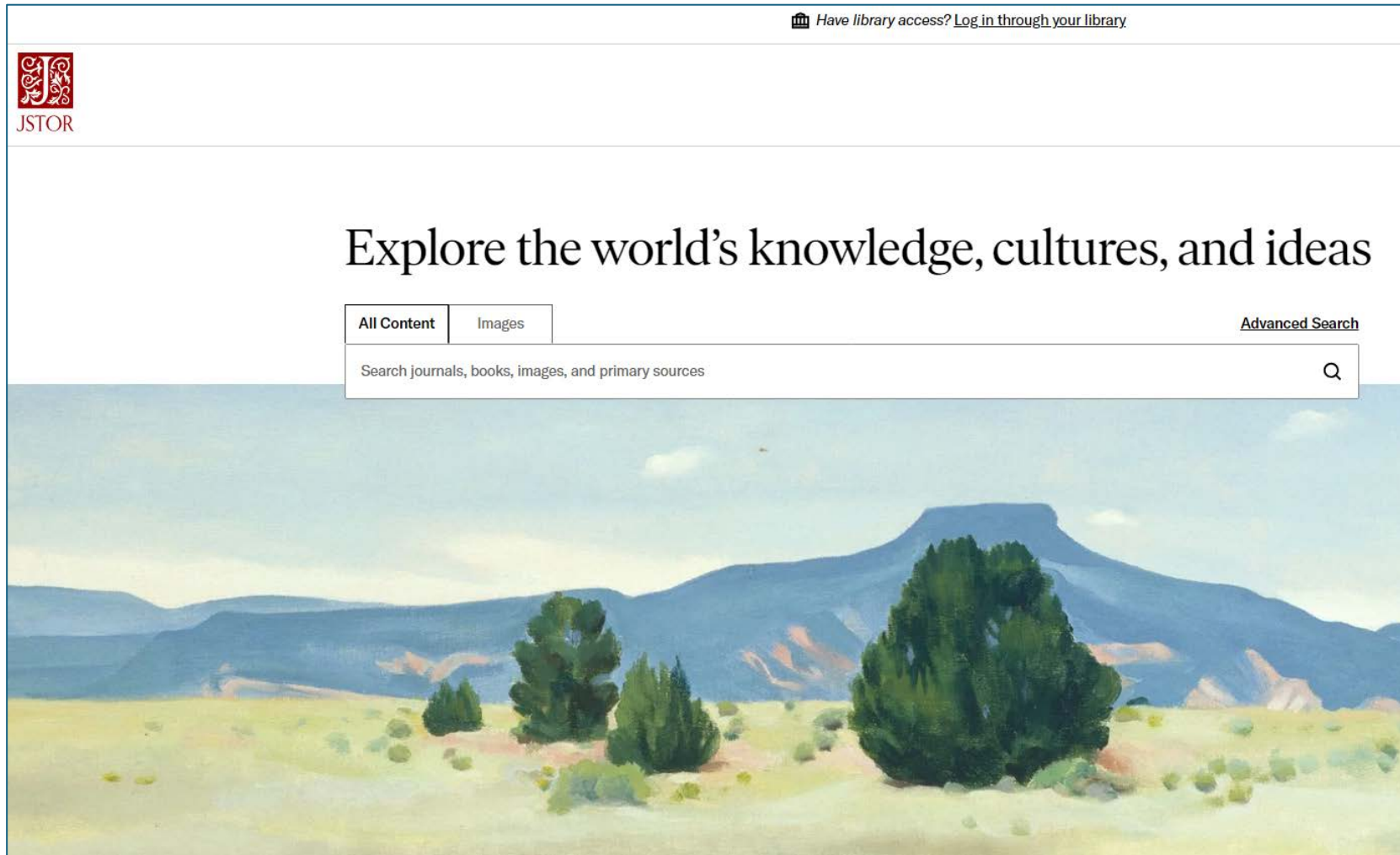
Grid List

	Document title	Authors	Source	Year	Citations
☐	Article • Article in Press				
☐ 1	My teammate is AI: understanding students' perceptions of student-AI collaboration in drawing tasks	Kim, J. , Cho, Y.H.	Asia Pacific Journal of Education	2023	11
	Show abstract	Trovalo	View at Publisher	Related documents	
☐ 2	AI student success predictor: Enhancing personalized learning in campus management systems	Shoaib, M. , Sayed, N. , Singh, J. , ... Khan, S. , Ali, F.	Computers in Human Behavior , 158, 108301	2024	20
	Show abstract	Trovalo	View at Publisher	Related documents	
☐ 3	AI-Powered Student Learning System	Sabar, A. , Gamage, S. , Abishek, S. , ... Kulawansa, K.A.D.T. , Perera, P.	2024 8th SLAAI - International Conference on Artificial Intelligence, SLAAI-ICAI 2024	2024	0

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<https://www.jstor.org/>



Dove trovare fonti utili

Google Scholar. Il motore di ricerca di Google.

Contiene circa 340 milioni di fonti

<https://scholar.google.com/>





In qualsiasi momento

Dal 2025

Dal 2024

Dal 2021

Intervallo specifico...

Ordina per pertinenza

Ordina per data

Qualsiasi lingua

Pagine in Italiano

Qualsiasi tipo

Articoli scientifici

☐ includi brevetti☒ includi citazioni

Crea avviso

Google scholar

[R Vine](#) - [Journal of the Medical Library Association](#), 2006 - [pmc.ncbi.nlm.nih.gov](#)

... Like the larger **Google** search engine index, **Google Scholar** ... Because so much of the content of **Google Scholar's** index ... clicking on a link in **Google Scholar's** search results may reveal ...

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[\[PDF\] nih.gov](#)[ACNP Full Text](#)

Google scholar revisited

[P Jacsó](#) - [Online information review](#), 2008 - [emerald.com](#)

... The purpose of this paper is to revisit **Google Scholar**. ... discusses the strengths and weaknesses of **Google Scholar**. ... paper discusses the strengths and weaknesses of **Google Scholar**. ...

☆ Salva Cita Citato da 315 [Articoli correlati](#) [Tutte e 12 le versioni](#)

[\[PDF\] unibo.it](#)[\[HTML\] Google Scholar is not enough to be used alone for systematic reviews](#)[D Giustini](#), [MNK Boulos](#) - [Online journal of public health informatics](#), 2013 - [ojphi.jmir.org](#)

... Has **Google Scholar** improved enough to be used alone in searching for systematic reviews?

... **Google** should provide details about GS'database coverage and improve its interface (eg, ...

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[\[HTML\] jmir.org](#)

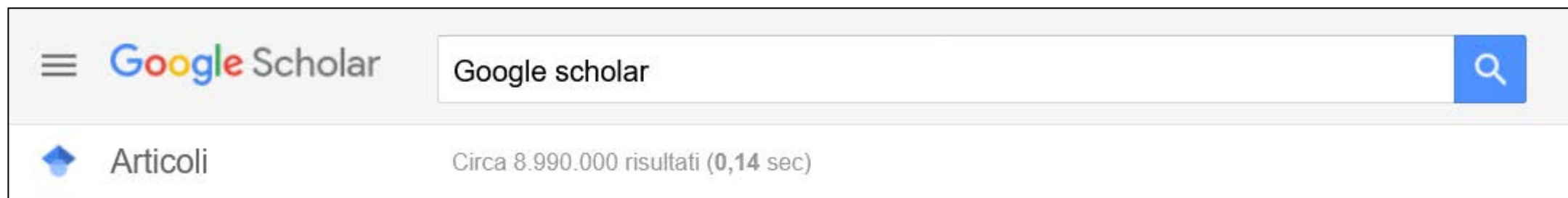
Google scholar compared to web of science. A literature review

[S Mikki](#) - [Nordic journal of information literacy in higher ...](#), 2009 - [noril.uib.no](#)

... To obtain insight into **Google Scholar**, it is tested ... **Google Scholar** along with WoS is worthwhile to be included in the library programs for information literacy teaching. **Google Scholar** is ...

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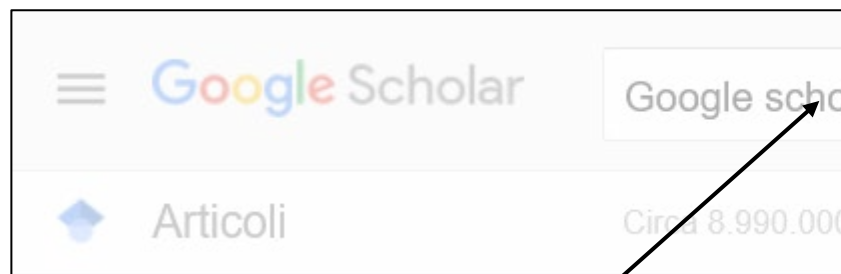
How to set up your **google scholar** profile: A brief technical guide

[PDF] lww.com

[H Mondal](#), [S Mondal](#), [S Mondal](#) - Journal of Public Health and ..., 2022 - journals.lww.com

... technical guide on the creation of a **Google Scholar** profile. ... [2] A **Google Scholar** profile can be shared with other ... author can create an account in **Google Scholar**. We presume that the ...

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REVIEW ARTICLE

How to set up your Google Scholar Profile

A Brief Technical Guide

Mondal, Himel; Mondal, Sarika¹; Mondal, Shaikat²

[Author Information](#)

Journal of Public Health and Primary Care 3(3):p 53-55, Sep-Dec 2022. | DOI: 10.4103/jphpc.jphpc_1_22

OPEN

Metrics

Abstract

Google Scholar is a free search engine that provides information about scholarly articles available on the Internet. An author can track the citations and other author-level metrics such as the h-index and i10-index in the Google Scholar profile. Opening an account in Google Scholar is free. An author can open the account with the Google account (e. g., Gmail account credential) details. If an institutional e-mail address is available, the author can verify the e-mail address. However, this is not a prerequisite for opening an account. In this article, we provide a brief technical guide on the creation of a Google Scholar profile.

INTRODUCTION

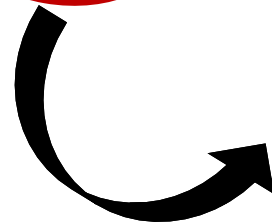


How to set up your **google scholar** profile: A brief technical guide

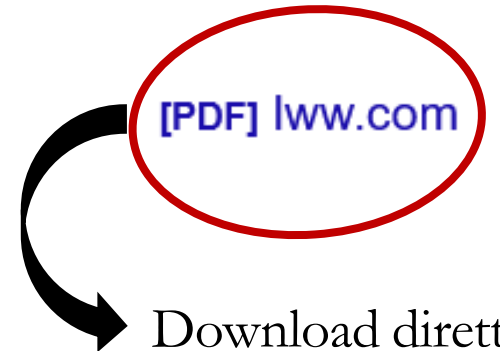
[H Mondal](#), [S Mondal](#), [S Mondal](#) - Journal of Public Health and ..., 2022 - journals.lww.com

... technical guide on the creation of a **Google Scholar** profile. ... [2] A **Google Scholar** profile can be shared with other ... author can create an account in **Google Scholar**. We presume that the ...

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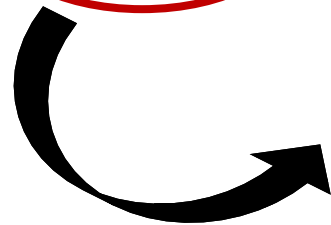
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Articoli che affrontano argomenti simili/condividono keywords simili



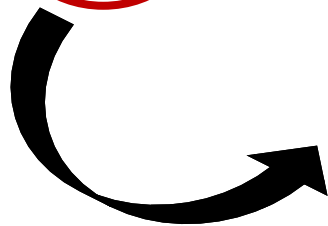
How to set up your **google scholar** profile: A brief technical guide

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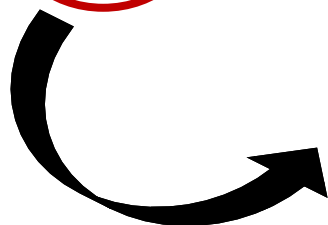
How to set up your google scholar profile

H Mondal, S Mondal, S Mondal - Journal of Public Health and Primary Care

... technical guide on the creation of a google scholar profile that can be shared with other authors. This guide is intended for authors who can create a google scholar profile.

be shared with other authors. This guide is intended for authors who can create a google scholar profile.

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Per copiare la citazione

×Cita

MLA	Mondal, Himel, Sarika Mondal, and Shaikat Mondal. "How to set up your google scholar profile: A brief technical guide." <i>Journal of Public Health and Primary Care</i> 3.3 (2022): 53-55.
APA	Mondal, H., Mondal, S., & Mondal, S. (2022). How to set up your google scholar profile: A brief technical guide. <i>Journal of Public Health and Primary Care</i> , 3(3), 53-55.
ISO 690	MONDAL, Himel; MONDAL, Sarika; MONDAL, Shaikat. How to set up your google scholar profile: A brief technical guide. <i>Journal of Public Health and Primary Care</i> , 2022, 3.3: 53-55.

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The integration of artificial intelligence (AI) in higher education presents both significant benefits and notable risks for master's students. On one hand, AI can enhance learning experiences through personalized feedback, adaptive learning, and improved accessibility, particularly for international students facing unique challenges. Conversely, concerns about academic integrity, social isolation, and ethical implications arise, necessitating a balanced approach to AI adoption.

Benefits of AI for Master's Students

- **Personalized Learning:** AI can tailor educational experiences to individual needs, providing customized support and resources, which is particularly beneficial for international students who may struggle with language barriers (Farrelly & Baker, 2023) ("Exploring the Potential Impact of Artificial Intelligence (AI) on International Students in Higher Education: Generative AI, Chatbots, Analytics, and International Student Success", 2023).
- **Efficient Feedback:** AI algorithms can generate prompt feedback on assignments, helping students improve their performance and understanding of course material ("The Impact of AI on Teaching and Learning in Higher Education Technology", 2022) (Slimi, 2023).
- **Administrative Support:** AI can automate administrative tasks, allowing educators to focus more on teaching and curriculum development, thus enhancing the overall educational experience (Slimi, 2023).

Risks of AI for Master's Students

- **Academic Integrity Concerns:** The use of AI tools raises issues regarding authorship and the potential for academic dishonesty, leading to debates on the reliability of AI detection tools (Farrelly & Baker, 2023) (Crawford et al., 2024).
- **Social Isolation:** Relying on AI for support may reduce face-to-face interactions, negatively impacting students' social well-being and sense of belonging (Crawford et al., 2024).
- **Ethical Implications:** The biases inherent in AI models can disproportionately affect marginalized groups, including international students, necessitating careful consideration of fairness in AI applications (Farrelly & Baker, 2023) ("Exploring the Potential Impact of Artificial Intelligence (AI) on International Students in Higher Education: Generative AI, Chatbots, Analytics, and International Student Success", 2023).

While AI offers transformative potential for enhancing educational experiences, it is crucial to address the associated risks to ensure equitable and supportive learning environments for all master's students.

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• **Efficient Feedback:** AI algorithms can generate prompt feedback on assignments, helping students improve their performance and understanding of course material ("The Impact of AI on Teaching and Learning in Higher Education Technology", 2022)(Slimi, 2023).

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Main Citation

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(Farrelly & Baker, 2023)

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In terms of performance, do students get higher grades?

4:38 PM

When artificial intelligence substitutes humans in higher education: the cost of loneliness, student success, and retention

Do Students Achieve Higher Grades with AI?

- The study indicates that while AI chatbots, such as ChatGPT and Bard, may be associated with improved student performance in terms of grades, this relationship is complex. The use of AI tools can lead to better academic outcomes, but this is not the whole picture .
- When considering factors like social support, psychological well-being, loneliness, and sense of belonging, the overall effect of AI on student achievement appears to be negative. This suggests that although students might achieve higher grades, they may be sacrificing important social interactions and emotional support .
- The research evaluated 387 university students and found that reliance on AI for academic support could detract from their engagement with human resources, such as professors, librarians, or advisors. This shift in support systems may lead to poorer social outcomes, which can ultimately impact student success and retention .
- The study highlights that the benefits of using AI for academic performance must be weighed against the potential costs to students' social and emotional well-being. Therefore, while AI may help students achieve higher grades, it could also contribute to feelings of loneliness and a lack of belonging, which are critical for long-term success in higher education .
- In summary, the relationship between AI usage and student performance is nuanced. Students may see improved grades through AI assistance, but this could come at the expense of their social connections

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AI offers benefits like personalized learning, efficient grading, and skill development for master's students. However, it also presents challenges such as potential biases in assessments, the need for students to adapt to an AI-driven workflow, and the risk of over-reliance on technology.

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Potential Benefits and Risks of AI for Master's Students

AI is reshaping academic research and writing, offering master's students significant advantages while also posing ethical and practical challenges.

Benefits:

1. **Enhanced Research Efficiency** – AI tools can summarize academic papers, extract key insights, and suggest relevant sources, saving time in literature reviews.
2. **Improved Writing Quality** – AI writing assistants help refine grammar, clarity, and coherence, ensuring well-structured arguments.
3. **Data Analysis Support** – AI-driven statistical tools assist in processing large datasets, visualizing trends, and interpreting findings.
4. **Time Management** – AI-powered planning tools aid in organizing tasks, setting deadlines, and streamlining project workflows.
5. **Language Assistance** – For non-native English speakers, AI can enhance writing fluency and academic tone.

Risks:

1. **Academic Integrity Concerns** – Over-reliance on AI-generated content can lead to plagiarism and ethical violations.
2. **Loss of Critical Thinking** – Dependence on AI for analysis may hinder original thought and problem-solving skills.
3. **Bias and Inaccuracy** – AI tools may generate misleading or biased content if trained on incomplete or skewed datasets.
4. **Institutional Restrictions** – Universities may have strict policies limiting AI use in academic work.
5. **Data Privacy Issues** – Inputting personal or research data into AI platforms may raise confidentiality concerns.



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Potential Benefits and Risks of AI for Master's Students

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Here are some references on the benefits and risks of AI in academia:

1. [The Rise of Artificial Intelligence in Educational Measurement: Opportunities and Ethical Challenges \(Bulut et al., 2024\)](#)
 - Discusses AI's role in educational assessment, highlighting benefits like personalized feedback and automation, while addressing ethical concerns such as algorithmic bias and transparency.
2. [AI-Generated Images in Vignette Studies: Benefits, Challenges, and a Python Template \(Arlinghaus & Maier, 2024\)](#)
 - Examines how AI-generated content benefits research methodologies, especially for students with limited resources, while acknowledging potential challenges.
3. [Navigating Ethical Frameworks to Mitigate Academic Misconduct While Leveraging Generative AI \(Uddin & Abu, 2024\)](#)
 - Analyzes ethical risks of AI in academia, including increased plagiarism risks, and proposes guidelines to maintain academic integrity.

You can explore more research on AI in academia [here](#). Let me know if you need more specific studies!



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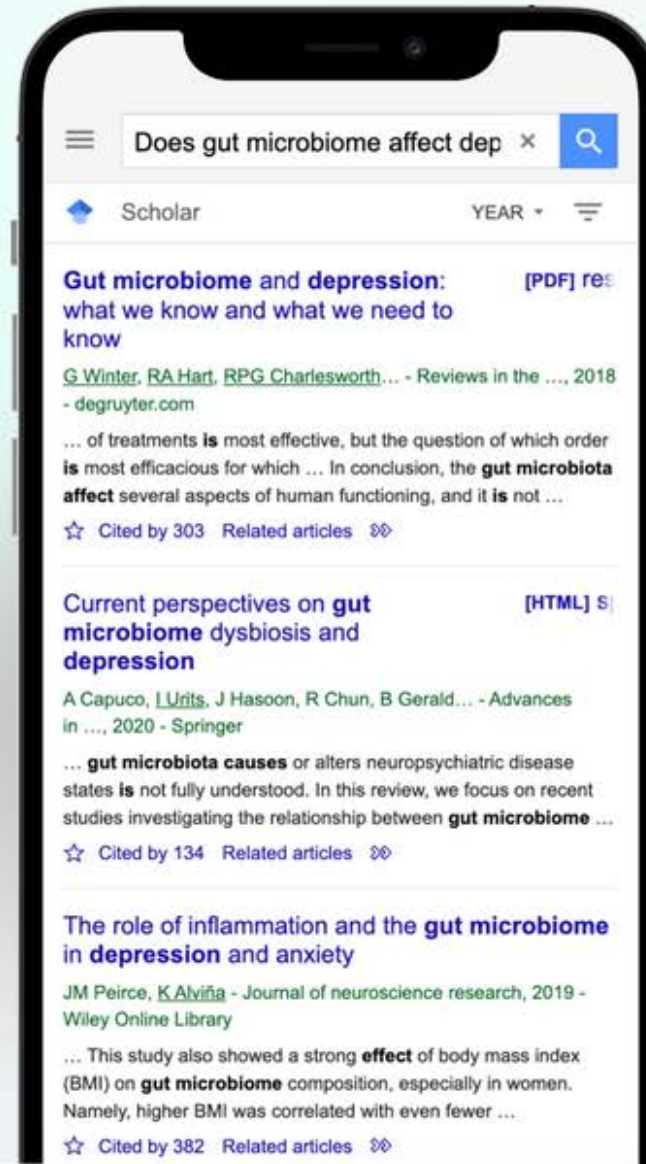
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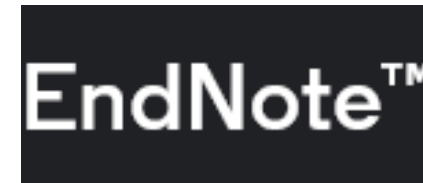
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In: [The International Journal of Children's Rights](#)

Author: [Rustamjon Urinboyev](#), [Per Wickenberg](#) and [Ulf Leo](#)

Online Publication Date: 24 Oct 2016

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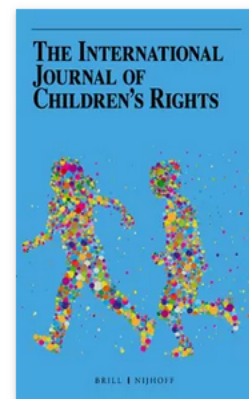
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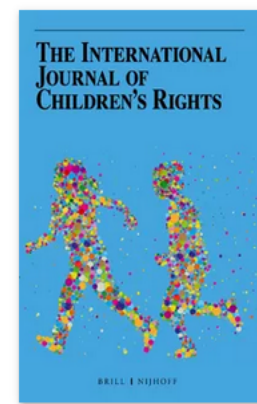
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Titolo

Child Rights, Classroom and School Management: A Systematic Literature Review

Autore

Urinboyev, Rustamjon

Autore

Leo, Per Wickenberg and Ulf

Abstract

This paper provides a systematic review o...

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3

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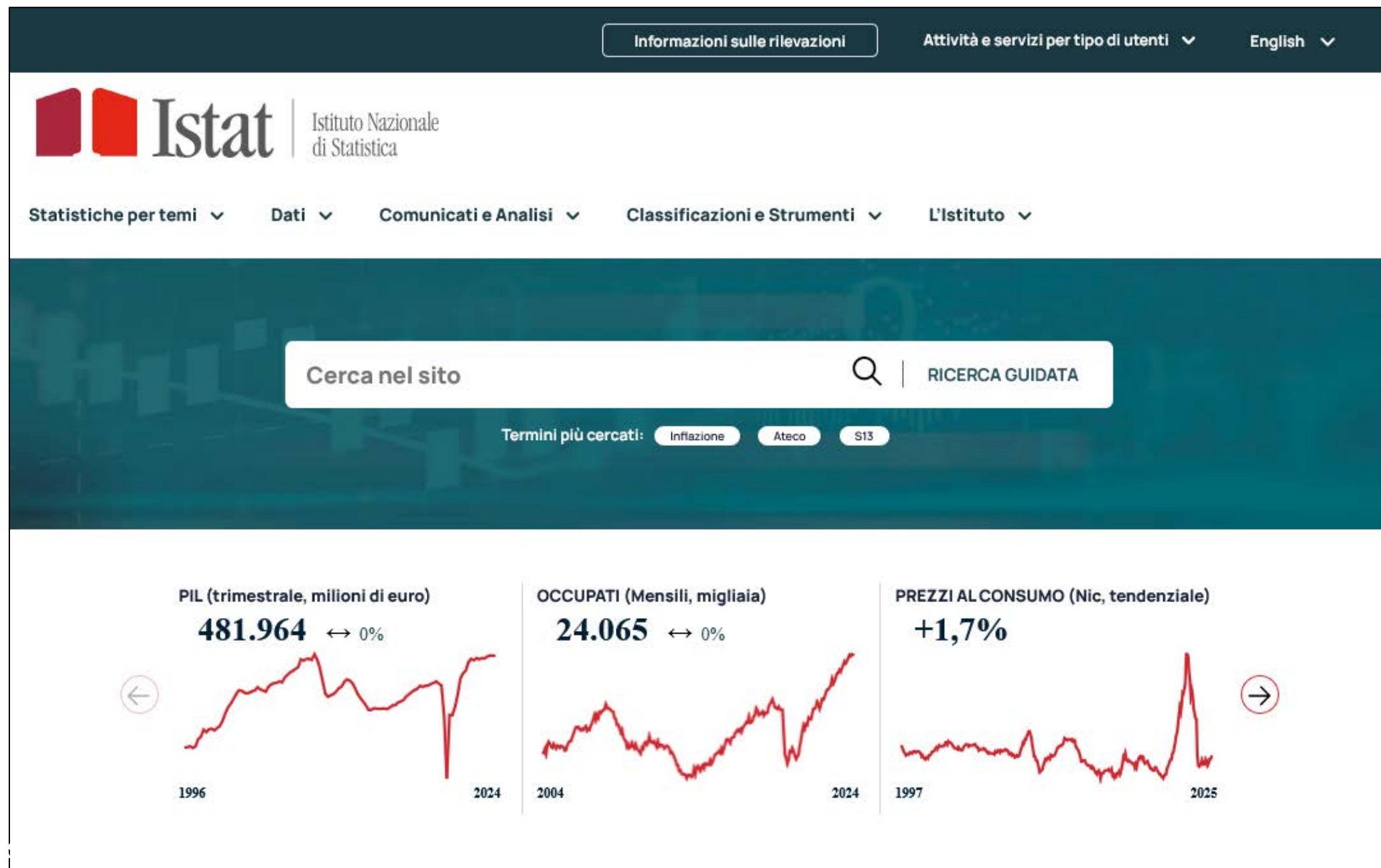
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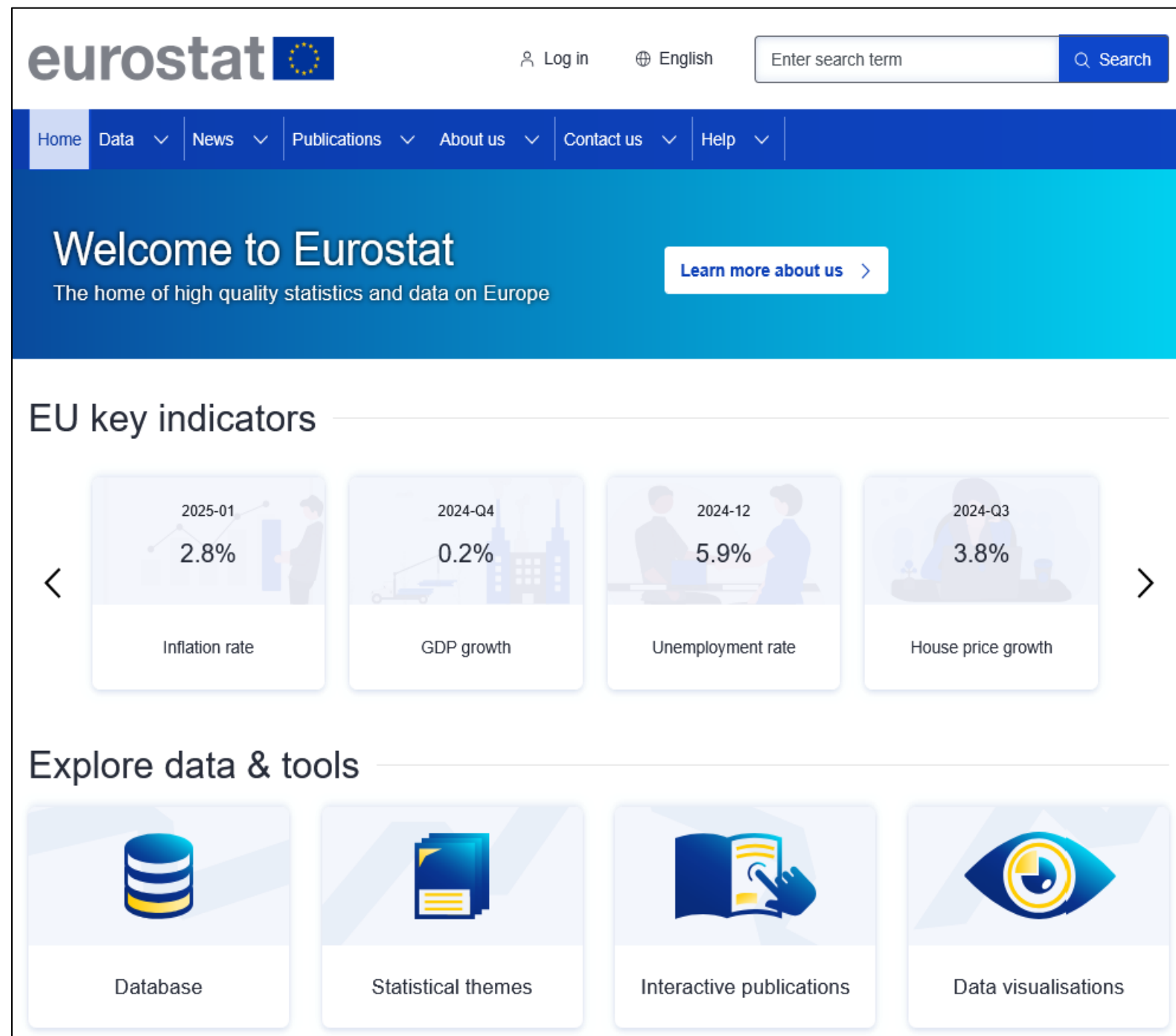
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EU key indicators

Indicator	Value	Period
Inflation rate	2.8%	2025-01
GDP growth	0.2%	2024-Q4
Unemployment rate	5.9%	2024-12
House price growth	3.8%	2024-Q3

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Education

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Other policy relevant R&D indicators



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Main SDG11 Monitoring Framework

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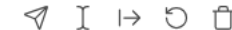
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Hey there!

This article discusses how Generative Artificial Intelligence (GAI) is changing the landscape of higher education, especially for international students.

- GAI presents both challenges and opportunities in education.
- There are concerns about academic integrity and the reliability of AI detection tools.
- It emphasizes the need for fairness in AI assessments to support all students, particularly those facing discrimination.

What interests you about GAI in education?

Summarize this paper

How does GAI impact academic integrity for students?

What role does GAI play in supporting international students specifically?



Fai una domanda qualsiasi...



Review

Generative Artificial Intelligence: Implications and Considerations for Higher Education Practice

Tom Farrelly ^{1,*} and Nick Baker ²

¹ School of Health & Social Sciences, Munster Technological University, V92 CX88 Tralee, Co. Kerry, Ireland
² Office of Open Learning, University of Windsor, Windsor, ON N9B 3P4, Canada; nbaker@uwindsor.ca
* Correspondence: tom.farrelly@mtu.ie

Abstract: Generative Artificial Intelligence (GAI) has emerged as a transformative force in higher education, offering both challenges and opportunities. This paper explores the multifaceted impact of GAI on academic work, with a focus on student life and, in particular, the implications for international students. While GAI, exemplified by models like ChatGPT, has the potential to revolutionize education, concerns about academic integrity have arisen, leading to debates on the use of AI detection tools. This essay highlights the difficulties in reliably detecting AI-generated content, raising concerns about potential false accusations against students. It also discusses biases within AI models, emphasizing the need for fairness and equity in AI-based assessments with a particular emphasis on the disproportionate impact of GAI on international students, who already face biases and discrimination. It also highlights the potential for AI to mitigate some of these challenges by providing language support and accessibility features. Finally, this essay acknowledges the disruptive potential of GAI in higher education and calls for a balanced approach that addresses both the challenges and opportunities it presents by emphasizing the importance of AI literacy and ethical considerations in adopting AI technologies to ensure equitable access and positive outcomes for all students. We offer a coda to Ng et al.'s AI competency framework, mapped to the Revised Bloom's Taxonomy, through a lens of cultural competence with AI as a means of supporting educators to use these tools equitably in their teaching.

Keywords: Generative Artificial Intelligence; international students; ChatGPT; academic integrity; AI literacy; AI literacy framework



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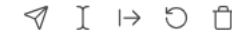
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Keywords: Generative Artificial Intelligence; international students; ChatGPT; academic integrity; AI literacy; AI literacy framework

1. Introduction

When a development such as Generative Artificial Intelligence (GAI) comes along, with the potential to disrupt almost every aspect of academic work, it is very easy to fall into the trap of using superlatives such as 'game-changing' and 'seismic'. While ChatGPT has come to overwhelmingly dominate the early narrative about GAI, it is important to

check for updates

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Hey there!

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What interests you about GAI in education?

Summarize this paper

How does GAI impact academic integrity for students?

What role does GAI play in supporting international students specifically?



Summarize this paper





Abstract 1

- This paper explores the impact of Generative Artificial Intelligence (GAI) on higher education, focusing on student life and international students 1.
- It highlights concerns about academic integrity and biases within AI models, particularly affecting international students 1.
- The paper calls for a balanced approach to GAI in education, emphasizing AI literacy and ethical considerations to ensure equitable access and positive outcomes for all students 1.

1. Introduction 1

- Generative Artificial Intelligence (GAI) has the potential to disrupt almost every aspect of academic work 1.
- There are concerns about academic integrity and contemporary understanding of disciplinary knowledge being under attack 1.
- The paper explores the potential impact of Generative AI on international students and students for whom English is an additional language in Western higher education institutions 2.

2. What Is Generative Artificial Intelligence? 2

- Generative AI systems are designed to generate content or data that closely resembles human-created content 2.
- Generative Pre-trained Transformer (GPT) models are based on the use of publicly available digital content data to read and produce human-like text in several languages 2.
- AI is not a neutral and objective 'entity'; it depends on the quality of the data used in training, and the method of refining or tuning the model,

Chat



significantly impact the experience of international students and others from marginalized backgrounds through their interactions with university educators and staff 9.

Incorporating a Cultural Context 9

- Generative AI does offer several positive opportunities, there are a number of limitations, not least because "AI-based English language learning applications may not offer a broad enough view of language and culture, limiting students' exposure to diverse perspectives 9.
- What we propose is effectively a coda to Ng et al.'s framework to help inform the AI literacy of educators who support these students 9.
- The main supplementary feature we have put forward is the integration of cultural context into AI literacy at each of Ng et al's [43] three levels 9.

7. Conclusions 11

- The capabilities of the current crop of AI technologies using Large Language Models has the potential to be vastly more disruptive to higher education and society at large than previous iterations 11.
- Minority and marginalized students, especially international students, are being accused of breaching academic integrity rules by using AI assistance in their assessment at higher rates than their domestic colleagues, perpetuating an existing inequitable pattern 11.
- As educators, students, institutions, and policymakers grapple with the implications of GAI, it is imperative that we prioritize ethical AI usage, cultivate AI literacy, and develop frameworks that empower students and educators to safely harness the full potential of these technologies 11.

Table 1. *Cont.*

Ng et al.'s Levels	Level(s) Links to Bloom's Revised Taxonomy [51]	Cultural Context	
		Competency	Potential Applications in Teaching Diverse Learners
Know and Understand AI	Factual and conceptual knowledge (terminology, details, classifications, categories, principles, generalizations, theories, models, and structures)	1. Develop awareness of the global impact of AI, including foundational terminology, who has access and who does not, and the environmental and social impacts of model training.	1. Complete professional development opportunities to learn more about AI and how it works.
		2. Familiarize yourself with cultural contexts and concerns regarding AI, such as bias and fairness in algorithms.	2. Ask different AI tools to act as or describe or represent different roles, such as teacher, doctor, scientist, and construction worker and identify any apparent biases in responses.
		3. ...	3. Work with students to use AI to translate your course outline and other
		4. ...	

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7. Conclusions

Even though AI has been around for a long time in various forms, the capabilities of the current crop of AI technologies using Large Language Models has the potential to be vastly more disruptive to higher education and society at large than previous iterations. We are already seeing that minority and marginalized students, especially international students, are being accused of breaching academic integrity rules by using AI assistance in their assessment at higher rates than their domestic colleagues, perpetuating an existing inequitable pattern.

Correspondingly, these technologies have the potential for positive impacts, with international students and students with disabilities likely to have access to assistive technologies that could significantly help them learn and succeed. As educators, students, institutions, and policymakers grapple with the implications of GAI, it is imperative that we prioritize ethical AI usage, cultivate AI literacy, and develop frameworks that empower

Fai una domanda su questo

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Ng et al.'s Levels	Level(s) Links to Bloom's Revised Taxonomy [51]	Cultural Context	
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		2. Familiarize yourself with cultural contexts and concerns regarding AI, such as bias and fairness in algorithms.	2. Ask different AI tools to act as or describe or represent different roles, such as teacher, doctor, scientist, and construction worker and identify any apparent biases in responses.
		3. Recognize how AI intersects with diverse regions.	3. Work with students to use AI to translate your course outline and other texts, recognising that some students
		4. Apply AI to different regions.	

7. Conclusions

Even though AI has been around for a long time in various forms, the capabilities of the current crop of AI technologies using Large Language Models has the potential to be vastly more disruptive to higher education and society at large than previous iterations. We are already seeing that minority and marginalized students, especially international students, are being accused of breaching academic integrity rules by using AI assistance in their assessment at higher rates than their domestic colleagues, perpetuating an existing inequitable pattern.

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Riassumi: Even though AI has been around for a long time in various forms, the capabilities of the current crop of AI technologies using Large Language Models has the potential to be vastly more disruptive to higher education and society at large than previous iterations. We are already seeing that minority and marginalized students, especially international students, are being accused of breaching academic integrity rules by using AI assistance in their assessment at higher rates than their domestic colleagues, perpetuating an existing inequitable pattern. Correspondingly, these technologies have the potential for positive impacts, with international students and students with disabilities likely to have access to assistive technologies that could significantly help them learn and succeed. As educators, students, institutions, and policymakers grapple with the implications of GAI, it is imperative that we prioritize ethical AI usage, cultivate AI literacy, and develop frameworks that empower students and educators to safely harness the full potential of these technologies.



AI technologies, particularly those utilizing Large Language Models, have the potential to disrupt higher education and society more than previous forms. Currently, minority and marginalized students, especially international students, are disproportionately accused of violating academic integrity rules when using AI assistance, reinforcing existing inequities. However, these technologies can also provide significant benefits, particularly for international students and students with disabilities, by offering access to assistive tools to enhance their learning. To navigate the implications of Generative AI (GAI), it is essential to prioritize ethical AI use, promote AI literacy, and establish frameworks that empower both students and educators.

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Al termine del periodo di upload, l'Ateneo procederà con il controllo di tutti i documenti tramite il software COMPILATIO.NET. I risultati del controllo saranno visibili all'interno dell'area riservata > Upload tesi di laurea e accettazione relatore.

Qualora venisse rilevata una percentuale significativa di similarità con altre fonti, la docente relatrice/il docente relatore valuterà se sono effettivamente presenti anomalie nell'utilizzo delle fonti, e potrà conseguentemente decidere il rinvio della discussione di laurea alla sessione successiva.

Compilatio Studium

Software antiplagio per la tesi di laurea



SOFTWARE DI AIUTO ALLA PREVENZIONE DEL PLAGIO

Di seguito viene illustrata la procedura da seguire per effettuare la **registrazione** al portale del sistema software **Compilatio Studium**.

La registrazione ti permetterà di utilizzare gratuitamente, per l'analisi antiplagio del tuo elaborato di tesi, fino a 40 crediti che l'Università Ca' Foscari offre agli studenti. Ogni **credito** permette l'**analisi di 250 parole** e corrisponde quindi a circa una pagina di testo.

Procedura di registrazione

1. crea un account personale di Compilatio Studium collegandoti alla pagina www.compilatio.net/it/servizi
2. clicca sul pulsante **"Acquista crediti"**, poi sul link accanto a **"Sponsorizzato dal tuo istituto?"**
3. inserisci il codice di registrazione di riferimento: **D5FC1863**

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SOFTWARE DI AIUTO ALLA PREVENZIONE DEL PLAGIO



A quali database viene confrontato il mio documento?

Il software antiplagio Compilatio Studium è in grado di rilevare e misurare le somiglianze tra i vostri documenti e miliardi di documenti digitali, tra centinaia di miliardi di siti internet accessibili online e oltre 400 milioni di contenuti, inclusi:

- pubblicazioni private,
- pubblicazioni in accesso aperto,
- editori professionali di fama internazionale,
- archivi di siti internet...

Il tuo elaborato contiene contenuti generati da un'IA?

L'uso improprio di ChatGPT, Gemini o altre **IA** nei tuoi elaborati può essere **sanzionato** dal tuo istituto. Con Compilatio Studium puoi conoscere la **percentuale di testo che potrebbe essere stata generata da un'IA**.

Se il tuo testo ottiene un punteggio elevato, ecco le buone pratiche da seguire:

- ✔ **Controlla i passaggi evidenziati** nella pagina "Punti di interesse" (icona IA).
- ✔ **Chiediti cosa è accettabile o meno** in base al regolamento del tuo istituto, alle istruzioni ricevute e alle aspettative dei docenti.
- ✔ **Sii trasparente e segnala l'uso dell'IA**. Se l'hai usata, spiega perché (per esempio per fare ricerche, riformulare, tradurre...).



Segnalibro



Nel *Segnalibro* di oggi condivido con voi la pubblicazione, nel sito di Ateneo, delle [Linee Guida per l'uso dell'Intelligenza Artificiale](#) (IA) nel campo della ricerca, della didattica e dell'amministrazione.

<https://www.unive.it/pag/49804/>



Linee guida per l'uso responsabile dell'intelligenza artificiale a fini di ricerca

370 K

per mezzo del "Gruppo di lavoro per le attività di supporto ICT alla ricerca" e con il coordinamento del Prof. Marco S. Nobile e la consulenza della dott.ssa Chiara Gallese, Marie Curie Fellow presso UNITO e membro del Working Group sul "General-Purpose AI Code of Practice" dell'AI Office della Commissione europea

<https://www.unive.it/pag/49804/>

Scopi	Tipologie di attività	Casi di studio	Cosa fare	Cosa non fare	Esempi di strumenti di AI
			- Riportare l'uso degli strumenti di AI nella sezione metodologica della pubblicazione e citare i prompt e gli output tra i dati supplementari.		
Correggere errori di ortografia, errori grammaticali e la struttura dei paragrafi in base al proprio input testuale	Elaborazione di testi	- Il team di ricerca utilizza uno strumento di AI per migliorare il proprio testo. Lo strumento fornisce suggerimenti per migliorare la struttura dei paragrafi e corregge errori grammaticali e di ortografia. Inoltre suggerisce sostituzioni per i termini poco precisi.	- Citare gli strumenti di AI nella sezione metodologica della pubblicazione.	- Accettare automaticamente tutte le possibili modifiche senza verificare se il proprio contenuto sia cambiato.	- Writefull (https://www.writefull.com) - Quillbot (https://quillbot.com) - ChatGPT (https://chat.openai.com) - Copilot (https://copilot.microsoft.com)

Uso responsabile dell'intelligenza artificiale (AI)

- Consultare i regolamenti di Ateneo
- Confrontarsi con il relatore
- Dichiarare l'uso dell'IA nella tesi

SciSpace

<https://scispace.com/>

Academic AI Detector

Catch GPT-4, ChatGPT, Jasper, and any AI in scholarly content.

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Examples [Chat GPT](#) [Quillbot](#) [Jasper](#) [AI + Human text](#) [Abstract by AI](#)

Start writing here or paste some scientific text and click analyse

[New Input](#) 0/1500 words

☒ Scientific ☐ Non-Scientific

Analyse



Once you analyse any text/doc, your report will show up here.

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Examples

[Chat GPT](#)

[Quillbot](#)

[Jasper](#)

[AI + Human text](#)

[Abstract by AI](#)

When a development such as Generative Artificial Intelligence (GAI) comes along, with the potential to disrupt almost every aspect of academic work, it is very easy to fall into the trap of using superlatives such as 'game-changing' and 'seismic'. While ChatGPT has come to overwhelmingly dominate the early narrative about GAI, it is important to acknowledge that it is essentially the most popular brand of a particular approach to GAI, but there are many other equally, if not more, capable models (Perplexity.ai, BLOOM, ChatSonic, Claude, Bard, Whisper, Jasper Chat to name just a few). Such is the potential impact that GAI can have, and indeed is already having, that one can be swept along at times alternating between hand-wringing portents of doom and the joyous embrace of potentialities. The truth (if indeed that is an appropriate term) is that the lines between artificial and reality are becoming increasingly blurred and we as individuals and as a collective may well need to adopt a new pragmatic approach to how we live, work, teach, and study that recognizes the very real likelihood that GAI will become as ubiquitous as the internet itself in our everyday lives.

[New Input](#) 195/1500 words

☒ Scientific

☐ Non-Scientific

[Reanalyse](#)

AI detection report

25%

Mostly Human

Almost all of the text is written by humans with some hints of AI assistance

1 out of 4 sentences were AI written.

AI USAGE PROBABILITY

☐ High AI

☒ Moderate AI

1 sentence

☐ Low AI

 SCISPAC

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VERIFICA PLAGIO, CHATGPT & ALTRE AI: INCLUSA NEL PREZZO!



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- Recenti
- ARGOMENTI
- Cybercultura (virale)
- Giochi
- Domande e risposte
- Tecnologia
- Cultura pop

r/AIToolTesting

Crea post Partecipa

Migliori

u/DK_Stark • 23 h fa

I Tried the Top 3 AI Tools for Homework in 2025—Here's What I Think

I've been testing out some AI tools for homework this year, and I wanted to share my thoughts on the top three I've found for 2025. These are based on what I've seen online and my own experience as a student trying to keep up with assignments. Here's the rundown with features, pros, cons, and how they worked for me—keeping it real, no hype! ---

AIToolTesting

This community is dedicated to testing, reviewing, and discussing various AI tools and technologies. Share your hands-on experience with AI tools, compare different tools, and discuss the latest developments in AI. We encourage in-depth reviews, comparisons, tutorials, and feedback requests, and aim to create a community that helps us all make the most of AI tools and technologies.

Creato il 14 set 2024

Pubblico

Link utili

- Caricamento tesi, antiplagio e formattazione:
<https://www.unive.it/pag/8751/>

- Dipartimento di Economia
<https://www.unive.it/web/it/8234/tesi-di-laurea>

Link utili

Laurea

Leggi le FAQ con attenzione per risolvere i tuoi dubbi. **Se dopo averle lette non hai risolto** il problema, invia una richiesta di **assistenza** tramite il link a fine pagina.

Consulta anche il regolamento sulle [carriere Minor e Advanced Course](#).

[Domanda di laurea](#)[Scadenze](#)[Calcolo voto](#)[Tesi, relatrice/relatore e correlatrice/correlatore](#)

<https://www.unive.it/pag/35175/#c344987>

Tutorato specialistico
Università Ca' Foscari di Venezia
a.a. 2024-2025

Risorse online per la stesura della tesi di laurea:
motori di ricerca accademici; gestione delle citazioni
e della bibliografia; software di intelligenza artificiale
e altre risorse



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