MU Tianqi

THE ROLE OF GENERATIVE ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION IN CHINA

Master's Thesis
ANNOTATION
Speciality 7-06-0321-02 Communications

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ANNOTATION

The structure of the master's thesis includes three chapters. Chapter 1 establishes the fundamentals of generative AI, including key concepts and regulatory considerations. Chapter 2 examines AI integration in China's higher education sector, focusing on learning environments and modernization challenges. Chapter 3 analyzes practical applications of generative AI in Chinese universities, addressing impacts on teaching, learning, and administrative processes.

The volume of the master's thesis is 73 pages. The work contains 11 figures, 91 sources.

Keywords: generative artificial intelligence, higher education, regulatory framework, personalized learning, digital transformation, Chinese universities, innovation in education.

The object of the study is generative artificial intelligence (GenAI) and its application in Chinese higher education.

The subject of the study is the strategic use of GenAI technologies to tackle systemic educational challenges in China.

The purpose of the study is to examine the implementation and impact of GenAI in Chinese higher education.

This thesis employs a mixed-methods approach, combining qualitative and quantitative methods. The research includes case studies of GenAI adoption in Chinese universities and surveys of students and educators' perceptions. Additionally, the author's previous experimental results were analyzed to evaluate GenAI's impact on higher education and identify associated challenges and ethical issues.

The master's thesis proves the transformative potential of generative AI in enhancing educational quality, facilitating personalized learning, and optimizing management processes within universities. The research identifies practical applications of AI that improve teaching efficiency and student engagement while addressing challenges related to academic integrity and ethical concerns. Additionally, it argues for robust regulatory frameworks to guide the responsible integration of AI technologies. The findings aim to inform policymakers, educators, and technologists on leveraging generative AI to foster a more inclusive and effective educational ecosystem.