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EDITORIAL

Undecided: Artificial Intelligence and Assessments

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This issue of the *Transnational Education Review* features several compelling articles that explore critical dimensions of education in our rapidly evolving global landscape. *Helena Dedecek Gertz, Javier A. Carnicer,* and *Sara Fürstenau* examine the influential role of migrant content creators in transnational education through social media platforms. Their research highlights how digital spaces can bridge cultural gaps and create new educational opportunities across borders (DOI: 10.33182/ter.v2i2.3251).

In another insightful study, *Zaynab Benabdallah* and *Djamila Chekrouni* analyze the emigration of highly qualified students from Morocco using panel data. Their findings shed light on the motivations and impacts of this talent migration, offering valuable perspectives on brain drain and global mobility (DOI: 10.33182/ter.v2i2.3255).

Additionally, *Carlos Javier Gomez M., Pedro Longart,* and *María Cristina González Martínez* propose a meta-abilities model for 21st-century academic leadership. This innovative framework emphasizes the cultivation of critical consciousness, underscoring the importance of holistic leadership development in higher education (DOI: 10.33182/ter.v2i2.3253).

Finally, *Sophia Dimelis* reflects on the state of digital higher education and adult learning in Greece and other Balkan countries. Her comparative analysis highlights both the challenges and opportunities faced by these regions in adapting to digital transformations in education (DOI: 10.33182/ter.v2i2.3252).

These articles collectively contribute to a deeper understanding of the complex forces shaping global education today. And yet, the need for more studies and debates on the AI and digitalisation are warranted. We invite you to engage with these thought-provoking studies and consider submitting your work to enrich future discussions in this evolving field.

In a recent conference held in the Economic University of Bratislava, I have shared some reflections and some questions raised in this rapidly changing front. Exploring the ever-evolving role of Artificial Intelligence (AI) in higher education is important. Our collective commitment to academic excellence, innovation, and equity is more vital than ever, particularly as we stand on the threshold of a transformative era driven by technological advancements. I invite you to reflect on the disruptive impact AI is having on higher education

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in. As many colleagues, I am also concerned about the impact especially within the realm of assessments—a critical component of the learning experience.

AI is now very real and has long moved beyond theoretical discourse to become a dynamic force shaping teaching, learning, and assessment practices. According to recent data from the Higher Education Statistics Agency (HESA), over 60% of UK institutions have integrated AI technologies into their educational frameworks. Some uses adaptive learning platforms while some benefits from sophisticated grading tools. This integration is not simply about automation; it also represents a profound shift toward personalized, data-driven learning, addressing many of the limitations of traditional methods.

Since assessments are the cornerstone of education, evaluating students' understanding, skills, and progress. It is of a prime concern for many of us. Conventional methods have long faced scrutiny for their subjectivity, biases, and lack of immediacy. AI offers a promising solution to these challenges. For instance, AI-powered grading systems can enhance consistency and objectivity, mitigating the variability introduced by human factors as well as speed. For example, some research demonstrates that AI-assisted grading reduces scoring variability by 30%, ensuring a fairer evaluation process.

Moreover, AI's capacity for personalization is redefining assessments. Adaptive systems dynamically adjust their difficulty based on a student's responses, offering a more accurate gauge of knowledge and skills. Such innovations not only enhance learning outcomes but also can foster greater student engagement. Platforms like Century Tech are already creating personalized learning pathways in some UK institutions, illustrating AI's potential to make assessments more equitable and customised.

The provision of real-time feedback is another transformative aspect. Traditionally, feedback delays have hindered students' ability to learn from their mistakes effectively. AI tools, however, can provide immediate, actionable insights, significantly enhancing the learning process. Pilot programs at the University of Manchester have reported a 25% increase in student engagement and comprehension through the use of AI-driven feedback mechanisms.

Yet, as we embrace these advancements, we must remain vigilant about ethical considerations. AI systems must be transparent, fair, and free from bias. They should augment, and perhaps not 'completely' replace, human judgment. Ensuring data privacy and maintaining academic integrity are paramount as we navigate this new frontier. One thing is clear that higher education institutions must prioritize explainable AI, where decision-making processes are clear and comprehensible to all stakeholders.

The UK's experience with AI in higher education offers valuable lessons for institutions globally. However, it is not the only experience available. By more international collaboration, we can learn best practices and develop ethical guidelines that ensure AI's benefits are better understood and shared.

It is compelling to say that AI is not just a tool but a catalyst for transforming higher education, but not without caveats and caution. As educators, researchers, and policymakers, we share the responsibility of harnessing this potential ethically and thoughtfully. Let us work together to create an educational ecosystem where technology enhances human potential, assessments are fair and meaningful, and every student has the opportunity to succeed.

This journal is committed to advancing this dialogue, and we warmly invite contributions that explore the intersections of technology, education, and equity. We encourage you to submit your research, case studies, and perspectives to enrich this ongoing conversation.

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