

## ABSTRACTS

### ***Potentials and Pitfalls of Generative AI in University Education: A Brief Experience Report from the Japanese-German Joint Degree in Transcultural Studies***

Björn-Ole Kamm, Kyoto University, Japan

Situated between two academic systems and cultures, the international Joint Degree in Transcultural Studies program (JDTS) of the universities Kyoto and Heidelberg exists in a fragile equilibrium of regulations. With the advent of accessible large-language models (LLM), such as ChatGPT, and the discussions about allowing or prohibiting students the use of such tools, the JDTS equilibrium was disturbed: What if the two involved institutions make opposing decisions, one allowing the use, the other prohibiting it? This question led to investigations and experiments with generative AI, including a software development project and attempts with cluster analysis of focus group data. Concentrating on the consequences in the higher-ed classroom, this input talk touches on the various tools available (from ChatGPT to Elicit, ResearchRabbit, or scite\_) and what role they could play in undergraduate and graduate programs in the humanities, such as Transcultural or Japanese Studies. There is potential for misuse, of course, but integrating their use with education about research integrity and ethics can help students make productive and adequate use of such tools.

### ***Developing students' AI skills: The "AI for All" online course***

Elisabeth Scherer, Heinrich-Heine University Düsseldorf, Germany

Heinrich Heine University Düsseldorf (HHU) has set itself the task of creating a low-threshold offer for all students to promote the skills of students in the field of artificial intelligence across all faculties. The "AI for All" project is jointly run by the Heine Center for Artificial Intelligence and Data Science (HeiCAD) and the Service Center for Good Teaching and Learning (SeLL). In order to offer all students and all other interested parties at HHU access to an AI training and to enable the systematic acquisition of these skills, a free of charge online course was created. "AI for All" is designed in such a way that it can be integrated directly into degree program curricula if they do not offer their own courses in the field of AI. Alternatively, individual elements from "AI for All" can be adopted and/or freely adapted for discipline-specific, customized courses. The talk introduces the project as an example and impulse for the use of open education resources (OER) in research and teaching.

### ***e-VITA: EU-Japan virtual coach for smart ageing, project description and results of the POC study***

Eva Jahn and Rainer Wieching, Siegen University, Germany

The e-VITA project represents a significant collaborative effort between Europe and Japan, aimed at leveraging advanced digital solutions to support Active and Healthy Ageing (AHA). As both regions grapple with the challenges posed by an increasingly aging population, such as

healthcare sustainability, social integration, and economic pressures, e-VITA addresses these issues through the development of an innovative virtual coaching system tailored to the diverse needs of older adults. The project's primary objectives include enhancing the quality of life for older adults through personalized health management, empowering them with user-friendly and culturally sensitive technologies, and promoting sustainable and scalable AHA solutions through robust stakeholder engagement. 22 interdisciplinary participants, 12 from Europe and 10 from Japan, have worked together between 2021-2024 and used different devices in a total of six test centers in Germany, France, Italy and Japan.

***AI and the Language Bias: A Comment on Digital Monolingualism and its Impact on Knowledge Infrastructures for Japanese Studies Research***

Cosima Wagner, Freie Universität Berlin, Germany

Although research and teaching in Japanese Studies is depending on the access to and the use of sources and scholarly exchange in Japanese language and script, the institutional infrastructures of universities in Europe are often unable to accommodate the necessary linguistic and geo-cultural diversity of not only area studies scholarship in the digitally transformed age. In the literature on digital scholarship and knowledge infrastructures this is described as a "ressourcedness gap", which leads to the continuation of colonial power structures with regard to the availability of data in non-Latin scripts, the definition of standards, the access to global scientific knowledge and the categorisation and findability of knowledge in the digital world in general. As AI "ground truth" models are trained on what is available in the predominantly anglophone digital space there is a growing movement of scholars demanding for "disrupting digital monolingualism". The talk will give an introduction to the relevance of the discussion for Japanese Studies research and teaching from a research librarian's point of view. Using examples from the field of multilingual digital scholarship and a look behind the scenes of scientific infrastructures such as university libraries the talk aims at initiating a discussion on how advocacy for multilingualism and multilingual data literacy have to be considered more strongly as part of Japanese Studies scholarly needs, especially in the light of the "AI hype".