Babatunde Moses ALAO (alaobabatunde85@gmail.com)

There is currently a low state of adoption and use of artificial intelligence (AI) tools in Nigeria's public universities when compared with other African and global counterparts. This difference in AI development has induced an urgent call for intensity in Stakeholders, that is Tech experts, academics, and policymakers action in their engagement with Artificial Intelligence. While the adoption of AI tools fosters prospects in teaching and learning, they are faced with numerous challenges that militate against their wider usage, especially in the areas of poor funding, lack of infrastructure, poor skills, and technical expertise, among others. This study centers on championing the adoption and regulation of AI tools for teaching and learning in the Nigerian university system. The focus is on public university communities, with the perception that the application of AI tools in tertiary education is essential for effective and efficient academic processes. This study adopted a mixed method, as it utilized both quantitative and qualitative data obtained via digital surveys, in-depth interviews (IDI), and key informants' interviews (KII). The participants were students, lecturers, ICT experts, and deputy vice-chancellors (academic) of the selected universities. The findings were used to recommend an informed policy framework for wider adoption and administration of AI tools for international educational standards and the achievement of sustainable development goals 4 and 9 in particular, which talks about ''*quality education; industry, innovation, and infrastructure.*''

Keywords: Artificial Intelligence (AI), Teaching, Learning, Adoption, university

Doctoral in Public Policy—Department of Sociology, University of Ibadan, Nigeria.