



TRANSFORMATION IN ACADEMIC AND PROFESSIONAL COMMUNICATION IN ECUADOR AND PERU THROUGH THE ADOPTION OF AI

Perceptions and Meanings of AI in Academic and Professional Communication

JUAN PABLO ARROBO-AGILA ¹

Jparrobo1@utpl.edu.ec

ABEL SUING ¹

arsuing@utpl.edu.ec

PATRICIO BARRAZUETA ¹

pbarrazueta@utpl.edu.ec

KARINA SALCEDO¹

kssalcedo@utpl.edu.ec

¹Universidad Técnica Particular de Loja, Ecuador

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ABSTRACT

The expansion of artificial intelligence in the educational and professional community is transforming content creation, generating opportunities and challenges that require contextualized analysis. This study examines the levels of knowledge, frequency of use, and perceived advantages of AI among users in Ecuador and Peru, countries with comparable educational systems. A quantitative methodology was applied through a survey of 493 participants, including university students and professionals. The results show a positive relationship between knowledge and frequent use of AI, with differences by region, age, and gender. The use of generative tools such as ChatGPT and the growth of Canva AI in visual creation stand out, confirming the transformative impact of AI on academic and professional communication.

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1. Theoretical Framework

The incidence of Generative Artificial Intelligence (AI) in higher education can be appreciated in the increasing quantity of research and training programs that acknowledge the possibility and potential of this technological innovation. According to Condori (2025), this tool “on one hand, can facilitate access to education, increase the efficiency, and permit more personalized learning; and, on the other hand, it implies risks as the increasing social and digital inequality” (p.334). In this sense, it is recognized that AI can contribute significantly to teaching and learning, particularly in a limited resources context (Salas-Pilco & Yang, 2022). Currently, AI has become a highly impactful tool that educators and learners can utilize (Olivo et al., 2025). There is consensus regarding “the technological revolution driven by AI will have significant impacts in the field of education” (Jara & Ochoa, 2020, p. 4). However, this scene presents important challenges that require immediate attention.

University education faces significant challenges that demand “pedagogical approaches that not only address the curricular contents but also adjust to these various necessities” (Cedeño, 2025, p. 1472). However, results paradoxically show that “despite the increasing interest in AI in education, there is a shortage of research that examines the factors that influence the adoption of AI by teachers” (Jiménez and Ramirez-Anormaliza, 2024, p. 31). This research gap presents an opportunity to explore the dynamics of technological adoption in the educational context more thoroughly. The AI occupies a central role in the transformation of pedagogical planification and formative evaluation, introducing new dynamics in the classroom (Irish et al., 2025). This technological integration enables educational models to incorporate data analysis into the content and students' learning methodologies (Hernández & Rodríguez-Conde, 2024). Also, the AI strengthens teaching in environments with materials limitations (Popenici & Kerr, 2017), have demonstrated improvements in student performance, motivation, and satisfaction when properly integrated into the learning process (Zawacki et al., 2019).

The implementation of AI-powered smart tutorials allows students to progress at their own pace, thereby promoting personalized learning (Silva et al., 2025). In higher education, AI is used to improve teaching and learning, providing a personalized and adaptive experience (Kankaanranta & Neittaanmäki, 2020). Any process of technological change requires understanding, embracing, and renewing practices and forms of relationship between people, especially when these changes involve paradigm shifts. In particular, “the decision to incorporate AI in Higher Education depends on several factors, such as educational needs and objectives, the availability of resources, the capacity to implement and manage advanced technologies” (González-Campos, 2024, p. 82).

Research has identified that “a positive attitude toward AI improves academic performance and comfort in its use, as well as indirectly through mediators” (Calla et al., 2025). Likewise, it is recognized that there are cultural factors that influence students' attitudes and use of AI (Naiseh et al., 2025), which underscores the importance of considering the sociocultural context in technological implementation processes. In the Ecuadorian context, “artificial intelligence (AI) has become an emerging component within the Ecuadorian education system, although its adoption remains uneven and limited” (Ramírez-Galarza et al., 2025). This situation is exacerbated by the minimal availability of training programs in skills related to the use of AI in education, even leading to anxiety among teachers (Cevallos et al., 2025). The incorporation of AI in Ecuador “is taking place amid efforts to improve quality, bridge gaps, and strengthen inclusion, which positions AI not only as a technological resource, but also as a pedagogical and social phenomenon” (Correa et al., 2025, p. 2). To achieve successful implementation, “a comprehensive approach is required that considers the key factors identified and adapts solutions to the specific needs and context of the Ecuadorian education system” (Intriago-Mera, 2024, p. 184).

Despite technological advances, teachers preserve a fundamental role that AI cannot completely replace. Teachers could adapt to the individual necessities of students and tailor their teaching in a contextualized manner, something that AI cannot do (Vellido et al., 2015). Also, teachers always have a crucial role in the development of higher-level skills, such as critical thinking, problem solving, and creativity (Knight et al., 2014). The teachers' perceptions of AI are complex. On the one hand, they value benefits such as task automation and access to digital resources, but also, they identify significant issues, such as the lack of a critical review of the results (Delgado et al., 2024). At the same time, there is evidence that AI contributes to improving student performance, which has led teachers to gain a greater understanding of the content (Delgado et al., 2025). In general, educators are more willing to adopt technologies that they perceive as beneficial both for their teaching and for their students' learning (Backfisch et al., 2020).

Teaching training to leverage AI is a priority, to develop a learning and teaching dynamic process, and is focused on the current student (Nuñez-Canal et al., 2024). In the transition towards an AI-mediated society, it is necessary that teachers “learn to use it, which involves understanding how AI-based technologies work, how to include it in the academic plan and how to evaluate its impact on learning” (Muñoz, 2024, p. 24). Preparing teachers and students for a digital future implies a series of considerations and fundamental actions, given the growing importance of technology in the educational field (Vera, 2023). It is required to “implement differentiated training programs according to age and digital experience, that train both teachers and students in the AI critic and technician use” (Hernández, 2025, p. 192). Some strategies to introduce students to digital literacy could be applied from elementary school, through the development of critical and abstract thinking, as well as abilities for digital productivity and online learning, among other fundamental competencies.

In response to the integration of AI in higher Education, many universities are establishing guidelines and policies to integrate it into teaching and learning (Ruiz-Lázaro et al., 2025). The effective implementation of technological innovation into the classroom requires the collaborative support of various actors: teachers, students, educational management, technological experts, and the community (Luckin & Holmes, 2016). Of particular interest is the comparison of AI adoption processes between neighboring communities, given that the experiences of welcoming AI in one community can provide important insights for other contexts. Regarding Ecuador and Peru, the evidence points out that “the artificial intelligence is emerging as a strategic tool to transform higher education [...] it is perceived mostly positively by teachers and students, highlighting its capacity to personalize learning” (Rodríguez et al., 2025). This shared recognition suggests opportunities to exchange experiences and best practices between both countries.

Contemporary education is undergoing profound change driven by AI, a technology that is redefining teaching and learning processes. This theoretical framework shows that the adoption of AI in higher education is a multidimensional phenomenon involving pedagogical, technological, cultural, institutional, and social aspects. AI-mediated educational transformation requires not only technological infrastructure but also a rethinking of pedagogical practices, ongoing teacher training, and the development of coherent institutional policies that ensure equitable and effective implementation.

2. Methodology

The methodological design of this study was based on the qualitative approach, descriptive-correlational scope, and no experimental design. cross-cutting, aimed at analyzing the knowledge levels, use frequency, and perceptions about artificial intelligence in academic and professional contexts in Ecuador and Peru.

The data collection technique consisted of a structured survey through Google Form to 521 participants, selected using non-probability convenience sampling, considering age diversity criteria, educational level, and geographical relevance. According to Yin (2023), cited by Taherdoos (2016), the non-probability sample is:

is often associated with case study research design and qualitative research. With regards to the latter, case studies tend to focus on small samples and are intended to examine a real-life phenomenon, not to make statistical inferences in relation to the wider population. (p. 22).

The applied instrument consisted of eleven questions and 54 response items, addressing topics such as 1) level of knowledge about AI; 2) frequency and preference of tools; 3) purpose of use; and 4) perceived advantages. After the review process, form validation, and debugging, the sample was concentrated in 493 valid surveys. Measurement scales were designed to reduce semantic ambiguities in frequency of use by incorporating explicit temporal criteria.

To ensure reliability and validity, the instrument was reviewed by an expert. The validators were academic professionals of Higher Education Institutions at the national and international level, with Ph.D. and master's degrees. One of them is currently pursuing a doctorate. They are those who consider the pertinence and reliability of the questions and answers, making minor adjustments for a better comprehension and optimal acquisition of results.

Table 1 Identification of validators

Identifier	Institution	Academic position	Country
Validator 1	Universidad Católica del Norte	Research Secretary of the Faculty of Economics and Administration	Chile
Validator 2	Pontificia Universidad Católica del Ecuador sedes Santo Domingo	Head of Internationalization and Institutional Outreach	Ecuador

Source: Own elaboration, 2026

The analysis of the information was done by means of descriptive and inferential statistics, employing association and correlational tests to identify relationships among knowledge, use and sociodemographic variables. This approach allowed comparing patrons between both counties and establishing relevant tendencies to academic and professional communication in the Latin American context.

The study population was composed of undergraduate and graduate students of two Latin American universities, in Ecuador, Universidad Tecnica Particular de Loja, and in Peru, Universidad Peruana Union.

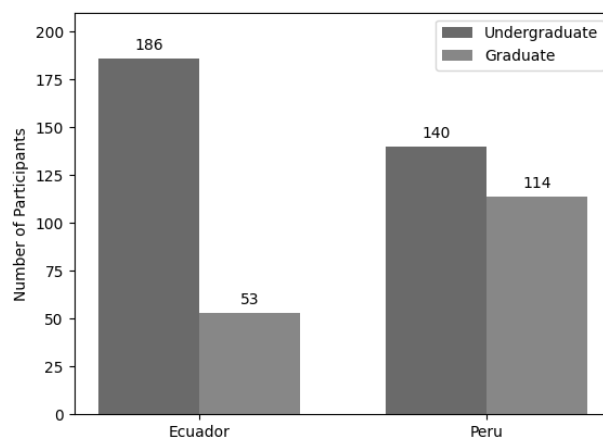
Applied Methodology not only allowed achieving the proposed objectives but also permitted demonstrating the use and access of artificial intelligence tools in higher education contexts.

3. Results

3.1 Towards vital continuity mediated by artificial intelligence: training profiles and adoption trajectories

The distribution by level of education reveals structural differences between Ecuador and Peru in the processes of adopting artificial intelligence. In Ecuador, undergraduate education clearly predominates, which suggests that digital transformation in academic and professional communication is being driven in the different fields and areas of education, mainly on those with ICT skills. In contrast, Peru presents a more balanced distribution between undergraduate and graduate degrees, which points to a more intense participation of highly qualified profiles in the adoption of AI, possibly linked to research environments and educational policies oriented at integrating emerging technologies in educational formation. This difference suggests different rhythms and interpretations in the incorporation of AI.

From the sociodemographic perspective, the results show a clear lead role of women and young adults on these processes. The large female majority indicates a significant shift from traditional patterns of technological access, which can be interpreted as progress in reducing gender gaps, although without eliminating the need for sustained equity policies. Likewise, the concentration of ages between 26 and 45 indicates that the adoption of AI falls mainly on generations raised in digital environments, with greater familiarity and willingness to integrate these tools into their academic and professional practices. The limited presence of older cohorts reinforces the persistence of generational gaps in technological literacy and underscores the importance of continuous training strategies to ensure that the communication transformation through AI is inclusive and sustainable in both countries

Figure 1. Level of participation according to academic background

Source: Own elaboration, 2026

Figure 1 evidences clear differences in the educational structure of the sample between Ecuador and Peru, which is analytically relevant to comprehend the processes of AI adoption in both contexts. In Ecuador, there is a marked predominance of participants with undergraduate education compared to a smaller representation of postgraduate education, suggesting that the incorporation of AI in academic and professional communication is taking place, to a large extent, from initial formative levels. This pattern can be interpreted as the result of an expansion in basic digital skills in higher education, where AI is beginning to be integrated as a functional tool before becoming established as a subject of advanced specialization.

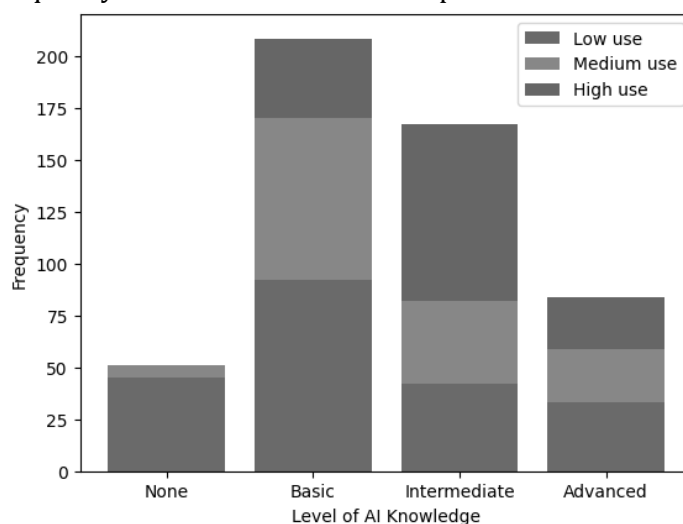
In contrast, Peru presents a more balanced distribution between undergraduate and graduate degrees, which points to a greater participation by qualified profiles in AI adoption processes. This feature suggests a scenario in which artificial intelligence is not only used as an instrumental support, but is beginning to be incorporated into more complex academic and professional practices linked to investigation, innovation and specialized production. From a comparative perspective, the figure shows that AI-mediated communication transformation is moving forward in both countries, but with different trajectories: more extensive and widespread in Ecuador, and relatively more intensive and specialized in Peru. This should be taken into account when interpreting the uses, perceptions, and advantages analyzed in the following sections.

3.2 Literacy in artificial intelligence and usage gradients: from instrumental exploration to communicational integration

Figure 2 shows a consistent relationship between the level of knowledge of artificial intelligence and frequency of use, forming a gradient of technological appropriation that is key to understand the processes of communicational transformation observed in the sample. At the zero and basic knowledge levels, use is concentrated almost exclusively in the low or medium use categories, suggesting an exploratory, functional approach, that is not yet integrated into everyday academic or professional practices. This behavior is consistent with what has been described by several studies as a phase of “initial contact” with AI, characterized by specific uses oriented to solving immediate needs, rather than redefine communicative processes (Zawacki-Richter et al., 2019).

As knowledge advances to intermediate level, a significant qualitative change is observed: high usage increases significantly, indicating that AI is beginning to be incorporated as a common resource in production, learning and communication activities. This turning point is especially significant to the study’s objective, as it suggests that transformation does not depend solely on technological access, but rather on cognitive and critical literacy that allows to integrate AI in complex communicative flows. In this sense, empirical evidence converges with recent approaches that place AI competence as condition for its meaningful use in academic contexts, beyond mere technological consumption (Holmes et al., 2019).

Figure 2. Frequency of use and the relationship between level of AI knowledge



Source: Own elaboration, 2026

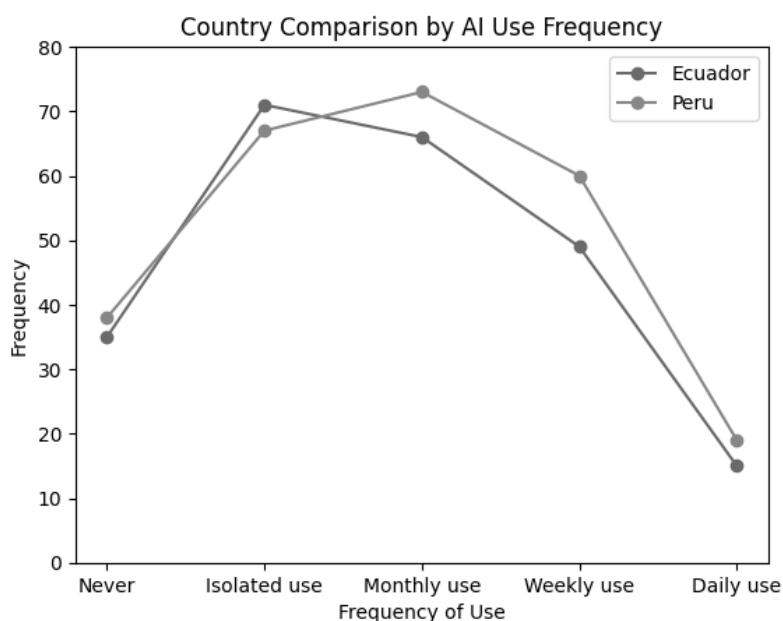
The advanced level presents a more balanced pattern between medium and high usage, without absolute saturation of intensive usage. This finding is relevant because it qualifies a linear interpretation between knowledge and frequency: greater mastery does not necessarily imply a constant dependence, but potentially more strategic, thoughtful, and selective use. From a communicational perspective, this can be interpreted as a maturity phase in which AI is integrated as a mediator of academic and professional discourse without displacing other human skills. Kasneci et al., (2023), warn that more experienced users tend to develop more critical usage practices, aware of epistemological, ethical, and discursive limits of generative AI.

Overall, the adoption of AI in Ecuador and Peru is neither homogeneous nor automatic, but rather depends on knowledge trajectories that determine the intensity and meaning of its use. This gradient reinforces the idea that the transformation of academic and professional communication through AI is a progressive process, situated and mediated by literacy, in line with contemporary approaches that conceive technology, not as determinative, but as a socially and culturally constructed practice (Baiget, 2025).

3.3 National differences in the intensity of AI use: structural convergences and contextual nuances.

The frequency of AI use between Ecuador and Peru reveals a general pattern of convergence. In both countries, the intermediate categories of isolated use and monthly use account for the highest number of cases, indicating that the AI has been widely incorporated but not yet fully integrated into academic and professional practices. Zawacki-Richter et al., (2019) describes the adoption of generative AI as a progressive process, marked by phases of experimentation and adjustment before its stable integration into communication workflows.

Figure 3. Comparison of AI use frequency by country



Source: Own elaboration, 2026

However, the contrast between countries reveals relevant nuances. Peru consistently shows higher values in monthly, weekly, and daily use, while Ecuador has slightly more cases of isolated use and maintains a comparable presence in the “never” category. This gradient suggests that, although both contexts share a common basis of access and familiarity with AI, in Peru technology seems to be advancing more rapidly toward recurrent use, which could be associated with a higher proportion of participants with postgraduate training and institutional environments where AI is beginning to become normalized as a support for academic and professional performance.

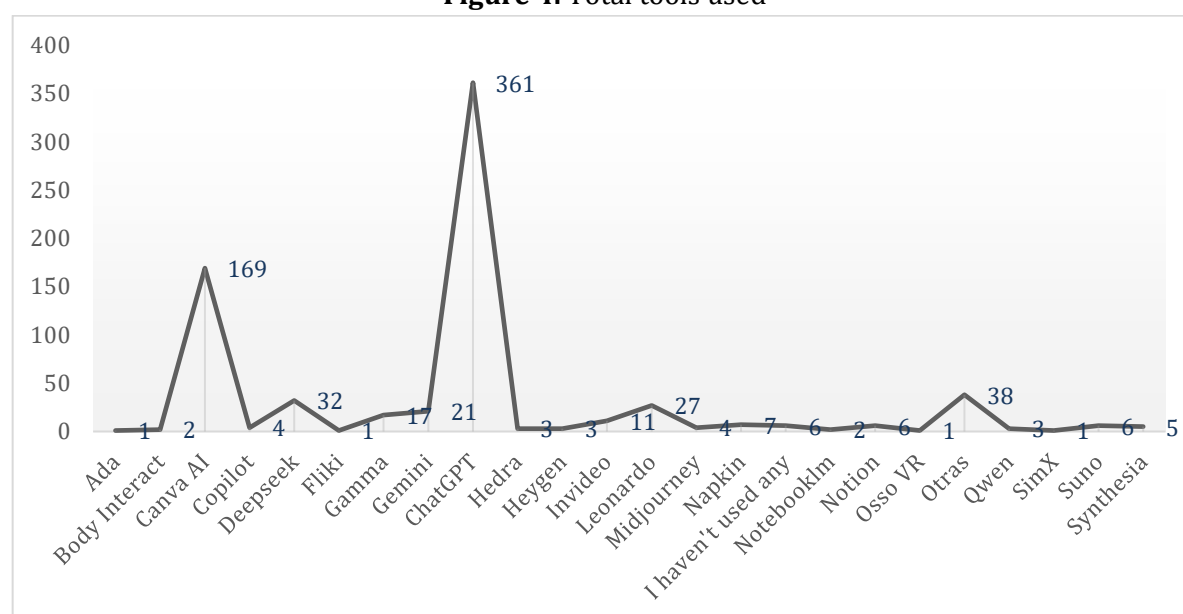
From a communication perspective, these differences should not be interpreted as structural gaps, but rather as variations in the pace of appropriation. Aligned with sociocultural approaches to

technology, AI acts as a mediator of discursive and productive practices that are reconfigured in a situated manner, according to academic traditions, organizational cultures, and local regulatory frameworks (Holmes et al., 2022).

3.4 Technological centralization and functional specialization: shaping the AI tool ecosystem

In the use of artificial intelligence tools, ChatGPT clearly dominates, followed by Canva AI. The rest of applications, such as Deepseek, Midjourney, Gemini, Copilot, Leonardo, Invideo, among others, appear less frequently and sporadically, forming a long-tail pattern typical of technology adoption processes in educational and professional environments. From a theoretical perspective, this pattern is consistent with what recent literature has termed algorithm gatekeeping or “gateway tools”, in which a small number of applications concentrate users’ initial and recurring experience with generative AI (Kasneci et al., 2023). In academic contexts, ChatGPT has positioned itself as a preferred interface due to its discursive versatility, ease of use and ability to integrate into writing analysis, and learning support practices, which explains its cross-cutting centrality in the sample. Large linguistic models tend to become cognitive reference infrastructures, especially in early stages of institutional adoption (Zawacki-Richter et al., 2019).

Figure 4. Total tools used



Source: Own elaboration, 2026

The significant presence of Canva AI introduces a signal indicating that AI is not limited to text production, but is increasingly being incorporated into visual and multimodal communication. This finding suggests a transformation of academic and professional practices towards AI-assisted visual formats, reducing technical barriers and expanding expressive possibilities, as recent research on assisted creativity and algorithm-mediated design points out (Holmes et al., 2019). In contrast, the use of specialized tools indicates that the adoption of AI is still organized around generalist solutions, rather than advanced diversification of the technological repertoire.

These findings indicate that the transformation of communication through AI in Ecuador and Peru is currently articulated through dominant platforms that structure uses, expectations, and perceived advantages. This centralization does not imply homogenization of practices, but it does define the

technological framework from which production, learning and professional communication processes are reconfigured.

3.5 Functionalization of AI in academic and professional communication: efficiency, creativity, and multimodal shift.

The reported purposes of use show that AI is primarily incorporated as infrastructure to support academic and professional activities, the most notable are: “support academic tasks” and “search for information or resolve doubts”, followed by “create images or designs” and “creation of audiovisual content”. This pattern not only describes preferences, but also evidences a reorientation of communication toward practices of discursive productivity and rapid resolution of cognitive needs, where AI operates as a mediator of search, synthesis and elaboration processes. In terms of visual culture, the volume of mentions linked to design and creative interfaces suggest that adoption is not exclusively textual: there is a shift towards multimodal repertoires, consistent with the convergence between AI and audiovisual production described by Cruz Oña & Andrade (2025), who emphasize that the integration of AI optimize flows, reduce times and expands creative possibilities at different stages of production, strengthening work methodologies in visual and audiovisual communication.

Table 1. Most common purpose for using AI

	Frequency (n)
Support academic tasks	312
Search for information or resolve doubts	287
Create images or designs	198
Creation of audiovisual content	121
Personal use or entertainment	1
Write texts or summaries	1

Source: Own elaboration, 2026

Table 2. Perceived advantages of using AI

	Frequency (n)
Saving time	332
Improving creativity	221
Achieving more impressive results	146
Facilitating design without technical knowledge	98
I don't see any advantages	14

Source: Own elaboration, 2026

The perceived advantages reinforce this functional interpretation: “saving time” ranks as the main benefit, followed by “improving creativity” and “achieving more impressive results”, along with “facilitating design without technical knowledge”; explicit rejection is marginal (“I don’t see any advantages”). In analytical terms, this suggests that the legitimacy of AI is anchored in two areas: efficiency (acceleration of tasks) and expressive expansion (creativity/impact). At the same time, this intensive functionalization can be interpreted in light of the risk of “absolutization of the moment” in digital cultures: Baiget (2025) warns that dynamics based on immediacy tend to fragment life continuity and the construction of meaning, which encourages reporting these benefits without losing sight of the fact that acceleration can reconfigure the temporality of academic and professional work. The data points to an adoption geared toward doing more in less time, with an expansion into visual/audiovisual production, the core of the communication transformation that the study seeks to characterize.

4. Discussion of results

Findings on the relationship between knowledge and frequency of AI use confirm that the transformation of academic and professional communication is not a techno-deterministic phenomenon, but rather a process mediated by digital literacy trajectories. The gradient observed between zero, basic, intermediate, and advanced levels of knowledge reveals that the integration of AI into everyday practices depends crucially on cognitive and critical skills that enable meaningful uses beyond mere instrumental access. This conclusion converges with the arguments of Holmes et al. (2019), who maintain that technological appropriation in higher education requires training

frameworks that develop not only technical skills, but also reflective abilities to evaluate, contextualize, and question digital tools. In this regard, the study shows that AI is gradually being incorporated in Ecuador and Peru, but that its transformative potential remains conditioned by users' prior literacy, which poses urgent challenges in terms of teacher and student training. The limited availability of specialized programs identified in Ecuador by Cevallos et al. (2025) and the institutional constraints pointed out by Ramirez-Galarza et al. (2025) reinforce the need for educational policies that strengthen digital skills in a strategic, differentiated, and sustained manner.

The structural differences observed between Ecuador and Peru in terms of educational profiles, intensity of use, and age distribution allow us to understand the adoption of AI as a localized phenomenon, influenced by academic traditions, organizational cultures, and specific institutional frameworks. While Ecuador presents a predominantly extensive profile, with a greater concentration at undergraduate levels and more exploratory use, Peru shows a more intensive trajectory, with significant participation in postgraduate profiles and greater frequency of recurrent use. This divergence should not be interpreted as a technological development gap, but rather as an expression of different rhythms and meanings in the incorporation of AI, consistent with the views of Correa et al. (2025), who view the integration of AI in Ecuador as a "pedagogical and social phenomenon" rather than merely a technological endowment. From a comparative perspective, these results highlight that AI-driven communication transformation is advancing in both countries, but under different institutional logics that must be considered when designing implementation, training and evaluation strategies. Likewise, the predominance of women and the concentration of ages between 26 and 45 show progress in reducing gender gaps, although generational challenges remain that require digital inclusion policies aimed at ensuring that AI does not deepen pre-existing inequalities, as warned by Condori (2025) and Hernandez (2025).

The hegemony of ChatGPT as the predominant tool and the emergence of Canva AI as a second option constitute a concentrated technological ecosystem that currently organizes communication practices in the sample analyzed. This pattern of centralization is consistent with what Kasneci et al. (2023) refer to as "gateway tools": applications that, due to their versatility, ease of access, and capacity for discursive integration, become cognitive infrastructures of reference in the early stages of institutional adoption. However, this concentration raises questions about the future diversification of the technological repertoire and about the risks of algorithmic dependency that may limit users' critical autonomy. The significant presence of Canva AI introduces a significant shift toward visual and multimodal production, demonstrating that the transformation of academic and professional communication is not restricted to the textual realm, but encompasses diverse expressive formats. This finding echoes the arguments put forward by Cruz Oña & Andrade (2025) on the convergence between AI and audiovisual production, confirming that technological adoption is reshaping the communication skills required in educational and professional contexts. However, the low frequency of specialized tools suggests that appropriation is still at a generalist stage, which presents opportunities for the development of more advanced and situated literacies.

The purposes of use and perceived advantages reveal that AI is primarily incorporated as an infrastructure for efficiency and creativity, aimed at "saving time", "improving creativity", and "achieving impressive results". This intensive functionalization, although evidence of growing social legitimization of technology, must be critically examined in light of Baiget's (2025) warnings about the absolutization of the moment in accelerated digital cultures. Prioritizing speed and productivity can reshape the temporality of academic work, fragmenting reflective processes and eroding the construction of long-term meaning, which are central aspects of university education and the production of rigorous knowledge. Likewise, the scarcity of negative perceptions ("I don't see any advantages") suggests a largely uncritical acceptance that needs to be challenged from pedagogical frameworks that promote reflective, ethical, and contextualized uses of AI, in line with the arguments put forward by Nuñez-Canal et al. (2024) on the need for comprehensive generative learning models. Overall, the results show that the transformation of communication through AI in Ecuador and Peru is an ongoing process, characterized by progressive, functionally oriented adoption mediated by digital literacy, but one that requires institutional policies, training strategies, and critical frameworks to ensure that this technological integration effectively contributes to educational quality, equity, and the

development of complex skills, beyond the mere accelerated instrumentalization of academic and professional practices.

5. Conclusions

The integration of artificial intelligence in academic and professional settings in Ecuador and Peru represents a process of ongoing communicational transformation. Although with their own rhythms and nuances, both contexts converge in a largely positive assessment of its usefulness.

There is a clear direct relation between the level of knowledge about artificial intelligence and the intensity of its use. This finding confirms that technological appropriation is neither automatic nor homogeneous, but rather mediated by processes of digital literacy. Those with basic knowledge tend to use it sporadically, while intermediate and advanced levels are associated with more frequent and strategic practices. This reinforces the need for higher education to promote training programs that go beyond instrumental management and foster critical and reflective skills for meaningful integration of AI.

The comparison between Ecuador and Peru reveals differences associated with their institutional and educational contexts. Ecuador shows a more exploratory use, mainly linked to undergraduate students, while Peru shows a more intensive adoption, with a greater presence of graduate profiles and recurring uses. These differences should not be interpreted as technological gaps, but rather as expressions of different institutional dynamics. Likewise, greater female participation suggests progress in reducing gender gaps, although the challenge of including older age cohorts remains to avoid new digital inequalities.

The dominance of ChatGPT and, to a lesser extent, Canva AI creates a concentrated and generalist technological ecosystem. While this centralization facilitates the initial adoption of AI, it also raises questions about dependence on dominant platforms and limited diversification of tools. The relevance of Canva AI also confirms a shift towards visual and multimodal communication, which requires expanding communication skills in the academic field. The limited presence of specialized tools suggests that the appropriation process is still in its early stages.

The perceived uses and advantages reveal that artificial intelligence is mainly integrated as a resource geared toward efficiency, creativity, and time savings. Although this functionality reinforces its social legitimacy, it also requires critical reflection to prevent the acceleration of academic processes from affecting the depth of reflection and the quality of the knowledge produced. The low incidence of negative perceptions indicates a largely uncritical adoption, which underscores the importance of pedagogical frameworks that promote ethical, conscious, and contextualized uses.

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