VISUAL REVIEW | Vol. 18, No. 8, 2026 | ISSN 2695-9631

International Visual Culture Review / Revista Internacional de Cultura Visual

https://doi.org/10.62161/revvisual.v18.6514

GENERATIVE ARTIFICIAL INTELLIGENCE AS AN EPISTEMIC MEDIATOR IN HIGHER EDUCATION

MARCOS MÉNDEZ GÓMEZ
marcos.mendez@uva.es
Universidad de Valladolid, España

KEYWORDS

generative artificial intelligence
higher education
epistemic mediation
pedagogy
Traceability

ABSTRACT

An interpretive qualitative review is presented on the integration of generative artificial intelligence (GenAI) in Spanish higher education. The search was conducted in December 2025 in Scopus, Web of Science, and Dialnet, using a shared search string in Spanish and English on AI and higher education. After screening and full-text eligibility assessment, 70 articles were included. Studies were considered if they provided empirical, analytical, conceptual, or review-based contributions and had explicit relevance to the Spanish university context. The analysis organizes the evidence into three levels of mediation and six tensions, highlighting governance, assessment, and equity.

RECIBIDO: 30/ 06 / 2026
ACEPTADO: 27/ 10 / 2026

1. Introduction

At this point, in many university classrooms it is no longer surprising to see a student cross-checking an idea with a chatbot or a lecturer asking a tool to suggest activities, examples, or an alternative explanation of a concept. What stands out is not the gesture itself, but the speed with which it has been incorporated and the naturalness with which it has become embedded in routines that, until very recently, were almost exclusively human. This naturalness coexists with a mismatch: adoption is accelerating, while training and planning for its integration are progressing more slowly and, in the case of LLMs, a coherent response does not guarantee a correct one (Boujenna et al., 2024).

Before proceeding, it is necessary to clarify the conceptual framework. Artificial intelligence (AI) can be understood as a broad field encompassing methods and systems aimed at solving problems traditionally associated with reasoning and learning, ranging from classical approaches to knowledge representation and search to machine learning and its more recent developments (Torra, 2011). Within this evolution, deep learning has marked a turning point: the availability of large volumes of data and advances in hardware have driven models that are particularly effective for recognition and prediction tasks, with visible applications beyond the strictly computational domain (Abeliuk & Gutiérrez, 2021). In higher education, these technologies have been linked to uses such as learning analytics, automated support systems (e.g., tutoring or data-driven assistance), and decision-making in educational environments (Ocaña-Fernández et al., 2019).

Generative artificial intelligence (GenAI), by contrast, operates under a different logic: it is characterized by producing new content (text, images, code, or audio) based on learned patterns (UNESCO, 2024). It does not merely respond; it constructs outputs with an appearance of discursive coherence, adjustable styles, academic register, and even a level of expressive confidence that may lead users to trust it more than warranted. In the case of language models, their distinctive feature lies in generating natural language responses in a conversational format and adapting style and register; this fluency can foster greater trust than the content deserves (UNESCO, 2024). This nuance is particularly relevant in higher education, where language and argumentation are not decorative elements but the primary means of academic validation (Caldeiro, 2024).

For this reason, referring to AI in higher education is useful, yet often too imprecise. The literature shows that the emergence of conversational GenAI has shifted the debate from earlier uses focused on automation, intelligent tutoring, and prediction toward issues directly related to academic production (writing, assessment, originality, authorship, and criteria of knowledge) (Sánchez Vera, 2023). In other words, attention moves toward core university practices such as producing texts, sustaining arguments, justifying decisions, and certifying learning, which helps explain both the rapid adoption of these tools and the concern that accompanies them.

Recent literature identifies specific pedagogical opportunities associated with the integration of GenAI in higher education: support for students with diverse learning paces through personalization, virtual tutoring, and adaptive resources; generation of alternative explanations; task design and adjustment; more agile feedback; and support for written production through assistance in planning, revising, and improving texts (Aparicio-Gómez, 2023). In online university environments, increased perceptions of usefulness and satisfaction have also been documented when assistants based on ChatGPT are integrated to support learning and educational interaction, although technical and accuracy limitations condition their performance (Cabeza-Rodríguez, 2025).

In parallel, within the field of creativity, co-creation with AI in ideation tasks has been examined, showing effects that depend on instructional design. In this sense, AI can sustain fluency and originality, but it can also introduce a certain convergence in the formulation of ideas and more passive usage patterns if the interaction is not pedagogically guided (Baltà et al., 2026). The issue is that these findings coexist with a less comfortable observation: integration often outpaces institutional reflection and is not always accompanied by critical literacy that enables a distinction between instrumental use and deep understanding.

Public and academic debate has tended to organize itself around two poles: enthusiasm for efficiency and potential, and concern about fraud or the degradation of learning. This framework helps simplify the discussion but leaves out important layers. Higher education manages more than tasks. It manages the legitimacy of knowledge and, above all, criteria of operative truth, alongside mechanisms of certification. When a tool is capable of writing with apparent competence, the problem is no longer limited to whether a student copies or not. The issue shifts toward what evidence we consider valid to claim that someone knows something, and how the practices that sustain that claim are reconfigured (Zapata Ros, 2024).

Within this framework, tensions emerge that recur with sufficient consistency to be treated as analytical axes. The first concerns authorship and originality, since co-production with GenAI complicates attribution and blurs the boundary between support and substitution: it is not only a matter of detecting generated text, but of defining what counts as one's own intellectual work and how the origin of ideas and sources is acknowledged in the final product (Chamba Cuadros et al., 2025; Zapata Ros, 2024). The second tension is evaluative: if the textual product loses value as direct evidence, pressure increases to redesign tasks toward more situated and process-oriented formats —with evidence of process and justification— because quality assessment cannot rely on a textual outcome that can be easily externalized. The third tension relates to the reliability of generated content: the system may sustain errors with great fluency, and conversational fine-tuning attempts to reduce hallucinations, which makes it necessary to reinforce verification, cross-checking, and critical literacy in academic use (Zapata Ros, 2024).

The fourth tension is institutional: governance, regulation, equity, and responsibility. If use is left to individual discretion, disparate responses tend to consolidate (ranging from prohibition to progressive adoption), generating regulatory uncertainty and uneven learning experiences depending on subject, instructor criteria, or institution (UNESCO, 2024). This dispersion is not neutral: it affects curricular coherence and may translate into inequality of opportunity, especially when access to resources, data, and technological capacities is asymmetrical, intensifying pre-existing gaps (UNESCO, 2024). Moreover, the gap is not only about access; it is also about judgment. For this reason, several studies emphasize the need for GenAI literacy articulated as an integral competence that enables informed and responsible decision-making in educational contexts (Buitrago et al., 2024). When such literacy is not fostered, the tool can become a shortcut, and the shortcut a habit.

It is also relevant to consider which actor occupies the center of analysis. Part of the corpus focuses on students and describes uses, perceptions, and dilemmas associated with writing, searching, or task completion. Other studies center on faculty, highlighting uncertainty, resistance, pragmatic acceptance, or interest in integrating GenAI as pedagogical support; and a third, less visible but decisive line examines higher education as an institution (internal policies, ethical frameworks, academic integrity, faculty training, and risk management).

This triple focus is not accidental: "digital technological tools have been widely adopted by students, educators, and institutions alike" (Boujenna et al., 2024, p. 393). Overall, the field is not balanced: descriptive diagnosis is abundant, yet conceptual articulation that connects these layers —micro (classroom), meso (teaching), and macro (governance)— without losing precision is often lacking (Boujenna et al., 2024).

Against this backdrop, the present article develops a critical review and a framework aimed at organizing the available knowledge. The interest is not limited to describing uses or attitudes. It seeks to understand what is being reconfigured in higher education when language production — the everyday support of knowledge— ceases to be exclusively human and becomes shared with generative systems.

2. Objectives and Methodology

2.1. Objectives

To construct a state of the art on generative artificial intelligence in Spanish higher education through a qualitative review of recent literature, systematizing the approaches, actors, and tensions that structure its presence in academic research.¡

Specific objectives:

- To identify the approaches through which the literature examines the integration of GenAI in higher education.
- To classify the studies according to level of mediation: cognitive, epistemic, and institutional.
- To determine the role attributed to students, faculty, and institutions in this integration.
- To identify recurring tensions associated with the academic use of GenAI.

2.2. Methodology

The literature review is employed as the fundamental methodology in this study, as it enables a rigorous construction of the state of the art and highlights the central role of the subject under examination in the development and evolution of science, facilitating a critical and comparative analysis of the perspectives present in the literature (Jiménez-Martínez et al., 2025).

This work adopts a qualitative literature review design, essential for constructing the state of the art and for demonstrating the core role of an interpretative and comparative analysis of recent research on GenAI in the context of Spanish higher education. The purpose is not to quantify scientific output or estimate bibliometric trends, but to systematically examine the findings reported in the selected studies in order to identify recurring patterns, dominant approaches, and shared tensions regarding the role of GenAI in the university.

Although the study follows a qualitative, interpretative, and comparative approach, the process of identifying, selecting, and analyzing the studies was structured in accordance with the PRISMA 2020 guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), in order to ensure transparency, traceability, and coherence in the review process.

Specifically, PRISMA was used as a methodological framework to organize the different stages of the review, including:
(i) the identification of records in scientific databases;
(ii) the initial screening of titles and abstracts;
(iii) the assessment of full-text eligibility according to explicit inclusion and exclusion criteria; and
(iv) the definition of the final corpus of studies included in the qualitative synthesis.

The study selection process was documented through a flow diagram (Figure 1), which systematically displays the number of records identified, excluded, and ultimately included, as well as the reasons for exclusion at each stage. However, since the objective of the study is not the quantitative estimation of effects or the conduct of a meta-analysis, but rather the interpretative analysis of reported findings, the synthesis of evidence was carried out qualitatively, in line with established uses of the PRISMA protocol in non-quantitative reviews (Page et al., 2021).

During the initial screening, the scope of the studies was limited to the context of Spanish higher education. Articles were included if they met at least one of the following criteria:

- an empirical study conducted in Spanish universities or with a sample located in Spain;
- an analysis of policies, guidelines, or institutional frameworks explicitly referring to Spanish universities; or
- conceptual or review-based works authored by scholars affiliated with Spanish institutions and with implications formulated for the Spanish university system.

Articles that did not meet any of these criteria were excluded, even if they addressed GenAI in higher education in general terms.

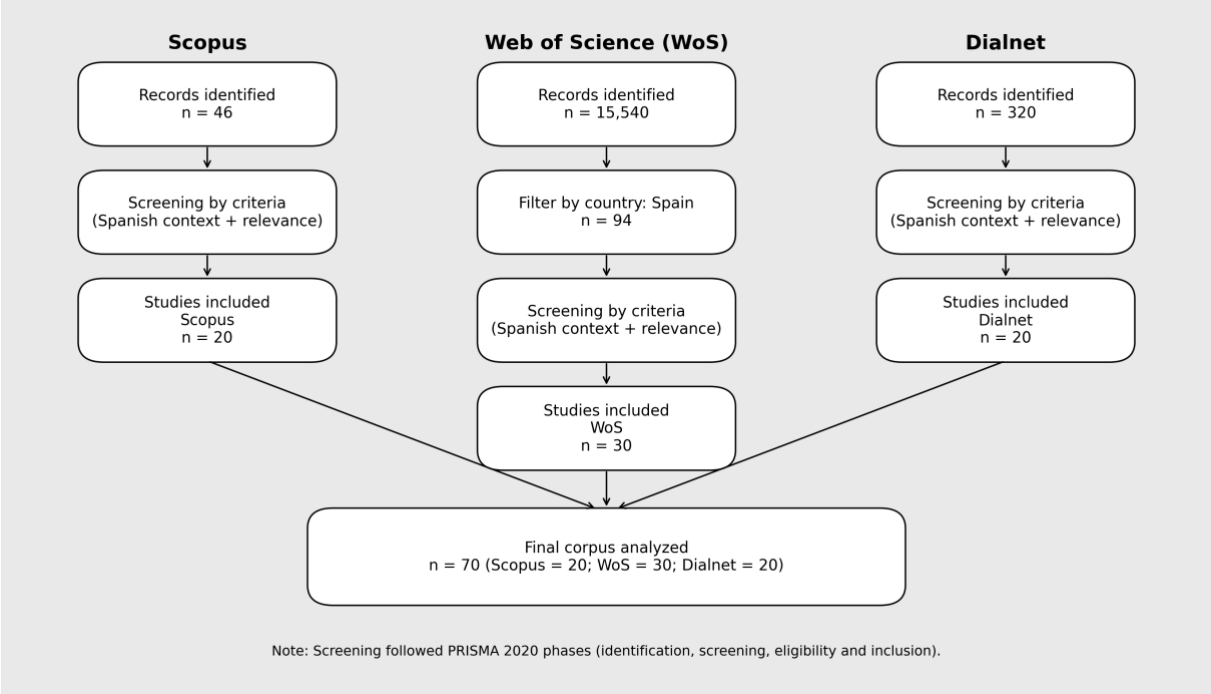
The search, conducted in December 2025, was carried out in Scopus, Web of Science (WoS), and Dialnet, combining terms in English and Spanish. The following search equation was applied

across all databases: ("artificial intelligence" OR "inteligencia artificial") AND ("higher education" OR "educación superior").

- Scopus: the initial search returned 46 results. After screening to retain only studies linked to the Spanish context according to the criteria above, 20 articles were selected.
- Web of Science (WoS): the initial search yielded 15,540 results. Applying the country filter (Spain) reduced the sample to 94. After screening under the same criteria, 30 articles were selected.
- Dialnet: the search returned 320 results. Following screening and application of the delimitation criteria for the Spanish context, 20 articles were selected.

The final corpus consists of 70 articles (Scopus = 20; WoS = 30; Dialnet = 20), all analyzed with the same level of depth.

Figure 1. Flow diagram



Source: Author's own elaboration, 2026

The following articles were included:

- those addressing GenAI in higher education;
- those presenting empirical, analytical, conceptual, or review-based results with interpretable contributions;
- those offering educational, pedagogical, or institutional implications (teaching, learning, assessment, governance, academic integrity, etc.).

The following studies were excluded:

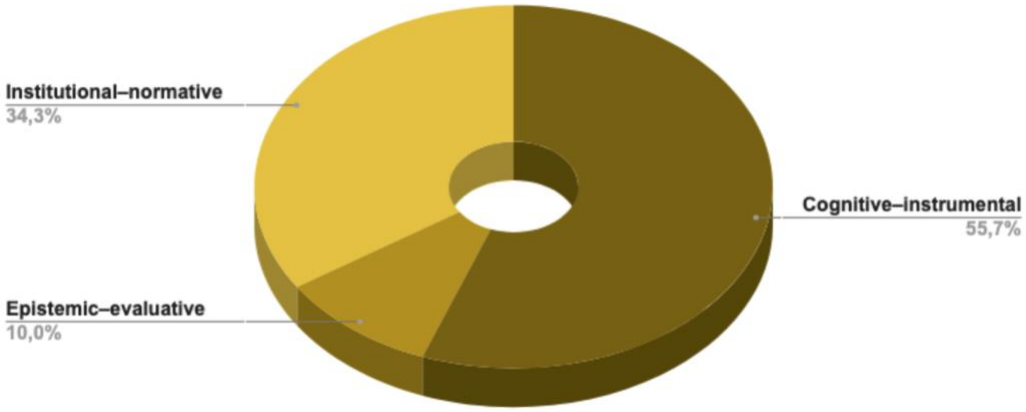
- those focused on other educational levels (e.g., secondary education);
- those of an exclusively technical nature (e.g., systems engineering without educational implications);
- those centered on law/legal issues as the core focus of the article;
- those applied to contexts unrelated to the interest of the study (e.g., robotics, mathematics, photography, or other fields not linked to educational/university discussion);
- duplicates across the consulted databases;
- those without full-text availability or without direct relevance to the object of analysis.

The coding scheme was stabilized through an initial pilot phase (n = 10), which allowed for the refinement of definitions and assignment criteria. To ensure procedural consistency, a delayed recoding was conducted on a subsample (n = 15) one week later, reviewing ambiguous cases and resolving them according to the primary focus of the findings reported in each study.

3. Resulted

The analysis of the corpus (n = 70) reveals an uneven distribution of the literature according to the identified levels of epistemic mediation (Figure 2). The institutional-normative level accounts for the highest number of studies (55.7%; n = 39), followed by the cognitive-instrumental level (34.3%; n = 24) and, to a lesser extent, the epistemic-evaluative level (10%; n = 7).

Figure 2. Distribution of articles by levels of epistemic mediation



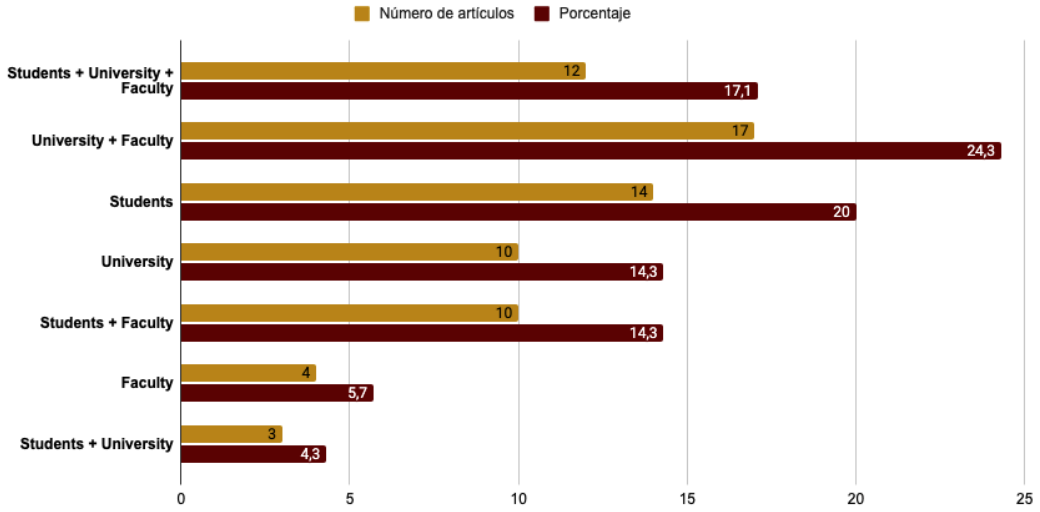
Source: Author's own elaboration, 2026

In the coding by actors using a non-exclusive classification (Figure 3), faculty appear as the predominant actor in 43 articles (61.4%), the university institution in 42 (60%), and students in 39 (55.7%).

The distribution by combinations of actors is as follows (n = 70):

- Students + Faculty + University institution: 12
- University institution + Faculty: 17
- Students: 14
- University institution: 10
- Students + Faculty: 10
- Faculty: 4
- Students + University institution: 3

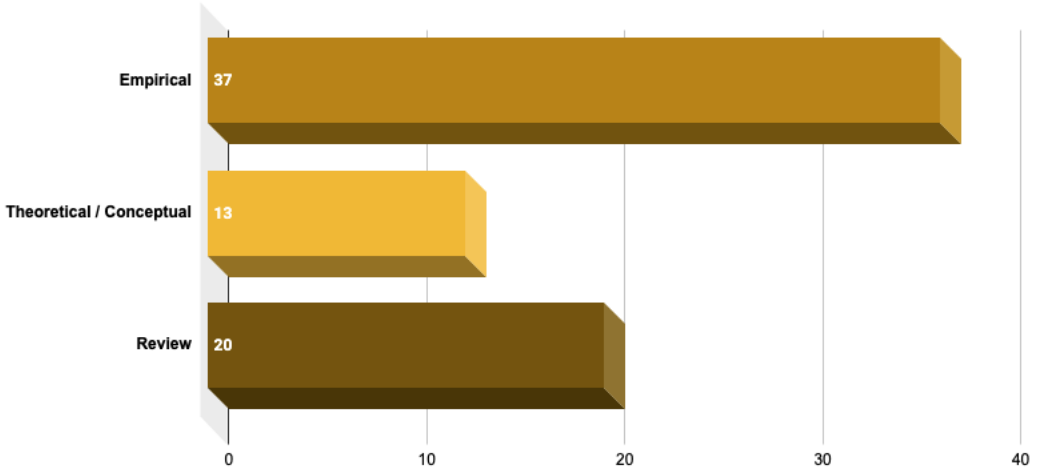
Figure 3. Distribution of articles by combination of predominant non-exclusive actor



Source: Author's own elaboration, 2026

According to the type of study and scientific evidence (Figure 4), 37 empirical works were identified (52.8%), 20 review studies (28.5%), and 13 conceptual/theoretical papers (18.5%).

Figure 4. Type of scientific evidence in the analyzed articles (n = 70)



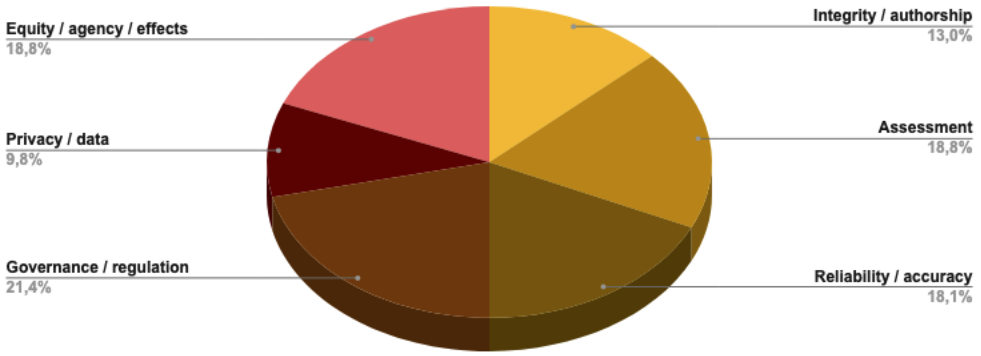
Source: Author's own elaboration, 2026

Several tensions are identified (Figure 5), classified in a non-exclusive manner.

The tensions identified in the corpus (n = 70) show an uneven distribution and are concentrated mainly at the institutional level. Governance and regulation of the use of generative AI (GAI) is the most frequent tension (84.3%; n = 59), followed by assessment and certification of learning (74.3%; n = 52), and by equity, agency, and formative effects (74.3%; n = 52).

At a closely related level is the reliability and accuracy of generated content (71.4%; n = 50). Issues of academic integrity, authorship, and originality appear with intermediate frequency (51.4%; n = 36), while the least recurrent tension concerns privacy, data, and security (38.6%; n = 27). Since a single article may address more than one tension, the frequencies are not mutually exclusive.

Figure 5. Distribution of the main identified tensions



Source: Author's own elaboration, 2026

4. Discussion and Conclusion

The analyzed corpus (n = 70) provides a clear snapshot: in recent literature, GenAI appears not as an isolated resource but as a device that reorganizes practices, criteria, and responsibilities in higher education. This interpretation is reinforced when observing (Table 1) that the predominant level of mediation is institutional-normative (55.7%; 39/70), ahead of the cognitive-instrumental level (34.3%; 24/70) and, at a considerable distance, the epistemic-evaluative level (10%; 7/70). In other words, the field is responding primarily through frameworks, regulations, and governance mechanisms rather than through an explicit and sustained discussion of the criteria for validity and legitimation of academic knowledge when automated generation is involved.

Table 1. Level of epistemic mediation and supporting studies

Level of epistemic mediation	Scope of impact	Effects observed in the literature	Main studies that provide evidence
Cognitive–instrumental	Learning processes and academic production	Improved coherence, appropriateness, and textual clarity; support for synthesis, reformulation, and task completion; limited evidence regarding autonomous planning and normative aspects	Alexeeva-Alexeev et al. (2019); Arroyo-Sagasta et al (2025); Ayuso del Puerto et al. (2022); Caballero Mariscal et al. (2025); Castro López et al. (2025); Centeno-Martín et al. (2023); Cerezo Herrero et al. (2025); Galindo-Domínguez et al. (2024); Gil Quintana et al. (2025); Gutierrez Castillo et al. (2025); López-Secanell et al. (2025); Martín-García et al. (2024); Mateos-Abarca et al. (2025); Mula-Grau et al. (2025); Ortega-Rodríguez et al. (2025); Pavlovic et al. (2024); Rodríguez-Rivera et al. (2024); Romeu-Fontanillas et al. (2025); Sánchez-Prieto et al. (2025); Sánchez-Trujillo et al. (2025); Segovia-García (2023); Soto Vázquez et al. (2025); Stavroulakis et al. (2025); Villatoro Moral et al. (2025)

Epistemic–evaluative	Validation, reliability, and legitimation of academic knowledge	High student trust in AI-generated texts; replacement of traditional resources; concerns about plagiarism, authorship, bias, and hallucinations	Arango Pérez et al. (2024); Cassany (2024); Del Valle (2025); García-Peñalvo (2024); González de la Garza (2024); Gonzalez Geraldo (2024); Mena-Guacas et al. (2024)
Institutional–normative	Regulation, governance, and university policies	Development of usage guidelines and ethical frameworks; heterogeneous institutional responses; centrality of digital competence and AI ethics	Area-Moreira et al. (2024); Blazquez Rodriguez et al. (2025); Blesa Pérez et al. (2024); Boujenna et al. (2024); Cabero-Almenara et al. (2025); Cachón Rodríguez et al. (2019); Cárdenas (2023); Consuegra-Fernández et al. (2024); Cordón (2023); Delgado de Frutos et al. (2024); De Obesso et al. (2025); Dopazio (2024); Escario et al. (2024); Fernández Recio et al. (2025); Franco Caballero et al. (2025); Galán-Íñigo et al. (2025); García Peñalvo et al. (2024); González-Fernández et al. (2025); Gonzalez Morcillo et al. (2024); Jiménez-García et al. (2025); Lopez Regalado et al. (2024); Martín-Ramallal et al. (2022); Martín-Gómez et al. (2025); Maruaga Herrero (2024); Marzal (2023); Marzal et al. (2024); Miranda Gonzalez et al. (2025); Bartolomé Muñoz de Luna et al. (2024); Núñez-Canal et al. (2024); Oyarzo-Espinosa et al. (2025); Padilla Piernas et al (2024); Paredes Gallardo et al. (2024); Puerta Prats et al. (2024); Parras Pulgar (2025); Romo-Pérez et al. (2023); Ruiz-Lázaro et al. (2025); Segovia-Guisado et al. (2025); Solé Blanch (2025); Villegas-José et al. (2024)

Source: Author's own elaboration, 2026

The distribution by actors reinforces this idea (Table 2). In the non-exclusive coding, faculty appear in 43 articles, the university institution in 42, and students in 39, indicating a relatively balanced presence. However, the relevant pattern is not only who appears, but how they are combined: studies integrating multiple actors (52/70) predominate over single-actor approaches (28/70). In particular, the combinations faculty + university institution (17) and students + faculty + university institution (12) stand out, suggesting that GenAI is increasingly being understood as a coordination problem: teaching decisions, student practices, and institutional frameworks feed into one another, and the analysis ultimately shifts toward the need for shared rules and organizational coherence.

Table 2. Mismatch between functional use of GenAI and epistemic reflection according to the actors involved

Analyzed Dimension	Evidence of Functional Adoption	Evidence of Limited Epistemic Reflection	Implications of the Misalignment
Students	Widespread use of GAI in academic tasks; positive appraisal in terms of efficiency, support for learning, and reduced effort	High trust in AI-generated texts; limited problematization of authorship, reliability, and bias; ethics perceived as secondary	Normalization of GAI as a cognitive solution without systematic epistemic questioning

Faculty	Majority recognition of GAI's innovative potential	Limited actual use; ethical uncertainty; lack of specific training; ambivalent attitudes	Deficit of pedagogical support in the epistemic use of GAI
Institution	Emerging development of guidelines and recommendations on AI use	Fragmented, delayed, and non-standardized responses; absence of common policies	Externalization of epistemic responsibility to individual decisions

Source: Author's own elaboration, 2026

Regarding the type of study, the corpus shows a predominance of empirical research (52.8%; 37/70), followed by review studies (28.5%; 20/70) and, lastly, conceptual/theoretical works (18.5%; 13/70). This combination allows for an ambivalent reading. On the one hand, there is already sufficient applied research to support evidence-based descriptions. On the other hand, the relatively low percentage of conceptual works suggests that the field is still consolidating its shared vocabulary (what is understood as legitimate use, what counts as assistance, what constitutes cognitive delegation, etc.). It is no coincidence that broad review studies continue to occupy substantial space: within general frameworks on higher education, AI is presented as a promise of improvement and, at the same time, as a field traversed by risks, dilemmas, and the need for regulation (Ocaña-Fernández et al., 2019).

The identified tensions provide the interpretative key to understanding why the institutional level dominates the landscape (Table 3). The most frequent tension is governance/regulation (84.3%; 59/70), followed by assessment/certification (74.3%; 52/70) and equity/agency/formative effects (74.3%; 52/70), with a similarly high presence of reliability/veracity (71.4%; 50/70).

The most significant aspect here is the pattern of accumulation: articles tend to mention several tensions simultaneously (mean ≈ 4 tensions per article). This requires interpreting GenAI not as a phenomenon that disrupts a single university component, but as one that places simultaneous strain on several: assessment, quality control, fairness, rules of use, and the credibility of academic outputs.

Table 3. Recurrent epistemic tension

Axis of Tension	Description Observed in the Literature
Academic integrity, authorship, and originality	The incorporation of GAI challenges the authorship of academic work: it problematizes the boundary between support and substitution, the attribution of merit, plagiarism and originality, as well as the need for transparency regarding the use of generative systems in assessable tasks.
Assessment and certification of learning	The literature identifies tensions regarding what is assessed and how learning is certified when GAI intervenes in the process: redesign of activities, validity of evidence, traceability of the process, limits of automated feedback, and debate about the role (and reliability) of detectors.
Reliability, accuracy, and quality of generated content	A constant tension is described between immediate usefulness and risks of error: hallucinations, bias, non-verifiable references, excessive simplification, or misinformation. The need for cross-checking, quality criteria, and verification practices is emphasized.
Institutional governance and regulation of use	Uneven institutional responses emerge: absence or heterogeneity of regulations, guidelines, and ethical frameworks; debate over responsibilities and criteria for use; and the need for coherent policies for teaching, assessment, academic integrity, and community training.

Privacy, data, and security	The literature points to risks related to data exposure (personal or academic), third-party data sharing, and the use of external platforms; concerns arise regarding consent, confidentiality, data protection, and security in teaching and assessment contexts.
Equity, agency, and formative effects	Tensions are identified between support and dependency: unequal access, digital competence gaps, differences in use across profiles, and possible effects on autonomy, cognitive effort, and critical thinking. The reconfiguration of roles within the pedagogical relationship is also noted.

Source: Author's own elaboration, 2026

The clearest dual meaning emerges when comparing frequencies: the fact that governance is the most frequent tension, while the epistemic-evaluative level remains marginal, indicates that the discussion about what counts as valid knowledge is often being resolved procedurally (through regulations, guidelines, assessment criteria, and policies) rather than through an explicit epistemological reformulation. In other words, there is an attempt to stabilize the system "from the outside" before sufficient agreement exists "from within." Within this framework, ethics functions as a language of translation between technical/pedagogical uncertainties and institutional decisions. An example is the review of regulatory documents in university legal education in Latin America by Rodríguez Salcedo et al. (2025), which emphasizes the institutionalization of responses through governance frameworks, human oversight, and usage guidelines.

Based on these findings, the main conclusion of the article is that GenAI operates, in the reviewed literature, as an epistemic mediator because it simultaneously reconfigures (I) institutional conditions of legitimation (policies, governance), (II) mechanisms of assessment and control (what is valued and how it is verified), and (III) dynamics of agency (who decides, who delegates, who assumes responsibility).

Mediation is not merely a measurable impact; it is a transformation of the framework of practices within which academic work is produced and validated (Martín-Barbero, 2009).

In terms of contribution, the analysis supports the view that recent Spanish literature is less oriented toward discussing GenAI as a tool and more toward describing a process of reordering the university ecosystem, where the main issue is not the existence of generated texts, but the management of their consequences. The immediate implication is practical: if the most frequent tensions are institutional and evaluative, the responses proposed (and those researched) cannot be limited to individual recommendations; they require traceability, explicit criteria, and situated training. The academic implication is methodological: although the existing empirical weight is significant, the field would gain consistency through more conceptual work that organizes definitions and categories, preventing regulation from substituting understanding.

This corpus reveals a clear transition within the academic field. GenAI is interpreted simultaneously as an opportunity and a threat. What is decisive is that this uncertainty has intensified the need to make explicit rules and criteria that previously remained implicit, particularly in terms of transparency, attribution, and human oversight, as well as in the design of responsible use guidelines and frameworks. In this context, epistemic mediation is not a side effect; it is the core of the transformation (Lopezosa et al., 2024).

Ultimately, this review opens several avenues for future research. It will be necessary to deepen empirical studies that analyze how these mediations are negotiated in specific teaching contexts, as well as to examine in greater detail the actual impact of institutional policies on educational practices. It is also pertinent to explore how different levels of digital competence influence the critical appropriation of these tools. Beyond asking what GenAI can do in the university, the underlying question remains what kind of higher education is to be built in dialogue with these technologies.

5. Acknowledgements

This review arises from the author's interest in exploring in depth artificial intelligence and its relationship with higher education, with the aim of gaining first-hand knowledge of the fundamental aspects of this topic for future research linked to the doctoral thesis currently under development. The intention is to subsequently carry out more applied, practice-oriented studies.

References

Abeliuk, A., & Gutiérrez, C. (2021*).* Historia y evolución de la inteligencia artificial. *Bits de Ciencia*, (21), 14–21. https://doi.org/10.71904/bits.vi21.2767

Alexeeva-Alexeev, I., y Comesaña-Comesaña, P. (2019). IA generativa en educación superior: adopción, fines de uso y competencias percibidas en nativos digitales, *Redmarka. Revista de Marketing Aplicado*, vol 29, núm. 2, 119-138. https://doi.org/10.17979/redma.2025.29.2.12733

Alvarado Rojas, M. E. (2015). Una mirada a la inteligencia artificial. *Revista de Ingeniería, Matemáticas y Ciencias de la Información, 2*(3), 27–31. https://ojs.urepublicana.edu.co/index.php/ingenieria/article/view/234

Aparicio-Gómez, W.-O. (2023). La inteligencia artificial y su incidencia en la educación: Transformando el aprendizaje para el siglo XXI. *Revista Internacional de Pedagogía e Innovación Educativa, 3*(2), 217–229. https://doi.org/10.51660/ripie.v3i2.133

Arango Pérez, R., Lovato Sagrado, A., Ortega González, E., & Fontán de Bedout, L. (2024). Implicaciones filosóficas, éticas y pedagógicas del uso de la inteligencia artificial en educación. *Digital Education Review, 45*, 29–36. https://doi.org/10.1344/der.2024.45.29-36

Area-Moreira, M., Del Prete, A., Sanabria-Mesa, A. L., & Sannicolás-Santos, B. (2024). *No todas las herramientas de IA son iguales. Análisis de aplicaciones inteligentes para la enseñanza universitaria*. Digital Education Review, 45, 141–149. http://dx.doi.org/10.2139/ssrn.5113927

Arroyo-Sagasta, A., Anton, E., Zuberogoitia, A., & Egaña, T. (2025). *Percepciones del alumnado universitario de primer curso hacia la inteligencia artificial: conciencia, actitud y confianza*. Pixel-Bit. Revista de Medios y Educación, 74, art. 116875. https://doi.org/10.12795/pixelbit.116875

Ayuso-del Puerto, D., y Gutiérrez-Esteban, P. (2022). La Inteligencia Artificial como Recurso Educativo durante la Formación Inicial del Profesorado. *RIED-Revista Iberoamericana de Educación a Distancia, 25*(2), pp. 347-362. https://doi.org/10.5944/ried.25.2.32332

Baltà, R.; Braso, E.; Peña, M. Evaluating AI-assisted creative ideation: A crossover study in higher education. «Thinking skills and creativity», Març 2026, vol. 59. https://doi.org/10.1016/j.tsc.2025.101958

Bartolome Muñoz de Luna, A. y Martin Gomez, S. (2024). Uso Eficiente de la Inteligencia Artificial en Educación Superior: Perspectivas desde la Cienciometría y la Escucha Social. [Efficient Use of AI in Higher Education: Student Perspectives from Scientometrics and Social Listening]. *European Public & Social Innovation Review*, 9, 1-18. https://doi.org/10.31637/epsir- 2024-728

Blázquez Rodríguez M., Vartabedian J., Mancha Cáceres O. I. y Pichardo Galán J. I. (2025). Percepciones y usos de la inteligencia artificial en el profesorado universitario: un análisis desde la perspectiva de género. *Investigaciones Feministas*, *16*(1), 71-91. https://doi.org/10.5209/infe.100625

Blesa Pérez, A., Ripollés Melià, M. y Boughattas, Y. (2024). Artificial intelligence in higher education. *REDU. Revista de Docencia Universitaria, 22*(2), 9-14. https://doi.org/10.5209/infe.100625

Boujenna, A, Martos, V, & Garcia del Moral, LF (2024). Inteligencia Artificial (IA) y educación superior: desafíos y oportunidades. *REIDOCREA, 13*(27), 392-402. https://hdl.handle.net/10481/96137

Buitrago, Álex, Martín García, A., & Torres Ortiz, L. (2024). La alfabetización en inteligencia artificial: propuesta articulada de dimensiones e indicadores. *Communication Papers. Media Literacy and Gender Studies.*, *13*(27), 118–139. https://doi.org/10.33115/udg_bib/cp.v13i27.23086

Caballero Mariscal, D., Segura, A., & Pinto, M. (2025). El reto de la inteligencia artificial: Un estudio de caso sobre las percepciones del uso del ChatGPT en el estudiantado de Educación e Información y Documentación. *Ibersid,* *19*(2), 117–130. https://doi.org/10.54886/ibersid.v19i2.5039

Cabero-Almenara, J., Barroso-Osuna, J., Guillén-Gámez, F. D., & Palacios-Rodríguez, A. (2025). Creencias pedagógicas docentes y su aceptación de la inteligencia artificial en la educación superior: un estudio comparativo entre países. *Revista Interuniversitaria de Formación del Profesorado, 54*(3), 257–268. https://doi.org/10.17811/rifie.21273

Cabeza-Rodríguez, M.-Á. (2025). Asistentes ChatGPT en educación superior en línea y satisfacción del alumnado: Un caso de estudio. *RIED. Revista Iberoamericana de Educación a Distancia, 28*(2), 9–38. https://doi.org/10.5944/ried.28.2.43552

Cachón Rodríguez, G.; Gómez Martínez, R.; Martínez Navalón, J.G.; & Prado Román, C. (2019). Inteligencia artificial para predecir la lealtad a la universidad. Journal of Management and Business Education, 2(1), 17-27. https://doi.org/10.35564/jmbe.2019.0003

Caldeiro, G. (2024). Inteligencia artificial generativa y educación: hacia un nuevo paradigma. *El Faro. Revista Digital De Docencia Universitaria*, *1*(1), 22-43. https://revistaelfaro.uflo.edu.ar/index.php/elfaro/article/view/15

Cárdenas, J. (2023). Inteligencia artificial, investigación y revisión por pares: escenarios futuros y estrategias de acción. *Revista Española de Sociología,* *32*(4), a184. https://doi.org/10.22325/fes/res.2023.184

Cassany, D. (2024). (Enseñar a) leer y escribir con inteligencias artificiales generativas: reflexiones, oportunidades y retos. *Enunciación,* *29*(2), 320-336. https://doi.org/10.14483/22486798.22891

Castro López, A., Cervero, A. y Álvarez-Blanco, L. (2025). Análisis sobre el uso de las herramientas de inteligencia artificial interactiva en el entorno universitario. *Tecnología, Ciencia y Educación*, *30*, 37-66. https://doi.org/10.51302/tce.2025.2221

Centeno-Martín, Héctor; Toledano-Buendía, Samuel; Ardèvol-Abreu, Alberto (2023). "Who interacts with communicative AI and what attitudes are displayed toward it? Sociodemographic, personality and *futurephobia* variables". *Profesional de la información*, v. 32, n. 5, e320502. https://doi.org/10.3145/epi.2023.sep.02

Cerezo Herrero, Enrique & Martín Marchante, Beatriz. 2025. "Actitudes del alumnado universitario sobre el uso de ChatGPT para la corrección autónoma de textos en inglés como lengua extranjera: un estudio exploratorio". *Quaderns de Filologia: Estudis Lingüístics* XXX: 21-44. https://doi.org/10.7203/QF.30.31016

Chamba Cuadros, José Erasmo, & Borroto Cruz, Eugenio Radamés. (2025). Beneficios y desafíos de la Inteligencia Artificial en la educación superior. *Educación Médica Superior*, *39*. http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S0864-21412025000100002&lng=es&tlng=es

Consuegra-Fernández, M., Sanz-Aznar, J., Burguera-Serra, J. G., y Caballero, J. J. (2024). ChatGPT: el dilema sobre la autoría de las actividades evaluables en educación universitaria. Revista de Investigación Educativa, 42(2). https://doi.org/10.6018/rie.565391

Cordón, O. (2023). Inteligencia Artificial en Educación Superior: Oportunidades y Riesgos. *RiiTE Revista interuniversitaria de investigación en tecnología educativa*, *15*, 16-27. https://doi.org/10.6018/riite.591581

De Obesso Arias, M., Pérez Rivera, C. A. y Núñez-Canal, M. (2025) Competencia digital y competencia algorítmica en la era de la inteligencia artificial. "AlComEdu": un enfoque integral para gestionar la estrategia y el marketing de las instituciones de educación superior. Zona Próxima, 42, 128-149. https://doi.org/10.14482/zp.42.985.473

Del Valle, E. (2025). La inteligencia artificial en la educación: potencial transformador, riesgos de sesgo y desafíos éticos. *Revista Iberoamericana de Educación, 99(*1), 79-93. https://doi.org/10.35362/rie9916838

Delgado de Frutos, N., Campo-Carrasco, L., Sainz de la Maza, M., & Extabe-Urbieta, J. M. (2024). Aplicación de la Inteligencia Artificial (IA) en Educación: Los beneficios y limitaciones de la IA percibidos por el profesorado de educación primaria, educación secundaria y educación superior. *Revista Electrónica Interuniversitaria de Formación del Profesorado, 27*(1), 207–224. https://doi.org/10.6018/reifop.577211

Escario, I., García, A.N., Ripollés, M., Arriaga, C., Cáceres González, P.A., & García Cumbreras, M.A. (2024). Promoting Higher Education with GenAI: opportunities and challenges for teachers. *REDU. Revista de Docencia Universitaria, 22*(2), 137-157. https://doi.org/10.4995/redu.2024.22065

Fernández Recio, M., Cívico Ariza, A., & Martínez-García, I. (2025). Inteligencia artificial y competencia digital: Un estudio bibliométrico de la producción científica. *Educação e Pesquisa, 51*, e294659. https://doi.org/10.1590/S1678-4634202551294659es

Franco Caballero, P. D., Gutiérrez Molero, S., & Florido Zarazaga, B. (2025). Análisis bibliométrico de la inteligencia artificial y la enseñanza de la lengua. *Educação e Pesquisa, 51*, e294542. https://doi.org/10.1590/S1678-4634202551294542es

Galán-Iñigo, A., Ruiz-Lázaro, J., & Jiménez-García, E. (2025). La inteligencia artificial en los procesos de evaluación en educación superior: un análisis bibliométrico (2014–2024). *Bordón, Revista de Pedagogía, 77*(3), 131–154. https://doi.org/10.13042/Bordon.2025.107797

Galindo-Domínguez, H., Delgado, N., Campo, L., Sainz de la Maza, M. (2024). Use of ChatGpt in higher education. An analysis based on students' gender, age, academic performance, academic year and university degree. REDU. Revista de Docencia Universitaria, 22(2), 16-30. https://doi.org/10.4995/redu.2024.21647

García-Peñalvo, F. J. (2024). Inteligencia artificial generativa y educación: Un análisis desde múltiples perspectivas. *Education in the Knowledge Society, 25*, e31942. https://doi.org/10.14201/eks.31942

Gil Quintana, J., García Blázquez, E., Cantillo Valero, C., & Hueso Romero, J. J. (2025). Diseño y análisis de narrativas enriquecidas con inteligencia artificial. Proyecto de transferencia UNED–UTMACH. *RIED-Revista Iberoamericana de Educación a Distancia, 28*(2), 57–79. https://doi.org/10.5944/ried.28.2.43305

González Alcaide, G. (2024). 1 d. C. (después de ChatGPT) : Inteligencia artificial generativa en la educación superior. *Publicacions De La Universitat De València*. Recuperado a partir de https://omp.uv.es/index.php/PUV/catalog/book/573

González de la Garza, L. M. (2024). Inteligencia artificial y educación superior: Posibilidades, riesgos aceptables y límites que no se deben traspasar. *Revista de Educación y Derecho*, número extraordinario, 116–145.
https://doi.org/10.1344/REYD2024.2-Extraordinario.49175

González-Fernández, M. O., Romero-López, M. A., Sgreccia, N. F., & Latorre Medina, M. J. (2025). Marcos normativos para una IA ética y confiable en la educación superior: estado de la cuestión. *RIED-Revista Iberoamericana de Educación a Distancia, 28*(2), 181–208. https://doi.org/10.5944/ried.28.2.43511

González-Geraldo, J. L., & Ortega-López, L. (2024). ¿Puede engañarnos una IA? Carencias del estudiantado universitario para detectar ChatGPT. *Education in the Knowledge Society (EKS)*, *25*, e31760. https://doi.org/10.14201/eks.31760

González Morcillo, C., & Parreño Torres Árbol, F. (2024). *Aplicaciones y retos de la IA generativa en la universidad*. RUIDERAe: Revista de Unidades de Información, (23). ISSN 2254-7177.

Gutiérrez-Castillo, J. J., Romero Tena, R., & León-Garrido, A. (2025). Beneficios de la Inteligencia Artificial en el aprendizaje de los estudiantes universitarios: una revisión sistemática. *Edutec, Revista Electrónica De Tecnología Educativa*, (91), 185–206. https://doi.org/10.21556/edutec.2025.91.3607

Hernández, H. A., Táquez Hoyos, L. V., & Cortez Mosquera, D. C. (2025). Uso de la inteligencia artificial en la gestión de proyectos. *RHS-Revista Humanismo y Sociedad, 13*(2), 1–20. https://doi.org/10.22209/rhs.v13n2a04

Jiménez-García, E., Ruiz-Lázaro, J., Martínez-Requejo, S., & Redondo-Duarte, S. (2025). Inteligencia Artificial y chatbots para una educación superior sostenible: una revisión sistemática. *RIED-Revista Iberoamericana de Educación a Distancia, 28*(2), 81–104. https://doi.org/10.5944/ried.28.2.43240

Jiménez-Martínez, C., Núñez-Cansado, M., & Martín Moraleda, I. J. (2025). Application of Bibliometrix Software and Scientific Review in Technology and Education Field. *Street Art & Urban Creativity*, *11*(8), 1–18.
https://doi.org/10.62161/sauc.v11.6190

López Regalado, O., Núñez-Rojas, N., López Gil, O. R., & Sánchez-Rodríguez, J. (2024). El Análisis del uso de la inteligencia artificial en la educación universitaria: una revisión sistemática (Analysis of the use of artificial intelligence in university education: a systematic review). *Pixel-Bit. Revista De Medios Y Educación*, *70*, 97–122. https://doi.org/10.12795/pixelbit.106336

López-Secanell, I., Gamero-Sandemetrio, E., & López-Requena, E. (2025). Inteligencia artificial, competencia digital y aficiones personales: implicaciones para la educación superior. *Pixel-Bit. Revista de Medios y Educación, 73*, art. 9. https://doi.org/10.12795/pixelbit.115117

Lopezosa, Carlos; Goyanes, Manuel (2024). "Evaluación del uso ético de *ChatGPT* en investigación científica: principales tendencias, mejores prácticas y desafíos identificados". *Anuario ThinkEPI*, v. 18, e18e04. *https://doi.org/10.3145/thinkepi.2024.e18a19*

Martín-Barbero, J. (2009). Cuando la tecnología deja de ser una ayuda didáctica para convertirse en mediación cultural. Education in the Knowledge Society (EKS), 10(1), 19–31. https://doi.org/10.14201/eks.15549

Martín-García, N., Martín-García, A., & Núñez Cansado, M. (2024). Perfil y motivaciones para el uso de la IA en el alumnado de publicidad y RR. PP. en la Universidad de Valladolid. *Hachetetepé. Revista científica de Educación y Comunicación*, (28), 1–17. https://doi.org/10.25267/Hachetetepe.2024.i28.1104

Martín-Gómez, S., & Muñoz de Luna, Ángel B. (2025). ¿Coinciden la comunidad científica y la sociedad sobre el uso de la Inteligencia Artificial en educación?. *Pixel-Bit. Revista De Medios Y Educación*, *72*, 139–157. https://doi.org/10.12795/pixelbit.107530

Martín-Ramallal, P., Merchán-Murillo, A., & Ruiz-Mondaza, M. (2022). Formadores virtuales con inteligencia artificial: grado de aceptación entre estudiantes universitarios. *Educar*, *58*(2), 427-442. 10.5565/rev/educar.1482

Marzal, M. Á. (2023). La formación en competencias digitales para la virtualidad y la inteligencia artificial. *Informatio, 28*(2), 82–116. https://doi.org/10.35643/Info.28.2.1

Marzal, M.-Á., & Vivarelli, M. (2024). La convergencia de la Inteligencia Artificial y las Competencias Digitales: un espacio necesario para la Educación Digital y la Educación 4.0 JLIS.it, 15(1) https://doi.org/10.36253/jlis.it-566

Mateos Abarca, J. P., & Miranda-Galbe, J. (2025). *Análise comparativa entre a inteligência artificial e a humana no ensino de estudos superiores de jornalismo*. Encontros Bibli: Revista Eletrônica de Biblioteconomia e Ciência da Informação, 30, e103490. https://doi.org/10.5007/1518-2924.2025.e103490

Mena-Guacas, A. F., Vázquez-Cano, E., Fernández-Márquez, E., & López-Meneses, E. (2024). La inteligencia artificial y su producción científica en el campo de la educación. *Formación Universitaria, 17*(1), 155–164. https://doi.org/10.4067/S0718-50062024000100155

Miranda González, F. J., & Chamorro Mera, A. (2025). *Explorando la intención de utilizar herramientas de inteligencia artificial generativa en la docencia por parte de los profesores universitarios españoles*. E-Pública: Revista Electrónica sobre la Enseñanza de la Economía Pública, (37), 22–37. ISSN 1885-5628.

Mula-Grau, J.; Segarra-Saavedra, J. y Cambronero-Saiz, B. (2025). Uso de la inteligencia artificial por alumnado universitario de Comunicación: conocimiento, ventajas, desventajas y

prospectiva profesional. Historia y Comunicación Social 30(2), 417-428. https://doi.org/10.5209/hics.105880

Muruaga Herrero, P. (2024). ¿Y si utilizamos ChatGPT en los exámenes?. *Revista De Educación Y Derecho*, (2-Extraordinario), 493–511. https://doi.org/10.1344/REYD2024.2-Extraordinario.49202

Núñez-Canal, M., Fernández-Ardavín, A., Díaz-Marcos, L., & Aguado-Tevar, O. (2024). Aprendizaje Generativo integral: un modelo para la educación superior ante los desafíos de la inteligencia. *European Public & Social Innovation Review, 9*, 01–21. https://doi.org/10.31637/epsir-2024-1685

Ocaña-Fernández, Y., Valenzuela-Fernández, L. A., & Garro-Aburto, L. L. (2019). *Inteligencia artificial y sus implicaciones en la educación superior.* Propósitos y Representaciones, 7(2), 536–568. https://doi.org/10.20511/pyr2019.v7n2.274

Ortega-Rodríguez, P. J., & Pericacho-Gómez, F. J. (2025). *La utilidad didáctica percibida del ChatGPT por parte del alumnado universitario*. Pixel-Bit. Revista de Medios y Educación, 72, 159–178. https://doi.org/10.12795/pixelbit.109778

Ortiz de Zárate, J. M.; Dias, J. M.; Avenburg, A. y Gonzalez Quiroga, J. I. (2024). Sesgos algorítmicos y representación social en los modelos de lenguaje generativo (LLM). Fundar. https://doi.org/10.32399/AportesNE.febuap.30618053.2024.1.1.354

Oyarzo-Espinosa, J., Joglar-Campos, C., Quintanilla-Gatica, M. R., Sepúlveda-González, R. A., & Soto-Alvarado, M. B. (2025). *Inteligencia artificial y controversias sociocientíficas en la enseñanza de las ciencias de la educación superior: Acercamientos y proyecciones a partir de una revisión bibliográfica*. Sisyphus—Journal of Education, 13(1), 8–34. https://doi.org/10.25749/sis.36570

Padilla Piernas, J. M., & Martín García, M. M. (2024). Impacto y perspectivas de la Inteligencia Artificial Generativa en la Educación Superior: Un estudio sobre la percepción y adopción docente usando el modelo AETGE/GATE. *European Public & Social Innovation Review, 9*, 01–21. https://doi.org/10.31637/epsir-2024-595

Page M J, McKenzie J E, Bossuyt P M, Boutron I, Hoffmann T C, Mulrow C D et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews *BMJ* 2021; 372 :n71 https://doi.org/10.1136/bmj.n71

Paredes Gallardo, C. (2024). Aplicación de la inteligencia artificial en el ámbito educativo. Análisis de buenas prácticas y recomendaciones. *Revista De Educación Y Derecho*, (2-Extraordinario), 512–539. https://doi.org/10.1344/REYD2024.2-Extraordinario.4920

Parras Pulgar, Esther, Tejado, Ine´s, Vinagre, Blas M. 2025. Use of Artificial Intelligence in Higher Education. Jornadas de Automa´tica, 46. https://doi.org/10.17979/ja-cea.2025.46.12200

Pavlovic, D., Soler-Adillon, J., y Stanisavljevic-Petrovic, Z. (2024). Un profesor particular a tiempo completo: ChatGPT desde el punto de vista de los estudiantes universitarios [A full-time professor dedicated to you: ChatGPT from university students' perspective]. Revista Española de Pedagogía, 82 (289), 563-584. https:// doi.org/10.22550/2174-0909.4160

Pérez-Ugena, María. 2024. «La Inteligencia Artificial: Definición, regulación Y Riesgos Para Los Derechos Fundamentales». *Estudios De Deusto* 72 (1), 307-37. https://doi.org/10.18543/ed.3108

Puertas Prats, E., & Cano García, M. E. (2024). *¿Puede la inteligencia artificial proporcionar un feedback más sostenible?* Digital Education Review, 45, 50–58.

Rodríguez Castillo, N. E., Posada González, J., Amores Campaña, F. A., Yacchirema Jiménez, M. G., Yacchirema Jiménez, S. A., & Balseca Guzmán, C. E. (2025). Enseñanza Universitaria 5.0: Inteligencia Artificial y Tecnologías Emergentes para la Innovación en la Educación Superior. Seminars in Medical Writing and Education, 4, Article 433. https://doi.org/10.56294/mw2025433

Rodríguez Rivera, P., & Manzano León, A. (2024). Transversal competencies and artificial intelligence in higher education: perceptions and applications. REDU. Revista de Docencia Universitaria, 22(2), 31-47. https://doi.org/10.4995/redu.2024.22020

Rodríguez Salcedo, E. D. R., Molina Hurtado, D. J., Morocho Sáez, Y. T., Lema Vaca, K. A., Morales Alvarado, M. A., Espinosa Rodríguez, M. C., … & Zamora Paredes, B. H. (2025). *Ética de la*

IA generativa en la formación legal universitaria. Prohominum. Revista de Ciencias Sociales y Humanas, 7(3), 360–382. https://doi.org/10.47606/ACVEN/PH0375

Romeu Fontanillas, T., Romero Carbonell, M., Guitert Catasús, M., & Baztán Quemada, P. (2025). Desafíos de la inteligencia artificial generativa en educación superior: fomentando su uso crítico en el estudiantado. *RIED-Revista Iberoamericana de Educación a Distancia, 28*(2), 209–231. https://doi.org/10.5944/ried.28.2.43535

Romo-Pérez, V., García-Soidán, J. L., Özdemir, A. S., & Leirós-Rodríguez, R. (2023). *ChatGPT ha llegado ¿Y ahora qué hacemos? La creatividad, nuestro último refugio*. Revista de Investigación en Educación, 21(3), 320–334. https://doi.org/10.35869/reined.v21i3.4973

Ruiz-Lázaro, J., Redondo-Duarte, S., Jiménez-García, E., Martínez-Requejo, S., & Galán-Iñigo, A. (2025). Análisis de las guías de uso de inteligencia artificial en educación superior: comparación entre las universidades españolas. *Bordón, Revista de Pedagogía, 77*(1), 121–153. https://doi.org/10.13042/Bordon.2025.110638

Sánchez-Prieto, J. C., Izquierdo-Álvarez, V., Del Moral-Marcos, M. T., & Martínez-Abad, F. (2025). Inteligencia artificial generativa para autoaprendizaje en educación superior: Diseño y validación de una máquina de ejemplos. *RIED-Revista Iberoamericana de Educación a Distancia, 28*(1), 59–81. https://doi.org/10.5944/ried.28.1.41548

Sánchez-Trujillo, M. de los A., Bernabé-Sánchez, E., & Sáenz-Egúsquiza, F.D. (2025). Inteligencia artificial y formación docente: perspectivas de estudiantes de educación. Revista Eduweb, 19(3), 22-34. https://doi.org/10.46502/issn.1856-7576/2025.19.03.2

Sánchez Vera, M. del M. (2023). La inteligencia artificial como recurso docente: usos y posibilidades para el profesorado. *EDUCAR*, *60*(1), 33–47. https://doi.org/10.5565/rev/educar.1810

Segovia-García, N. (2023). *Percepción y uso de los chatbots entre estudiantes de posgrado online: Un estudio exploratorio*. Revista de Investigación en Educación, 21(3), 335–349. https://doi.org/10.35869/reined.v21i3.4974

Segovia Guisado, J. M., Renuncio García, A., Andrade Ruiz, G. E., Cano Maganto, A., Bordes Llados, A., Martín López, S., Egea Mota, M. M. y Sastre Castillo, M. A. (2025). Procesamiento por IA de lenguaje natural en la evaluación de respuestas abiertas de estudiantes del programa DOCENTIA-UCM. Bordón, Revista de Pedagogía, 77(1), 155-175. https://doi.org/10.13042/Bordon.2025.101941

Solé Blanch, J. (2025). Tecnosolucionismo y pedagogía en la era digital del capitalismo. *Digital Education Review, 47*, 171–180. https://doi.org/10.1344/der.2025.47.171-180

Soto Vázquez, J., Pérez Parejo, R., Jaraíz Cabanillas, F. J., & Gómez Caballero, M. (2025). Percepciones del alumnado de educación sobre la inteligencia artificial: El caso de la Universidad de Extremadura (España). *Educação e Pesquisa, 51*, e295334. https://doi.org/10.1590/S1678-4634202551295334es

Stavroulakis, I., Marín-Díaz, V., & Marín-Rodríguez, M. (2025). Percepciones de los educadores sobre el uso de la inteligencia artificial en el ámbito educativo. *Educação e Pesquisa, 51*, e293219. https://doi.org/10.1590/S1678-4634202551293219

Torra, V. (2011). *La inteligencia artificial*. *Lychnos*. Fundación General CSIC.

UNESCO. (2024). *Guía para el uso de la IA generativa en educación e investigación*. Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.

Villegas-José, V., & Delgado-García, M. (2024). Inteligencia artificial: revolución educativa innovadora en la educación superior. *Pixel-Bit. Revista de Medios y Educación, 71*, 159–177. https://doi.org/10.12795/pixelbit.107760

Villatoro Moral, S., & Moreno-Tallón, F. (2025). Inteligencia artificial y educación inclusiva: Soluciones tecnológicas para una enseñanza accesible. Revisión sistemática. *Digital Education Review, 47*, 62–77. https://doi.org/10.1344/der.2025.47.62-77

Zapata Ros, M. (2024). *IA generativa y ChatGPT en Educación: Un reto para la evaluación y ¿una nueva pedagogía?* Revista Paraguaya de Educación a Distancia (REPED, 5(1)), 12–44. https://doi.org/10.56152/reped2024-vol5num1-art2