REVISTA INVECOM
ISSN en línea: 2739-0063

Integration of AI into teaching methodologies: a systematic review of teachers' perceptions

Integración de la IA en las metodologías de enseñanza: revisión sistemática sobre las percepciones docentes

Received: 10/08/2025 - **Accepted:** 12/12/2025

Jorge Luis Baldeon Rios
https://orcid.org/0000-0002-1900-180X
Jorge.Baldeon@unapiquitos.edu.pe
Universidad Nacional de la Amazonía Peruana. Iquitos, Peru

Walter Luis Chucos Calixto
https://orcid.org/0000-0001-8399-0545
Walter.chucos@unapiquitos.edu.pe
Universidad Nacional de la Amazonía Peruana. Iquitos, Peru

Benedicto Baca Rosado
https://orcid.org/0000-0002-3882-2240
benedicto.baca@unsaac.edu.pe
Universidad Nacional de San Antonio Abad del Cusco
Puerto Maldonado, Peru

José Alfredo Villanueva Espinoza
https://orcid.org/0000-0002-5282-6539
consultoracoachpime@gmail.com
Universidad San Ignacio de Loyola. Lima, Peru

Alicia Emma Arteaga-Villanueva
https://orcid.org/0000-0001-7023-5823
d.aarteaga@ms.upla.edu.pe
Universidad Peruana Los Andes. Huancayo, Peru

Abstract

Since the pandemic and the increasing normalization of online education, the urgent need to transform the education system from its foundations and, consequently, adapt it to the competitive demands of the labor market, became evident. During this process, technologies experienced significant advancements, with augmented reality and, above all, artificial intelligence standing out. Therefore, this study seeks to answer the following research question: How have teachers perceived the integration of AI into their teaching practices over the last three years? To this end, a systematic review of research was conducted, guided by the PRISMA method. Databases such as Scopus, Dialnet, Latindex, and SciELO were reviewed, yielding 1,062 titles. After excluding documents based on inclusion and exclusion criteria, a total of 21 articles were selected, allowing for a comprehensive analysis of the topic. The evidence obtained reveals the apprehension of teachers in basic and higher education toward AI; Many teachers consider it a risk to themselves, even fearing they could be replaced. Therefore, it is essential to promote this transformation sensitively, cultivating a deep understanding—both technical and ethical—among educators, since they are the true agents of educational change and will define how knowledge is transferred into the future.

Keywords: teachers, teaching, artificial intelligence.

Resumen

Desde la pandemia y con la creciente normalización de la educación virtual, se evidenció la urgencia de transformar el sistema educativo desde sus cimientos y, por ende, adecuarlo a las exigencias de competitividad

del mercado laboral. Durante este proceso, las tecnologías experimentaron un gran avance, con la realidad aumentada y, sobre todo, la inteligencia artificial como las más destacadas. De allí que, el presente trabajo busca dar respuesta a la siguiente pregunta de investigación: ¿cómo conciben los docentes la integración de la IA en sus prácticas de enseñanza a lo largo de los tres últimos años? Para ello, se realizó una revisión sistemática de la investigación, guiada por el método PRISMA. Se revisaron bases de datos como Scopus, Dialnet, Latindex y SciELO, en las que se encontraron 1062 títulos. Tras la exclusión de documentos con base en los criterios de inclusión y exclusión, finalmente se optó por un total de 21 artículos, lo que permitió un análisis exhaustivo sobre el tema planteado. Las evidencias obtenidas revelan el recelo de los docentes de educación básica y universitaria hacia la IA; muchos de ellos la consideran un riesgo para los propios profesionales, incluso con el miedo de que puedan llegar a ser reemplazados. Por tanto, resulta esencial promover esta transformación con sensibilidad, cultivando en los docentes una comprensión profunda —tanto técnica como ética—, ya que ellos son los verdaderos agentes del cambio educativo y definirán cómo se transferirá el conocimiento hacia el futuro.

Palabras clave: docentes, enseñanza, inteligencia artificial.

Introduction

As technology has expanded its reach, educational processes have progressively adapted to new realities. When this disruption reached significant levels, the entire training system necessitated a comprehensive transformation in its overall structure, a shift recognized as the paradigm of educational innovation (Ríos & Ruiz, 2020).

Globally, enhancing the quality of teaching and learning processes has led to the systematization of practices (Mariscal et al., 2024). Moreover, the essence of educational innovation is to provide relevant and applicable knowledge for the current context through strategies that keep students motivated to achieve their objectives (Santos, 2024).

With the onset of the pandemic, virtual ecosystems saw a remarkable strengthening, accelerating their integration into the everyday interactions of human activity; they became, for instance, the only viable means to sustain educational practice (Armendáriz et al., 2024). After the crisis, the use of technology normalized naturally within education, seamlessly incorporating innovative tools such as artificial intelligence (AI). Consequently, students have developed a collaborative relationship between humans and machines, prompting educators to move away from traditional teaching methods in favor of delivering more precise and personalized education (García et al., 2024).

Artificial intelligence comprises a set of computational systems inspired by human intelligence, designed to perform tasks, facilitate learning, contribute to problem-solving, and even support decision-making (Tramallino & Zeni, 2024). Due to its ability to process vast amounts of data and identify patterns, it possesses the capacity to "learn independently" and offer solutions at a remarkable speed (González, 2023). Thus, the use of artificial intelligence has solidified as a powerful tool revolutionizing various fields (Viera, 2024).

On the other hand, the advantages of AI have driven organizations to adopt it with high expectations. However, it is essential to utilize it judiciously to prevent its misuse, particularly in information management and academia (López & Brunet, 2023). In the context of education, AI positions itself as a distinctly transformative element, facilitating the training of competitive individuals in response to today's rapid evolution (Carbonell et al., 2023).

AI is intensifying the changes that technology has brought to education. While it indeed represents a valuable source of contributions, its utilization also poses significant challenges. From a theoretical perspective, it introduces novelty in teaching practice; it personalizes processes, enables precise and timely administration, and enhances educational quality. However, do teachers perceive it this way in their daily realities?

The formal implementation of AI in educational systems requires an institutional vision that encompasses resource allocation, a planned transition process, and contextualization of the teaching strategy. In other words, it necessitates an entire system that fosters a user-friendly adaptation for educators while ensuring teaching quality.

Therefore, amid the current surge in AI adoption in schools and universities, it is crucial to examine how this paradigmatic shift aligns with educators' perspectives. This research thus aims to fulfill a clear objective: to review the integration of artificial intelligence into teaching methodologies from the perspective of instructors.

Methodology

To identify the integration of artificial intelligence into teaching methodologies from educators' perspectives, a systematic literature review was organized (Manterola et al., 2023). This approach proved strategic as it ensured the compilation of relevant and valuable scientific documents addressing the central research concern. Consequently, a robust catalog of academic productions was established that examined the key variables of the study.

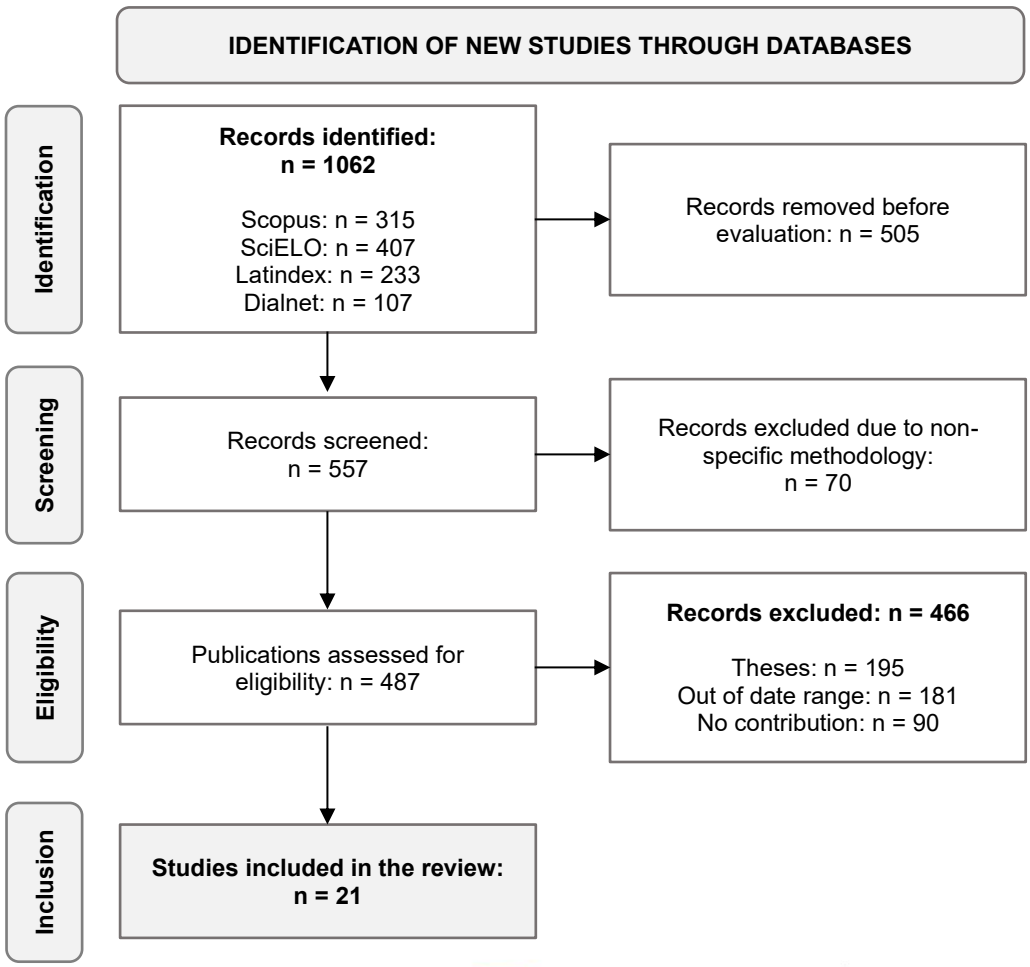
Additionally, to ensure an efficient organization of the information, all available evidence was identified, evaluated, and summarized through a rigorous application of the PRISMA method (Chocobar & Barreda, 2025). This metanalysis resulted in a selection of scientific articles whose content allowed for precise answers to the question: What is teachers' perception of the integration of artificial intelligence into teaching methodologies over the past three years? Clear inclusion and exclusion criteria were applied to filter the findings from the initial search:

- **Inclusion criteria:** Scientific articles published between 2023 and 2025, in Spanish**.**
- **Exclusion criteria:** Articles focused on student perspectives, duplicates, those published prior to 2023, articles centered on specific AI tools, or based on particular empirical experiences, such as theses.

Given that this is a systematic review, recognized search engines known for their quality and objectivity, such as Scopus, SciELO, Latindex, and Dialnet, were utilized. These platforms offer a wide multidisciplinary repertoire subject to filtering, evaluation, and categorization processes. The search commenced with keywords such as "AI and teaching" and "AI and educators," identifying a total of 1,062 articles. Ultimately, the articles selected for analysis followed the PRISMA protocol, as detailed in Figure 1.

Figure 1

PRISMA diagram



The selection of articles was organized in an Excel spreadsheet, which facilitated the management of their individual contributions and the identification of potential quality biases. Following this, a detailed critical reading of each article was conducted. Finally, essential information was extracted to meet the proposed objective and provide precise answers to the research question.

Results and discussion

After applying the PRISMA protocol and rigorously filtering the initial 1,062 articles, 21 relevant scientific publications were selected for analysis. This section presents key findings regarding educators' perceptions of AI in teaching methodologies, organized thematically, followed by a discussion that integrates the evidence within the research context.

After filtering the search results, the following articles were selected:

Table 1
Selection of articles

Year/Authors	Title	Database	Methodology	Findings
Guerrero, et al. (2025)	Use of Artificial Intelligence in Education: Analysis of Its Integration and Effects on Teaching and Learning Evaluation	Dialnet	Systematic literature review	AI has transformed teaching processes and evaluation systems, enhancing overall educational efficiency.
García et al. (2024)	Artificial Intelligence in Education	Dialnet	Systematic literature review	AI integrates in various ways into teaching processes, precisely adapting to each student's specific needs. It is essential to support educators in transitioning to this new educational paradigm.
Jiménez, et al. (2024)	Adoption of Artificial Intelligence in Teaching: Perspectives of Higher Education Faculty	Dialnet	Descriptive and inferential	AI is positioned as an essential support tool in content and knowledge planning, enabling deep personalization of teaching, though it raises ethical concerns and questions about effective incorporation in higher education.
Millán (2024)	Artificial Intelligence as an Educational Tool	Dialnet	Documentary	AI optimizes time management in teaching processes, allowing educators to focus on developing more refined and effective qualitative assessment strategies. Closing the digital divide through extensive teacher training is also urgent. Ethical implications from its implementation must be addressed.

SciELO Venezuela latindex LatinREV CC BY

Jurado et al. (2025)	Generative Artificial Intelligence in the Teaching Process of University Faculty	Dialnet	Quantitative, cross-sectional, descriptive	Training educators ensures an efficient use of AI in their daily practices.
Bustamante et al. (2025)	Teachers' Perception of the Integration of Artificial Intelligence in Teaching and Learning Processes	Dialnet	Quantitative, non-experimental descriptive	There is a notable lack of technological infrastructure in educational institutions for successful AI deployment. Formal policies to regulate teacher training and enhance equitable access to these technological tools are urgently needed.
Segovia (2024)	Artificial Intelligence from the Teacher's Perspective	SciELO	Documentary	AI offers significant advantages in teaching processes, provided it is applied strategically. It personalizes the educational experience, enhances accuracy during evaluations, and simplifies diagnosing student needs.
Puche (2024)	Artificial Intelligence as an Educational Tool: Advantages and Disadvantages from the Teacher's Perspective	Latindex	Positivist methodology with a quantitative evaluative approach	Educators are concerned that AI may pose risks to student autonomy and the development of analytical skills, potentially fostering technological dependency that limits independent growth.
Barrios & Delgado (2023)	Teacher Perception of Artificial Intelligence as an Educational Tool	Latindex	Qualitative	AI promotes a flexible, multi-strategic teaching system, whose efficiency largely depends on teachers' level of training. Continuous ethical reinforcement is required for responsible implementation.
Alfaro & Díaz (2024)	Perceptions of Teaching Staff Regarding the Ethical Use of Artificial Intelligence in Their Educational Work	SciELO	Mixed concurrent approach	Educators have progressively understood the practical application of AI along with its inherent ethical implications.
Espejo (2024)	Artificial Intelligence in Education: Teachers' Perceptions and Knowledge	Scopus	Mixed design	Teaching methodologies must adapt to the current technological resource landscape, with an emphasis on AI, necessitating specific training for educators aligned with these innovations.
Sosa et al. (2024)	Analyzing Teachers' Perceptions Regarding the Use of Artificial Intelligence	Scopus	Qualitative and analytical-descriptive	Expanding teacher training is essential to ensure optimal effectiveness in AI implementation.

SciELO Venezuela latindex LatinREV CC BY

Zamora & Stynze (2024)	Knowledge, Use, and Perception of Artificial Intelligence in Higher Education	Scopus	Mixed	AI has the potential to become a powerful tool for promoting collaborative learning; however, educators must manage it ethically, affirming that it does not replace the pedagogical process or their central role. Educators should embrace it as an opportunity rather than a threat to their profession.
Carranza et al. (2024)	Teachers' Perceptions on the Integration of Generative AI Applications in University Teaching Processes	Scopus	Quantitative, cross-sectional, descriptive	Educators possess a basic level of knowledge about AI use, accompanied by deep uncertainties that hinder its real adoption in the classroom—often associating it with plagiarism. Comprehensive and continuous training is urgently needed to build confidence and practical tools.
Bernilla (2024)	Educators and Artificial Intelligence in a Public University in Northern Peru	Scopus	Qualitative	To mitigate the perception of risk that many teachers have regarding AI in teaching, it is essential to train them in its technical and practical handling. This tool offers invaluable support in organizing activities and producing texts but requires caution regarding the accuracy of its outputs and ongoing learning about its limitations. Once institutions have defined clear guidelines and specific regulations, its integration into higher education is highly beneficial.
Ramírez & Casillas (2024)	Teachers' Perceptions of Generative Artificial Intelligence: The Mexican Case	Latindex	Quantitative	Teachers bear the responsibility of ensuring that AI does not hinder student learning. Ethical usage will be grounded in progressively well-planned strategies to integrate these tools responsibly.
Andreoli et al. (2024)	Between Humans and Algorithms: Teachers' Perceptions of Exploring AI in Higher Education Teaching	SciELO	Qualitative	It is invaluable to create reflective and formative spaces that provide teachers with concrete tools regarding the implications of AI applications, guiding them toward effective and responsible technology integration.

SciELO Venezuela latindex LatinREV CC BY

Pinargote et al. (2024)	Capacities and Challenges Associated with Artificial Intelligence from the Teachers' Perspective: A Case Study	Latindex	Quantitative-descriptive	From teachers' perspectives, AI brings clear value in personalizing education, but genuine concerns arise regarding the accuracy and privacy of the information it processes. Moreover, it starts to be perceived as a real threat to their daily professional practice.
Murimo et al. (2024)	Teachers' Perceptions Regarding the Integration of Artificial Intelligence Tools in Teaching Practice	Scopus	Qualitative	AI has evoked confusion and mixed emotions among educators: while they value its practical benefits, they also express serious concerns about ethical risks, data privacy, and information security. Thus, it is urgent to establish solid policies and strategies at an institutional level to ensure its reliable and responsible use.
Soriano et al. (2025)	Teachers' Perceptions of the Capabilities and Challenges Associated with the Use of Generative Artificial Intelligence as an Innovative Practice in Educational Management	Latindex	Quantitative, descriptive-correlational approach with a cross-sectional design	Institutions must promote an innovation culture through practical and accessible technology policies. Concurrently, educators need comprehensive training—both technical and ethical—to efficiently integrate AI into their daily practices.
Benítez (2025)	Implementation of Artificial Intelligence in Higher Education: Teachers' Perceptions, Experiences, and Opinions	SciELO	Mixed descriptive-correlational approach	The success of AI incorporation into teaching processes will fundamentally depend on the level of mastery that educators achieve over its various tools.

In several Latin American countries that have developed theoretical frameworks for the integration of artificial intelligence in educational processes, researchers converge on similar conclusions. Below are the key highlights from the compilation of selected studies:

Table 2
Countries investigated

Country	Quantity
Peru	3
Ecuador	4
Chile	1
Argentina	1
Mexico	4
Colombia	1
Costa Rica	1
Nicaragua	1
Venezuela	4
Others (outside Latin America)	1
Total	**21**

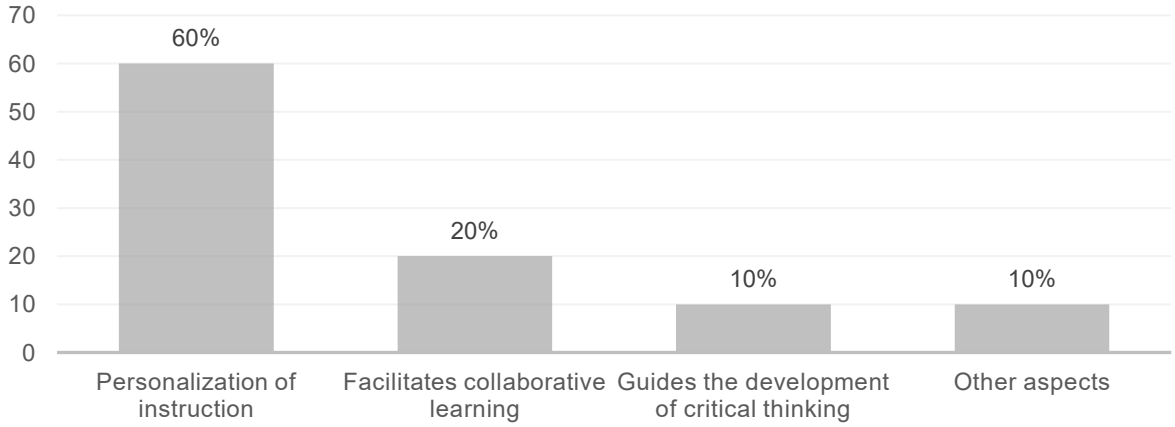
Several findings converge with regard to highlighting the advantages of artificial intelligence in teaching processes while expressing shared concerns about key elements that will ensure its success in contemporary education. Thus, its integration into the educational environment has become a topic of increasing interest over the last two years, analyzed comprehensively and from multiple investigative perspectives.

Table 3
Methodological features

Methodology	Quantity
Quantitative	8
Qualitative	9
Mixed	4
Total	**21**

The included studies show results concerning specific experiences and deep descriptions of teachers' general perspectives on the future of teaching following the implementation of AI. Additionally, the findings have concentrated on relevant themes regarding innovation in teaching, particularly emphasized in the following figure:

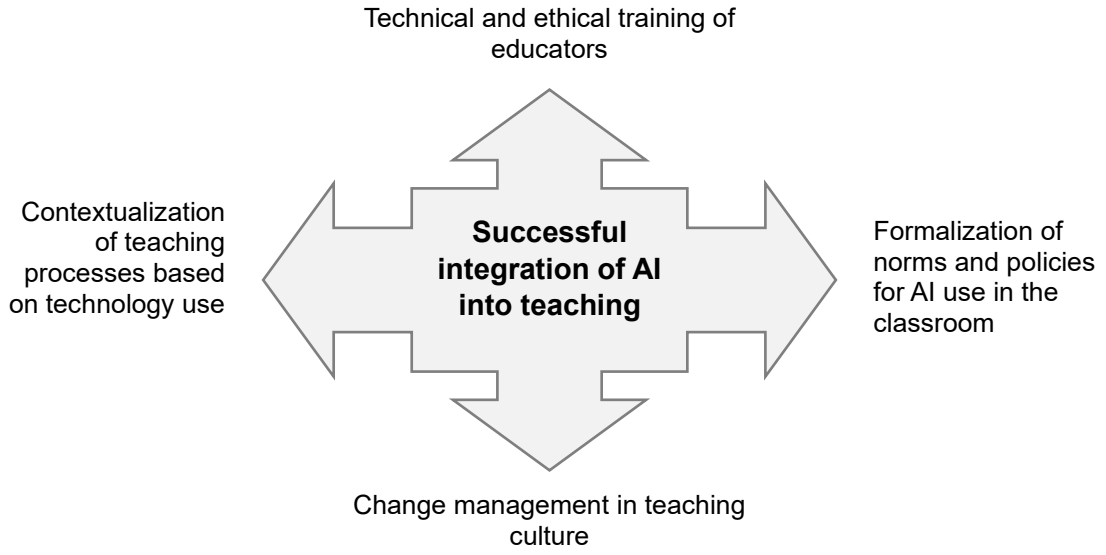
Figure 2
Benefits of AI in teaching according to educators



Research indicates that, within the teaching process, artificial intelligence (AI) grants educators the autonomy to plan and select instructional strategies. This autonomy contributes to greater efficiency and quality in education. Notably, AI facilitates time management by providing various tools for knowledge acquisition, thereby optimizing evaluation processes. Moreover, certain factors influence the evolution of AI usage in educational institutions. These factors include: fear of AI replacement, information security, certainty regarding the quality of information, increased plagiarism, technological dependence, and a deterioration in analytical skills.

In light of this, one of the fundamental aspects that teachers consider essential to manage in the teaching process is the ethical use of AI tools, as well as the ability to instill this understanding in their students. Consequently, the collected research provides a range of key elements that, according to the findings, determine the effectiveness of AI as a tool in instructional processes. These elements are synthesized in the following figure:

Figure 3
Key elements determining the success of AI in teaching



Artificial intelligence (AI) is a fundamental component of the educational transformation and innovation process, accelerated by the pandemic, which aims to adapt educational systems to provide students with comprehensive competitiveness in the real job market (Armendáriz et al., 2024; Carbonell et al., 2023; Ríos & Ruiz, 2020; Mariscal et al., 2024; Santos, 2024). Undoubtedly, it represents a positive shift in teaching methodologies, owing to its diverse tools that cater to individual learning paces, particularly in school settings (González, 2023; Barrios & Delgado, 2023). Consequently, AI emerges as a compelling paradigm that has propelled innovation in both learning and teaching practices (Guerrero et al., 2025).

Moreover, AI is recognized as a tool that enhances educational efficiency by tailoring knowledge to the specific needs of each student (García et al., 2024). Its integration yields direct benefits, such as fostering deep learning, promoting critical thinking through generative tools (Tramallino & Zeni, 2024; Millán, 2024), and encouraging collaborative learning (Zamora & Stynze, 2024). However, an intensified use of AI may diminish students' analytical capabilities, given its ability to process decisions and solve problems rapidly (Puche, 2024; González, 2023).

Additionally, several studies underscore the advantages of AI in the daily management of education. In particular, it is highlighted as a powerful tool for planning, minimizing repetitive tasks or content, and avoiding unnecessary workloads. This enables educators to enhance the qualitative and comprehensive monitoring of students, regardless of their educational level (Jiménez et al., 2024), and achieve more accurate assessments (Segovia, 2024).

Despite these advancements, a notable controversy persists among educators regarding AI's integration across all educational levels. Some advocate for its positive impact at the primary level, while others regard it as more suitable as a supportive tool in tertiary and higher education contexts (Segovia, 2024). Consequently, there is concern for students with special needs, where it is argued that AI could hinder student autonomy, necessitating extensive and continuous feedback (Soriano et al., 2025).

Educators also associate AI with risks, such as an increase in content plagiarism (Benítez, 2025). As a result, they view ethics as one of the most vulnerable aspects, emphasizing the necessity for a robust alignment between technical expertise and its ethical implications (Alfaro & Díaz, 2024). Furthermore, there is anxiety that AI could compromise the transparency, privacy, and legality of information, thereby impacting the quality of education itself (Pinargote et al., 2024; Bernilla, 2024). Another significant challenge is the technological gap in many countries, which restricts equitable access to these tools; additionally, intensive usage could foster dependence among students, undermining their autonomy.

In short, educators experience an emotional dichotomy: they recognize the advantages of AI, yet exhibit marked resistance to change (Murimo et al., 2024; Carranza et al., 2024). Thus, these contrasts must be navigated through formalized and tailored training processes (Sosa et al., 2024; Andreoli et al., 2024; Jurado et al., 2025). Concurrently, it is crucial to contextualize the current educational system by updating teaching methods and assessment practices (Espejo, 2024). Finally, the integration of AI must be accompanied by institutional policies that ensure equity in access to its best tools across educational institutions (Ramírez & Casillas, 2024; Bustamante et al., 2025).

Conclusions

Educators acknowledge that artificial intelligence provides significant benefits in terms of optimizing time and diversifying strategies, ultimately promoting a more active and collaborative teaching approach. They also highlight its advantages in everyday educational management, particularly in detailed planning and strategic selection of methods for classroom instruction or communication technologies.

Conversely, AI facilitates a more holistic and comprehensive assessment process, though its true efficiency will depend on a gradual and well-considered implementation. This can be achieved through institutional policies that regulate its use, safeguard the accuracy and quality of the transmitted knowledge, and ensure equitable access to technology across all educational institutions. In this context, educators believe that AI should be more promptly incorporated into the university setting, for both faculty and students, always accompanied by rigorous management of its ethical implications.

Nonetheless, the integration of AI into teaching processes has sparked significant apprehension among educators. Many perceive it as a potential risk to their professional practice, fearing it may even replace them. Therefore, it is crucial to manage this change from a deep understanding—both technical and ethical—by professionals, which will enable effective engagement with the ongoing educational transformation. Thus, it is imperative to confront uncertainties with determination and directly address the challenges posed by this technological integration within the educational landscape.

References

Alfaro Salas, H., & Díaz Porras, J. A. (2024). Percepciones del personal docente acerca del uso ético de la inteligencia artificial en su labor educativa. *Innovaciones Educativas*, *26*(41), 63–77. https://doi.org/10.22458/ie.v26i41.4952

Andreoli, S., Perillo, L., Aubert, E., & Cherbavaz, M. (2024). Entre humanos y algoritmos: Percepciones docentes sobre la exploración con IAG en la enseñanza del nivel superior. *TEyET, (37)*, Artículo e6. https://doi.org/10.24215/18509959.37.e6

Armendáriz, C., Milla, A., Yumisa, D., & Acosta, D. (2024). Análisis de la escuela moderna en tiempos de pandemia en el Ecuador. *Universidad Ciencia y Tecnología, 27*(120), 72-83. https://doi.org/10.47460/uct.v27i120.733

Barrios, L., & Delgado, M. (2023). Percepción docente sobre la inteligencia artificial como herramienta educativa. *Omnia, 29*(1), 76-90. https://mail.produccioncientificaluz.org/index.php/omnia/article/view/41960

Benítez, M. (2025). Implementación de inteligencia artificial en educación superior: Percepciones, experiencias y opiniones docentes. *Educación y Ciencia, 29*(1), 1-18. https://doi.org/10.19053/uptc.0120-7105.eyc.2025.29.e17775

Bernilla, E. (2024). Docentes ante la inteligencia artificial en una universidad pública del norte del Perú. *Educación, 33*(64), 8-28. https://doi.org/10.18800/educacion.202401.m001

Bustamante, N., Lema, E., Andrade, K., León, M., & Velásquez, D. (2025). Percepción de los docentes sobre la integración de la inteligencia artificial en los procesos de enseñanza y aprendizaje. *Ciencia Latina: Revista Multidisciplinar, 9*(2), 6481-6494. https://doi.org/10.37811/cl_rcm.v9i2.17382

Carbonell, C., Burgos, S., Calderón, D., & Paredes, O. (2023). La inteligencia artificial en el contexto de la formación educativa. *Revista Electrónica de Ciencias de la Educación, Humanidades, Artes y Bellas Artes, 6*(12), 152-166. https://doi.org/10.35381/e.k.v6i12.2547

Carranza, M., Macias, G., Gómez, H., Jiménez, A., & Monserath, F. (2024). Percepciones docentes sobre la integración de aplicaciones de IA generativa en el proceso de enseñanza universitario. *REDU. Revista de Docencia Universitaria, 22*(2), 158-176. https://doi.org/10.4995/redu.2024.22027

Chocobar, E., & Barreda, R. (2025). Estructuras metodológicas PICO y PRISMA 2020 en la elaboración de artículos de revisión sistemática: Lo que todo investigador debe conocer y dominar. *Ciencia Latina Revista Científica Multidisciplinar, 9*(1), 8525-8543. https://doi.org/10.37811/cl_rcm.v9i1.16491

Espejo, P. (2024). La inteligencia artificial en educación: Percepciones y saberes de los docentes. *European Public & Social Innovation Review, 9*, 1-19. https://doi.org/10.31637/epsir-2024-898

García, F., Llorens, F., & Vidal, J. (2024). La nueva realidad de la educación ante los avances de la inteligencia artificial generativa. *RIED-Revista Iberoamericana de Educación a Distancia, 27*(1), 9-39. https://doi.org/10.5944/ried.27.1.37716

García, Y. (2025). La educación emocional en el desarrollo integral de los estudiantes universitarios y su impacto en el clima escolar. *Ignis, (18)*, 14-25. https://metarevistas.org/Record/metarevistapublica_cun_ignis_80-article-1029

García, Y., Peñafiel, M., Verdezoto, M., Muentes, M., & García, G. (2024). La inteligencia artificial en la educación. *Ideas y Voces, 4*(3), 502-519. https://doi.org/10.60100/bciv.v4i3.186

González, M. (2023). La inteligencia artificial: El poder transformador del siglo XXI. *Uniciencia, (31)*. https://www.uniciencia.edu.co/vive-la-u/egresados/boletines/345-articulo-10

Guerrero, C., Badillo, D., & LLuma, M. (2025). Uso de inteligencia artificial en la educación. Análisis de su integración y efectos en la enseñanza y evaluación del aprendizaje. *SAGA: Revista Científica Multidisciplinar, 2*(1), 333-341. https://doi.org/10.63415/saga.v2i1.49

Jiménez, C., Martínez, E., Zárate, N., & Grijalva, A. (2024). Adopción de la Inteligencia Artificial en la enseñanza: perspectivas de docentes de Educación Superior. (2024). *Revista Paraguaya de Educación a Distancia* (REPED), *5*(2), 5-16. https://doi.org/10.56152/reped2024-dossierIA1-art1

Jurado, E., Vargas, K., Melgarejo, W., & Norabuena, A. (2025). Inteligencia artificial generativa en el proceso de enseñanza del docente universitario. *European Public & Social Innovation Review, 10*, 1-15. https://doi.org/10.31637/epsir-2025-1612

López, R., & Brunet, P. (2023). ¿Qué es la inteligencia artificial? *Papeles de Relaciones Ecosociales y Cambio Global,* (164), 13-21. https://dialnet.unirioja.es/servlet/articulo?codigo=9287111

Manterola, C., Rivadeneira, J., Delgado, H., Sotelo, C., & Otzen, T. (2023). ¿Cuántos tipos de revisiones de la literatura existen? Enumeración, descripción y clasificación. Revisión cualitativa. *International Journal of Morphology, 41*(4), 1240-1253. https://doi.org/10.4067/S0717-95022023000401240

Mariscal, J., Justo, A., Aguilar, W., & De Las Fuentes, M. (2024). Modelo para evaluar el impacto de un sistema de gestión de calidad en los procesos de enseñanza-aprendizaje en instituciones de educación superior. Un caso de estudio. *Formación Universitaria, 17*(5), 27-46. https://doi.org/10.4067/S0718-50062024000500027

Millán, S. (2024). La inteligencia artificial como herramienta educativa. *DOCERE, 31*, 36-40. https://doi.org/10.33064/2024docere317861

Murimo, B., Vikash, J., & Oyeranti, A. (2024). Percepciones de los docentes sobre la integración de herramientas de inteligencia artificial en la práctica docente. *Trends in Higher Education, 3*(4), 1121-1133. https://doi.org/10.3390/higheredu3040066

Pinargote, L., Loor, C., Alcivar, A., Loor, M., & Rojas, J. (2024). Las capacidades y desafíos asociados a la inteligencia artificial (IA) desde la percepción docente: Un estudio de caso. *Revista Científica de Innovación Educativa y Sociedad Actual "ALCON", 4*(4), 147-155. https://doi.org/10.62305/alcon.v4i4.216

Puche, D. (2024). Inteligencia artificial como herramienta educativa: Ventajas y desventajas desde la perspectiva docente. *Areté, Revista Digital del Doctorado en Educación, 10*, 85-100. https://ve.scielo.org/scielo.php?script=sci_arttext&pid=S2443-45662024000300085

Ramírez, A., & Casillas, M. (2024). Percepciones docentes sobre la inteligencia artificial generativa: El caso mexicano. *REPED, 5*(2), 44-45. https://doi.org/10.56152/reped2024-dossierIA1-art4

Ríos, P., & Ruiz, C. (2020). La innovación educativa en América Latina: Lineamientos para la formulación de políticas públicas. *Revista Innovaciones Educativas, 22*(32), 199-212. https://doi.org/10.22458/ie.v22i32.2828

Santos, J. (2024). Las innovaciones educativas y su impacto en la mejora de las prácticas docentes. *Revista Guatemalteca de Educación Superior, 7*(2), 75-91. https://doi.org/10.46954/revistages.v7i2.137

Segovia, L. (2024). La inteligencia artificial desde la perspectiva docente. *Episteme Koinonía. Revista Electrónica de Ciencias de la Educación, Humanidades, Artes y Bellas Artes, 7*(14), 2-3. https://doi.org/10.35381/e.k.v7i14.4211

Soriano, A., Sarchi, J., Contreras, E., & Rojas, J. (2025). La percepción de los docentes sobre las capacidades y desafíos asociados al uso de la inteligencia artificial generativa como práctica innovadora en la gestión docente. *Revista Científica de Innovación Educativa y Sociedad Actual "ALCON", 5*(3), 323-331. https://doi.org/10.62305/alcon.v5i3.599

Sosa, N., Jimenez, V., & Riego, A. (2024). El análisis de la percepción de los profesores respecto al uso de la inteligencia artificial. *EDUCA UMCH, 24*, 66-77. https://acortar.link/dCvQI1

Tramallino, C., & Zeni, A. (2024). Avances y discusiones sobre el uso de inteligencia artificial (IA) en educación. *Educación, 33*(64), 29-54. https://doi.org/10.18800/educacion.202401.m002

Viera, A. (2024). La revolución de la inteligencia artificial en la educación universitaria: Avances, perspectivas y desafíos en la era digital. *Revista Tecnológica-Educativa Docentes 2.0, 17*(2), 170-176. https://doi.org/10.37843/rted.v17i2.539

Zamora, Z., & Stynze, H. (2024). Conocimiento, uso y percepción de la inteligencia artificial en la enseñanza superior. *Revista Científica Estelí, 13*(49), 128-146. https://doi.org/10.5377/esteli.v13i49.17889

CONTRIBUTION OF AUTHORS

1. **Conceptualization**: Jorge Luis Baldeon Rios, Walter Luis Chucos Calixto.
2. **Data curation**: Walter Luis Chucos Calixto, Benedicto Baca Rosado.
3. **Formal analysis**: Jorge Luis Baldeon Rios, José Alfredo Villanueva Espinoza, Alicia Emma Arteaga-Villanueva.
4. **Funding acquisition**: José Alfredo Villanueva Espinoza, Alicia Emma Arteaga-Villanueva.
5. **Research**: José Alfredo Villanueva Espinoza, Alicia Emma Arteaga-Villanueva.
6. **Methodology**: Walter Luis Chucos Calixto, Benedicto Baca Rosado.
7. **Project administration**: Jorge Luis Baldeon Rios, Walter Luis Chucos Calixto.
8. **Resources**: José Alfredo Villanueva Espinoza, Alicia Emma Arteaga-Villanueva.
9. **Software**: Walter Luis Chucos Calixto, Benedicto Baca Rosado, José Alfredo Villanueva Espinoza.
10. **Supervision**: Jorge Luis Baldeon Rios.
11. **Validation**: Benedicto Baca Rosado, José Alfredo Villanueva Espinoza.
12. **Visualization**: Alicia Emma Arteaga-Villanueva, Jorge Luis Baldeon Rios.
13. **Writing – original draft**: Jorge Luis Baldeon Rios, Benedicto Baca Rosado, José Alfredo Villanueva Espinoza.
14. **Writing – proofreading and editing**: Jorge Luis Baldeon Rios, Walter Luis Chucos Calixto, Benedicto Baca Rosado.

SciELO Venezuela latindex LatinREV CC BY