



Generative artificial intelligence in university pedagogy. Systematic review

*Inteligencia artificial generativa en la pedagogía universitaria.
Revisión sistemática*

-  **Dr. Josnel Martínez-Garcés** is a professor and researcher at Universidad Santiago de Cali (Colombia) (<https://ror.org/00dxj9a45>) (josnelmartinez00@usc.edu.co) (<https://orcid.org/0000-0002-8120-3285>)
-  **Vanessa Asprilla-Castillo** is a professor and researcher at Universidad del Valle (Colombia) (<https://ror.org/00jb9vg53>) (vanessa.asprilla@correounivalle.edu.co) (<https://orcid.org/0000-0002-4451-6792>)
-  **Edwin Montenegro-Perafán** is a professor and researcher at Universidad del Valle (Colombia) (<https://ror.org/00jb9vg53>) (edwin.montenegro@correounivalle.edu.co) (<https://orcid.org/0009-0004-3703-632X>)

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Abstract

The objective of this article is to analyze the scientific production on the use of generative artificial intelligence within the pedagogical practices of Latin American university professors. Regarding the methodology applied, a systematic literature review was conducted following the PRISMA 2020 protocol, with a mixed-methods approach and bibliometric elements. The Scopus, Web of Science, and SciELO databases were used for the search, considering publications generated between 2021 and 2025. An initial 2,197 records were obtained, from which 16 empirical articles were selected after applying inclusion and exclusion criteria related to scientific quality, thematic relevance, and geographic context. The results reveal three types of pedagogical practices where it is applied: instrumental use for materials design, didactic intervention aimed at developing critical thinking, and application in evaluation processes. Furthermore, ambivalent perceptions were identified among professors, who recognized benefits in work efficiency but also expressed concern about academic integrity and student autonomy. From an ethical standpoint, problems were identified related to authorship, algorithmic bias, and the widening of the digital divide. In conclusion, generative artificial intelligence can serve as a useful complementary resource in university teaching, but its integration requires more robust training and regulatory frameworks.

Keywords: higher education, teacher, educational innovation, artificial intelligence, information technology, critical thinking.

Resumen

El objetivo de este artículo es analizar la producción científica sobre el uso de la inteligencia artificial generativa dentro de la práctica pedagógica de los docentes universitarios hispanoamericanos. En cuanto a la metodología aplicada, se desarrolló una revisión sistemática de la literatura bajo lo definido en el protocolo PRISMA 2020, con un enfoque mixto y elementos de bibliometría. Para la búsqueda se utilizaron las bases de datos Scopus, Web of Science y SciELO, tomando en consideración las publicaciones generadas entre los años 2021 y 2025. Se obtuvieron 2197 registros iniciales, de donde se seleccionaron 16 artículos empíricos tras aplicar criterios de inclusión y exclusión relacionados con calidad científica, pertinencia temática, y contexto geográfico. Los resultados permiten evidenciar tres tipos de prácticas pedagógicas donde se aplica: uso instrumental para diseño de materiales, intervención didáctica orientada al desarrollo del pensamiento crítico, y aplicación en procesos evaluativos. Asimismo, se identificaron percepciones docentes ambivalentes, donde se reconocieron beneficios en la eficiencia laboral y preocupación por la integridad académica y la autonomía estudiantil. En lo ético, se identificaron problemáticas asociadas a autoría, sesgo algorítmico, y profundización de brechas digitales. En conclusión, la inteligencia artificial generativa logra actuar como un recurso complementario útil en la docencia universitaria, pero que para su integración requiere marcos formativos y regulatorios más sólidos.

Palabras clave: educación superior, docente, innovación educativa, inteligencia artificial, tecnología de la información, pensamiento crítico.

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1. Introduction

Artificial intelligence (AI) is neither a new concept nor a strictly contemporary phenomenon. Its origins trace back to 1930s Europe: while Spain was engulfed in a civil war, the rest of the continent was witnessing technological innovations in modern computing that would ultimately shape the digital age. However, its current iteration in the 2020s is indeed part of a wave of innovation characterized by an astonishing velocity of adoption. This rapid integration occurs against a backdrop of profound sociological and anthropological shifts that emerged from the COVID-19 pandemic and impacted various sectors (Nasser, 2024; Ordóñez Herrera, 2024).

Consequently, AI can be defined as the creation of conceptual models and programming strategies capable of replicating the cognitive processes of intelligent biological systems (Labañino Palmeiro et al., 2025). It focuses inherently on what humans do (rendering it anthropocentric) and on the rationality driving those actions (a logical approach). In this vein, the autonomy and learning capacity of AI highlight the critical need for human oversight to prevent the violation or infringement of individual rights (Sánchez Vásquez and Toro-Valencia, 2021).

Linearly aligned with this definition, AI possesses a robust scientific and technological component geared toward designing systems capable of executing activities and tasks that traditionally required human intelligence—such as reasoning, perception, decision-making, and learning (Chang Bautista and Chinchay Tapia, 2023). Among its primary characteristics is the capacity for dynamic interaction with its environment, enabling it to adjust its behavior based on experience while demonstrating continuous learning and autonomy, as noted by Contreras Contreras and Olaya Guerrero (2025). According to Fajardo Aguilar et al. (2023), this adaptive capacity, combined with its potential to analyze complex patterns and transform raw data into actionable knowledge, establishes AI as a pivotal tool for decision-making across diverse fields, ranging from organizational to educational contexts.

Within higher education, artificial intelligence facilitates the creation of dynamic, interactive learning environments that respond to the evolving needs and circumstances of new generations of students (Quinde-Moncerrate et al., 2025). As a result,

teaching and learning processes have undergone significant innovation. Nevertheless, by 2022, only fifteen countries had incorporated AI-related learning objectives into their national curricula, while just seven had developed formal teacher training programs in this area (UNESCO, 2025).

In the Latin American context, despite a shared language, there are marked differences regarding the integration of artificial intelligence into academic settings. Spain serves as a prominent example of advancement in this domain; its government has established regulations designed to ensure the effective integration and ethical use of these technologies in education while promoting collaborative mechanisms with technology-based enterprises to drive development and implementation (Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado, 2024).

In contrast, this process in Latin America has been characterized by substantial challenges and structural tensions. Although the educational benefits of artificial intelligence are widely acknowledged, the region continues to grapple with limitations in technology access, a lack of clear regulatory frameworks, and deficiencies in teacher training regarding the pedagogical application of algorithm- and AI-based tools (Acevedo Carrillo et al., 2026).

Compounding these difficulties is the significant challenge of evaluating the quality of student work—specifically, distinguishing between human-authored text and content generated by generative AI—since the quality of such outputs fluctuates drastically from “excellent” to “very poor” (Perdomo and González, 2025). This reality further underscores the urgent need for comprehensive faculty professional development regarding these tools, leaving open the debate on the relevance of consensus-based dialogues with students to define the parameters of AI use in the educational experience (Jardón Gallegos et al., 2024).

When focusing specifically on generative artificial intelligence (GAI)—i.e., AI capable of autonomously producing original visual, auditory, or textual content via machine learning models—it is evident that it has established itself as a high-impact tool in the university context. Among its key advantages is its capacity to personalize learning, which yields measurable improvements in student reten-

tion and academic performance indicators (Tostado Ramírez et al., 2025).

Thus, Rodríguez (2025) argues that generative AI is a subdiscipline of AI based on advanced models—primarily deep neural networks—that analyze information, extract complex patterns from large datasets, and generate new, coherent, and original outputs in various formats, such as audio, images, text, and code. According to Romani Pillpe et al. (2025), its “generative” nature is intrinsically linked to an adaptive logic that enables the creation of customized experiences. In educational settings, this allows designing resources, activities, and feedback tailored to each student’s specific needs, which optimizes teaching and learning mechanisms and transforms pedagogical interaction through new modes of technological mediation. However, its development introduces complex ethical challenges, particularly regarding authorship, originality, and the responsible use of generated knowledge. According to Sánchez et al. (2025), this underscores its status as a constantly evolving, disruptive technology.

Although academic interest in GAI and its application in higher education is growing exponentially, systematic documentation remains limited regarding how university faculty utilize it in daily teaching practices, as do empirical insights into their experiential perceptions. This gap makes it difficult to achieve a comprehensive understanding of the actual dynamics of incorporating generative artificial intelligence into the classroom, particularly in contexts characterized by structural challenges like those in Latin America. According to Silgado-Tuñón and López-Flores (2025), recent scholarly work addressing this issue relies on broad approaches (such as overall impacts, benefits, ethical considerations, or isolated applications) without achieving the analytical integration necessary to understand actual usage practices in specific educational contexts.

Vallejo Ballesteros et al. (2025) state that there is a critical shortage of empirical studies on this topic, particularly those employing experimental or longitudinal designs, which hinders the validity and generalizability of findings regarding its impact on instructional processes. This situation is further aggravated by the absence of clear institutional guidelines and regulatory frameworks, highlighting a regulatory vacuum and a lack of systematized

knowledge concerning its formal pedagogical implementation (Ricra Ruíz et al., 2025).

Consequently, this research aims to analyze the published scholarly literature on the use of artificial intelligence in the pedagogical practices of university faculty, guided by the following overarching question: How is generative artificial intelligence utilized in university teaching practices, and what perceptions, ethical implications, and contextual conditions emerge from its use? Specifically, this study seeks to answer the following sub-questions: In what types of pedagogical practices is it implemented? What are faculty members’ perceptions regarding its utility? And what distinct ethical implications arise from its integration?.

1.1 Generative Artificial Intelligence in Pedagogical Practice

In teaching practice, AI serves as a strategy for improving instructional management, primarily through the automation of assessment systems, which helps optimize time and increase objectivity. However, it is important to note that it is highly unlikely to completely replace the role of the teacher, which is inherently rich in human qualities and skills (Saltos Loayza et al., 2025). In this regard, according to the OECD (2026), generative artificial intelligence complements the instructional process without compromising teachers’ professional autonomy.

In higher education, according to Farinango et al. (2026), the contribution of generative artificial intelligence extends beyond merely automating assessment activities; it continuously reshapes the core dynamics of teaching practice, particularly regarding the co-creation of learning resources and experiences tailored to student characteristics. This shift promotes pedagogical approaches centered on active learning and student engagement. Likewise, these tools enable the rapid development of instructional materials, the generation of supplementary explanations, and the provision of prompt feedback, thereby diversifying the academic support mechanisms available during the learning process. In this vein, Betti Galasso (2026) notes that artificial intelligence can substantially alleviate the administrative burden associated with routine tasks during periods of high academic demand, allowing faculty to devote greater attention to fundamental aspects of their

work, such as critical reflection, student mentorship, and the contextualization of knowledge.

The strong impact of generative artificial intelligence in academia does not reside in the technology itself, but rather in how it is integrated into daily practices. In this regard, Rodríguez-Ruíz (2025) argues that these tools transform collaborative learning by facilitating the exchange of ideas and connecting students and professors more effectively. However, he emphasizes that their primary function is to scaffold instruction without supplanting the core responsibilities of educators. It is a delicate balance where innovation operates concurrently with new and significant academic challenges.

For this reason, García Gutiérrez et al. (2025) center their concerns on the originality of academic documents, the accountability of authorship, and the potential presence of cultural biases within generated content. In this context, responsibility does not fall exclusively on individual teachers or students but extends structurally beyond them, warranting formal institutional guidelines to promote the ethical and responsible use of these tools. Along these lines, Santillán-Aguirre et al. (2025) and Rodríguez Hernández (2023) emphasize that other dimensions also require rigorous oversight, such as the protection of personal data and user privacy. Compounding this issue is the quality and veracity of the information produced by these systems; González López (2026) points out that generated content can be inaccurate or contain critical omissions and algorithmic biases, necessitating constant, evaluative review by the educator.

Students' intellectual autonomy, creativity, and critical thinking skills could also be severely compromised by an overreliance on these tools. According to Camacho Marín (2025), the unregulated use of technology threatens to foster academic dependency, limiting students' capacity to construct knowledge independently. Similarly, persistent gaps in teacher training and a widespread lack of clear institutional policies continue to restrict effective and ethical pedagogical implementation (Corona Domínguez, 2025). Taken together, these challenges underscore the pressing need for a critical, regulated, and contextualized integration of GAI into contemporary education.

2. Methodology

Methodologically, this research employs a bibliographic design supported by a systematic literature review. This approach involves examining the available literature on the selected topic and determining which dimensions are most relevant to the study—specifically, the theoretical and conceptual aspects (Blanco Pena, 2024; Ramos-Galarza and García-Cruz, 2024). The methodology is primarily qualitative, based on the systematization of theoretical frameworks and prior empirical findings that are subsequently categorized to describe the phenomenon, complemented by quantitative elements focused on bibliometric data (Sandoval Forero, 2024). Furthermore, the study strictly adheres to the PRISMA 2020 protocol, which structures the analytical process across four sequential stages to ensure transparency and reproducibility: a) identification, b) screening, c) eligibility, and d) inclusion (Page et al., 2021).

2.1 Identification

The literature search was conducted in April 2026, utilizing three academic databases renowned for their broad visibility and extensive indexing coverage: a) Scopus, b) Web of Science (WoS)—specifically the Social Sciences Citation Index (SSCI), and c) the Scientific Electronic Library Online (SciELO). The search strategy was constructed using Boolean operators (AND, OR) and truncation symbols, and was applied across the title, abstract, and keywords fields (TITLE-ABS-KEY) to ensure the comprehensiveness and reproducibility of the retrieval process (see Table 1). This initial search strategy yielded a total of 2,197 documents: a) 1,437 in Scopus, b) 749 in Web of Science, and c) 11 in SciELO.

Table 1. *Search Equation*

	AND	AND	NOT
TITLE-ABS-KEY (("generative artificial intelligence" OR "generative AI" OR "GenAI" OR "large language model*" OR "LLM*" OR "ChatGPT" OR "GPT-3" OR "GPT-4" OR "AI-generated content"))	("university teacher*" OR "higher education teacher*" OR "faculty member*" OR "academic staff" OR "university professor*" OR "college instructor*" OR "lecturer*" OR "faculty")	("practice*" OR "teaching practice*" OR "pedagogical practice*" OR "use" OR "adoption" OR "integration" OR "perception*" OR "attitude*" OR "belief*" OR "experience*" OR "view*" OR "opinion*")	("school teacher*" OR "primary education" OR "secondary education")

2.2 Screening

Establishing rigorous inclusion and exclusion criteria was critical to ensuring the quality and relevance of the analyzed material. Specifically, priority was given to empirical studies focusing on university

professors' actual use and attitudes toward generative artificial intelligence. Thus, through a systematic selection protocol, we sought to ensure the methodological validity, rigorous quality, and strict thematic alignment of the selected texts (see Table 2).

Table 2. *Inclusion and Exclusion Criteria*

Criterion	Inclusion	Exclusion
Publication Period	2021–2025	Outside the established range
Subject area	Social Sciences	Fields other than the social sciences
Document type	Scientific articles	Books, book chapters, conference papers, theses, and other non-peer-reviewed works
Keywords	Generative artificial intelligence AND higher education	Studies that do not address both categories simultaneously
Language	Spanish, English	Other languages
Availability	Full text	No full text

The 2021–2025 timeframe was selected due to the highly recent nature of the topic and the pressing need to analyze the most current evidence available. As artificial intelligence is a rapidly expanding field, this specific period allows for the inclusion of research conducted during the phase of greatest growth and adoption of these technologies within the educational sector. The deliberate selection of studies from the social sciences stems from an interest in understanding the phenomenon from a pedagogical and educational perspective, thereby excluding works focused on more technical or engineering approaches that deviate from the core purpose of this research.

Furthermore, only peer-reviewed scientific articles were included to ensure that the analyzed

evidence had been validated through rigorous academic evaluation processes that attest to its quality. The keywords were carefully chosen to minimize the possibility of including documents unrelated to the object of study. Regarding language, only publications in Spanish and English were considered, as these languages account for a substantial proportion of the global scientific output on this topic, thereby facilitating access to research conducted across diverse geographic contexts.

Similarly, priority was given to documents available in full text, which allowed for a detailed review of the studies and thorough verification of the information. After applying these baseline criteria, 110 relevant records were identified. The subsequent removal of duplicates led to the exclusion of 11

repeated documents, leaving a total of 99 articles for the eligibility phase.

2.3 Eligibility

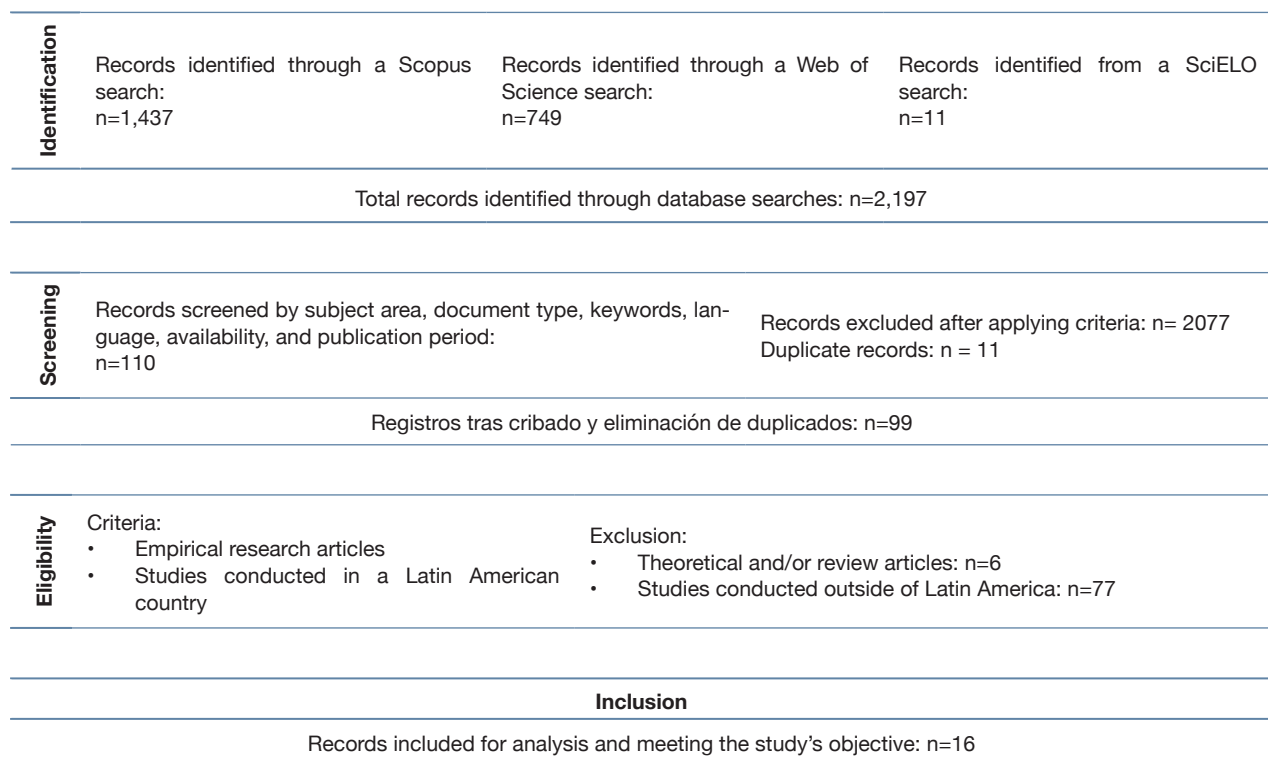
During this phase, the full text of the selected articles was rigorously evaluated. Additional specific criteria were applied at this stage, requiring that the documents be a) empirical studies and b) research conducted within Latin American countries. As a result of this closer inspection, 83 documents were excluded: six because they were theoretical papers

or literature reviews, and 77 because they did not correspond to the geographic context of interest.

2.4 Inclusion

Thus, 16 articles that met all the established criteria were included, constituting the final corpus to address the study's objective. The complete selection process is summarized in Figure 1, which illustrates the progressive reduction from the initial 2,197 records to the 16 included studies.

Figure 1. Flowchart of the systematic review



Thus, Figure 1 shows that out of the 2,197 documents initially identified, 110 met the inclusion criteria established for screening; however, 11 were duplicates across the reviewed databases, reducing the total to 99. Subsequently, during the eligibility phase, 83 papers were excluded based on the exclusion criteria, leaving a final total of 16 studies for inclusion.

3. Results

Table 3 lists the titles, authors, publication years, and source databases of the 16 selected scientific articles. In addition, a specific alphanumeric code is assigned to each article to facilitate its identification and analysis throughout the remainder of this document.

Table 3. *List of Selected Articles*

Code	Title	Source
Art1	Cabero-Almenara et al. (2025). "Faculty Knowledge of Generative Artificial Intelligence: A TPACK-Based Predictive Model for the Ethical Integration of Generative Artificial Intelligence in Higher Education."	Scopus
Art2	Cordero et al. (2025). "Integration of Generative Artificial Intelligence in Higher Education: Best Practices."	Scopus
Art3	Fontanelli et al. (2025). "Use and evaluation of generative artificial intelligence in the social sciences. Report on the experience of the academic community at FLACSO Mexico."	Scopus
Art4	Lucero-Baldevenites et al. (2025). "The Use of ChatGPT in Academic Activities by University Faculty."	SciELO
Art5	Macías Galeas et al. (2025). "Algorithms and Faculty Autonomy: Pedagogical Resistance to EdTech Standardization in the Era of Generative AI."	Scopus
Art6	Miras et al. (2025). "Application of a GPT model in the study of multimodal constellations."	SciELO
Art7	Muñoz Martínez et al. (2025). "Generative AI and Critical Thinking in Distance Higher Education: Challenges and Opportunities."	Web of Science
Art8	Nevárez Montes et al. (2025). "Faculty acceptance and use of generative artificial intelligence in their practice."	Scopus
Art9	Pereira-González et al. (2025). "Latent dimensions in the adoption of ChatGPT at the university: the CHASSIS model."	SciELO
Art10	Rivadeneira et al. (2025). "Exploring the role of ChatGPT in higher education institutions: Where does Latin America stand?"	Scopus
Art11	Ros-Arlanzón et al. (2025). "When AI models take the exam: Large language models vs. medical students on multiple-choice course exams."	Web of Science
Art12	Verano-Tacoronte et al. (2025). "Are university teachers ready for generative artificial intelligence? Unpacking faculty anxiety in the ChatGPT era."	Web of Science
Art13	Cambra-Fierro et al. (2024). "ChatGPT adoption and its influence on faculty well-being: An empirical study in higher education."	Web of Science
Art14	De la Puente et al. (2024). "Investigating the use of ChatGPT as a tool for enhancing critical thinking and argumentation skills in international relations debates among undergraduate students."	Web of Science
Art15	Mateus et al. (2024). "Communication educators facing the arrival of generative artificial intelligence: Exploration in Mexico, Peru, and Spain".	Scopus
Art16	Padilla Piernas et al. (2024). "Impact and Perspectives of Generative Artificial Intelligence in Higher Education: A Study on Faculty Perception and Adoption Using the AETGE/GATE Model."	Scopus

Table 3 shows that although the search period was set between 2021 and 2025, the documents that met all inclusion criteria were published exclusively between 2024 and 2025. Furthermore, even though these studies were conducted in Latin America, the language distribution of the publications is balanced: 50% of the selected articles are written in Spanish and

the remaining 50% in English. Conversely, Table 4 was created to identify the specific geographic context in which the selected studies were conducted. In this regard, it is important to note that this classification refers to the location of the study units considered within each paper and not to the country of origin of the journals in which the articles were published.

Table 4. *Geographic context in which the studies were conducted*

Country	Frequency absolute	Frequency Relative
Colombia	2	12,50 %
Ecuador	4	25,00 %
Spain	7	43,75 %
Mexico	2	12,50 %
Peru	1	6,25 %
Total	16	100 %

Note: Compiled by the author.

Table 4 shows that a large proportion of the articles (43.75%) stem from research conducted in Spain, followed by Ecuador (25.00%). These data underscore the critical need in Latin America to advance empirical research focused on the use of generative artificial intelligence by university faculty within their instructional practices. Such research

should be grounded in the specific economic, social, and cultural characteristics of the region to better understand these diverse realities. Furthermore, for the co-occurrence analysis of keywords, an overlay visualization generated via VOSviewer (v.1.6.20) is presented (see Figure 2).

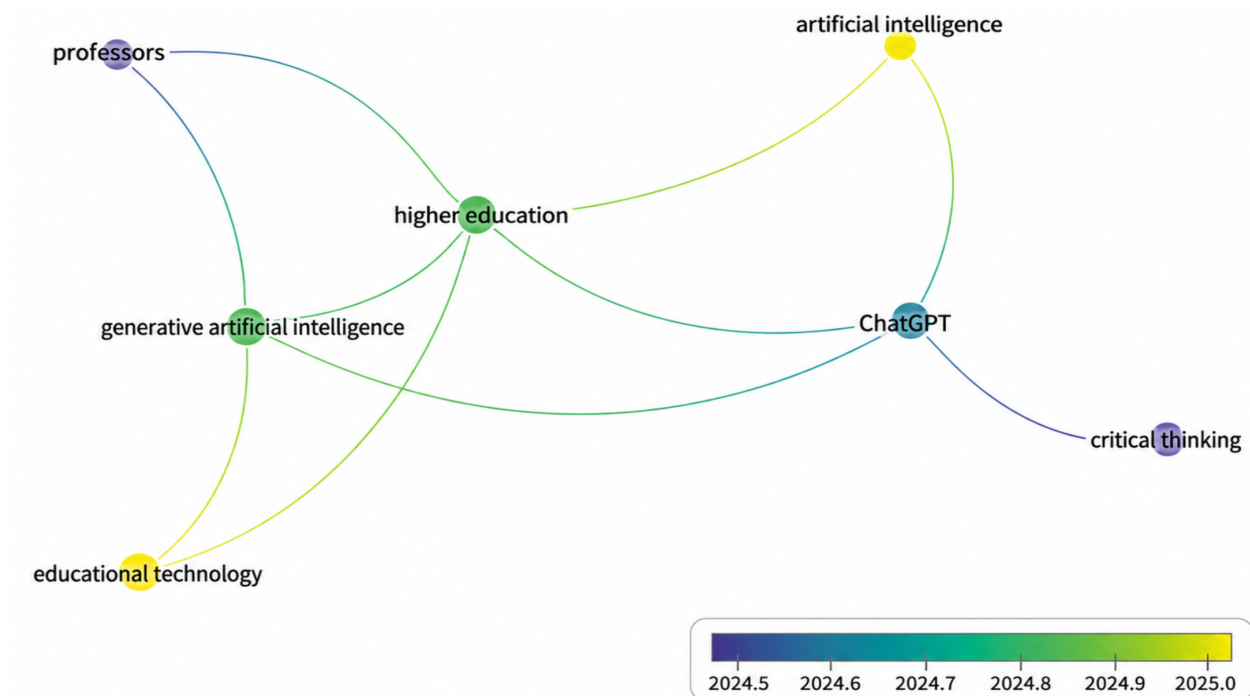
Figure 2. *Overlay of keyword occurrences*

Figure 2 can be interpreted from two distinct perspectives: the chronological timeline and the network structure. First, regarding the average publication years, it is observed that in early 2024 (represented by purple and blue nodes), “teachers,” “critical thinking,” and “ChatGPT” emerged as core

concepts in the initial academic debate. By late 2024 (green nodes), “generative artificial intelligence” and “higher education” shifted to the center of the figure, indicating that during this period, scholarly discussion became firmly concentrated on the university setting. By early 2025 (yellow nodes), “artificial inte-

lligence” and “educational technology” became prominent, suggesting a broader systemic integration of technology in the educational context.

Second, based on the connections and link weights illustrated in the network, “higher education” serves as the central axis, acting as a crucial bridge between “professors” (the operational dimension) and “ChatGPT” and “artificial intelligence” (the technological dimension). Crucially, the visualization reveals that “critical thinking” is exclusively connected to “ChatGPT.” This demonstrates that,

among the analyzed documents, higher-order cognitive skills are more closely linked to that specific application than to generative artificial intelligence as a broader category. Finally, through the mapping capabilities of VOSviewer (v.1.6.20), it was also possible to identify two primary thematic clusters; these have been designated as “Institutional Dimension and Pedagogical Praxis” and “Instrumental Dimension and Skill Development,” and are detailed comprehensively in Table 5.

Table 5. *Clusters generated from the keywords*

Cluster 1: Institutional Dimension and Pedagogical Praxis	Cluster 2: Instrumental Dimension and Skill Development
Higher education	ChatGPT
Generative Artificial Intelligence	Artificial intelligence
Professors	Critical thinking
Educational technology	

According to Table 5, Cluster 1 focuses on the structural framework, illustrating how higher education institutions and faculty members are integrating generative artificial intelligence as a new category within educational technology, with an emphasis on the role of the university professor in the face of systemic change. Conversely, Cluster 2 is grounded in the specific tool and its direct impact, representing a micro or applied perspective. Within this cluster, the analyzed literature demonstrates how the utilization of specific applications (such as ChatGPT) challenges or enhances higher-order cognitive processes, specifically critical thinking. This suggests that the broader debate over artificial intelligence in teaching practice is intrinsically linked to concerns regarding students’ intellectual autonomy.

3.1 *Types of pedagogical practices in which Latin American university professors use generative artificial intelligence*

According to the reviewed documents, these practices can be classified into three broad categories:

Instrumental and design-oriented practices: These are dominated by text production and the

creation of instructional materials, such as question banks, presentations, and rubrics. Within this category, generative artificial intelligence is used as an instructional design assistant to optimize workflows and reduce administrative burdens (Nevárez Montes and Elizondo García, 2025; Lucero-Baldevinites et al., 2025).

Didactic interventions: These focus on providing learning experiences through comparative analysis and dialogic debates, where artificial intelligence acts as an argumentative counterpart in complex disciplines such as International Relations. In these scenarios, students must validate, contrast, and critique the generated outputs, thereby fostering critical reflection (Cabero-Almenara et al., 2025; Macías Galeas and Betancourt Anangono, 2025).

Assessment-based applications: In this domain, artificial intelligence is employed to provide immediate formative feedback and to design adaptive assessments. Despite these pedagogical benefits, benchmarking studies in medicine demonstrate that AI frequently outperforms the average student on multiple-choice examinations, thereby necessitating a paradigm shift toward process-based assessments and authentic classroom performance evaluations

(Miras et al., 2025; Padilla Piernas and Martín García, 2024).

In comparison with research conducted in the United States and the United Kingdom, these studies conclude that generative artificial intelligence is often used as a virtual tutor, offering alternative explanations and academic guidance outside the traditional classroom setting (Nasr et al., 2025). Additionally, Qian (2025) argues that in those Anglo-Saxon contexts, it has been widely implemented as generative assistants that scaffold the resolution of complex or ill-structured problems, thereby actively supporting students' cognitive development.

3.2 *Perceptions of Hispanic American University Faculty Regarding the Use of Generative Artificial Intelligence*

The impact of generative AI on the educational environment strikes a delicate balance between optimism and concern. Studies such as those by Verano-Tacoronte et al. (2025) and Cambra-Fierro et al. (2024) demonstrate that although using technology to optimize time alleviates administrative pressure and improves faculty mood, an underlying apprehension persists. This primary cause for concern centers on academic integrity and the fear that students' higher-order intellectual skills may ultimately be weakened.

Likewise, educators perceive generative artificial intelligence as a tool possessing high syntactic capacity but low creative ambition and analytical depth. Consequently, it is not viewed as a replacement but rather as a creative ally that lacks situated experience and human ethical judgment, a dynamic that sometimes leads to a perception of "collaborative mediocrity" (Ros-Arlanzón et al., 2025; Mateus et al., 2024). Finally, although there is a strong behavioral intention to adopt this technology within academic contexts, self-perceived proficiency remains low. Faculty members frequently feel like "spectators" of a disruption they do not technically master, which underscores an urgent need for institutional algorithmic literacy initiatives (De la Puente et al., 2024; Cordero et al., 2025).

In this vein, when comparing these findings with studies conducted in China, a favorable perception is observed among university professors regarding the potential of generative artificial intelligence to scaffold academic writing and foreign

language acquisition (Cai and Yu, 2025). In contrast, research conducted within Moroccan higher education reveals a more cautious stance regarding the capacity of these technologies to provide sound pedagogical judgment and cultural contextualization within educational processes (Haroud and Saqri, 2025).

3.3 *Ethical Implications Identified by Latin American University Faculty Regarding the Use of Generative Artificial Intelligence*

Among the main ethical concerns is the complex issue of academic authorship. López-Vasco (2025) and Fontanelli et al. (2025) demonstrate that the current situation extends far beyond mere plagiarism detection; rather, it requires determining the precise threshold between human intellectual contribution and the content generated with the support of generative artificial intelligence. For this reason, several authors propose the implementation of transparency statements that require students to explicitly declare how and at which stages they have utilized these tools during the production of their academic work.

Similarly, according to Muñoz Martínez et al. (2025), substantial risks are associated with the quality and veracity of the information generated by these systems. This issue becomes particularly critical in developing countries, where artificial intelligence models are often trained on datasets that do not accurately reflect local social, cultural, or educational realities; consequently, there is a heightened risk of reproducing systemic biases or generating outputs that are disconnected from those specific circumstances. Compounding these epistemological challenges are the persistent and deep-seated differences in technology access across regions.

In the Americas, various empirical studies show that students do not possess equitable opportunities to leverage advanced artificial intelligence tools. For instance, individuals who can afford paid premium versions or who possess greater proficiency in engineering effective prompts tend to achieve superior academic outcomes, which translates into an unfair educational advantage. This reality underscores the immediate risk of exacerbating pre-existing socio-economic, educational, and technological inequalities (Rivadeneira et al., 2025; Pereira-González et al., 2025).

Upon examining studies conducted outside of Latin America, parallel vulnerabilities emerge. For example, in Ghana, research has identified significant implications related to technological dependency and its subsequent negative impact on students' interpersonal and social relationships (Amaniampong and Nantwi, 2026). Likewise, in Syria, severe ethical concerns have been raised regarding the privacy of the personal data input into generative artificial intelligence systems, as well as the biased use of these technologies to perpetuate cultural stereotypes that fail to represent the actual diversity of local communities (Kayyali, 2025).

4. Conclusions

The results demonstrate that generative artificial intelligence is becoming increasingly prevalent within university teaching practices across Latin America. Far from being perceived as a replacement for human educators, its application is primarily aimed at scaffolding activities related to the design of instructional materials, the development of teaching strategies, and the refinement of assessment processes. Thus, its incorporation is beginning to align with various dimensions of academic workflows and the core dynamics of teaching and learning within the higher education system. Among its main contributions is the potential to reduce the time spent on operational and administrative tasks, thereby allowing faculty to redirect their efforts toward higher-value activities such as student mentorship, guidance, and pedagogical mediation.

Furthermore, generative tools facilitate the personalization of learning experiences and expand the methodological options available for cultivating critical thinking skills. However, these benefits depend heavily on how these technologies are integrated into the educational process, as their effectiveness remains intrinsically linked to pedagogically planned implementation guided by clear academic criteria. The review also reveals that the relationship between educators and generative artificial intelligence is deeply ambivalent. Although there is widespread recognition of its utility in supporting academic tasks, profound concerns persist regarding academic integrity, the potentially detrimental effects of an overreliance on these tools, and student intellectual autonomy.

Similarly, serious apprehensions endure concerning the authorship of academic work, the presence of algorithmic biases in the generated content, the reliability and veracity of the information produced, and the socio-technical inequalities arising from uneven access to and proficiency with these technologies. Another critical dimension is the mismatch between faculty members' behavioral willingness to incorporate these tools and the actual level of technical knowledge required to utilize them critically and effectively. This situation underscores the pressing need to strengthen training programs that synthesize digital, ethical, and pedagogical competencies, while simultaneously consolidating formal institutional guidelines that enable the responsible integration of generative artificial intelligence in university settings. Additionally, this review serves to structure a field of study that is still in its nascent stages of development.

The systematization of the retrieved evidence allowed identifying common trends, research gaps, and thematic areas requiring further exploration, particularly those related to long-term pedagogical effects, the transformation of traditional assessment models, and the ethical implications surrounding the expansion of these technologies in higher education. Consequently, generative artificial intelligence offers significant possibilities for strengthening teaching and learning processes at the university level. However, its incorporation demands a critical perspective that continuously weighs both its contributions and its limitations, recognizing that the ultimate educational value of these tools depends far less on the technology itself than on the pedagogical decisions that guide its classroom deployment.

Finally, among the limitations of this study is a potential bias related to the geographic scope of the selected corpus, which focuses exclusively on studies conducted within Latin America; although this decision stems from a deliberate interest in regional contextualization, it inherently limits the generalizability of the findings. Additionally, restricting the selection to works available in the three selected databases, as well as the language constraints applied, may have omitted other relevant studies indexed in alternative sources or published in different languages. These limitations open the door for future research lines aimed at expanding and refining the global understanding of how to integrate generative artificial inte-

lligence effectively into the pedagogical practices of higher education institutions.

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Authorship Statement – CRediT Taxonomy

Authors	Contributions
Dr. Josnel Martínez-Garcés	Conceptualization, data curation, formal analysis, research, methodology, software, original draft.
Vanessa Asprilla-Castillo	Research, validation, review, and editing.
Edwin Daniel Montenegro-Perafán	Research, visualization, review, and editing.

Statement on the Use of Artificial Intelligence

The authors DECLARE that, in the preparation of the article “*Generative Artificial Intelligence in University Pedagogy: A Systematic Review*,” ChatGPT was used to design the Boolean search equation and to improve certain aspects of the writing.