

Transformations in University learning processes driven by the integration of generative artificial intelligence among graduate students

Dr. Miguel Cordero

Universidad del Valle de Guatemala

Abstract

The incorporation of generative artificial intelligence in higher education has led to significant transformations in university learning processes, altering how students access, process, and produce knowledge. In this context, it becomes essential to understand how these tools are impacting key dimensions such as comprehension, autonomy, and critical thinking. This study aimed to analyze changes in university learning processes resulting from the use of generative artificial intelligence among graduate students. A quantitative approach was adopted, using a non-experimental, descriptive, and cross-sectional design. The population consisted of 80 master's students selected through probabilistic sampling. The data collection technique was a survey, implemented through a Likert-scale questionnaire designed to measure variables related to AI usage and learning dimensions.

Hypothetical results indicate a high frequency of generative AI use, along with a positive perception regarding improved content comprehension and time optimization in academic tasks. However, potential risks were also identified, including technological dependency and a possible reduction in cognitive effort in complex tasks. It is concluded that generative artificial intelligence is reshaping learning processes in higher education, highlighting the need to integrate its use in a pedagogical and critical manner within university educational models.

Keywords: Generative artificial intelligence, University learning, Higher education, Critical thinking