

Satorre, R. (2024). La docencia universitaria en tiempo de

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Satorre, R. (2024). The university teaching in the age of AI.

Review

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“La docencia universitaria en tiempos de AI”, book edited by Rosana Satorre Cuerda; it was published by Editorial Octoedro in November 2024; it offers a deep reflection on how artificial intelligence is transforming university teaching, addressing both the challenges and opportunities it presents. Satorre (2024). With contributions from diverse authors and a rigorous peer-review process, this work is a valuable resource for educators and scholars interested in educational innovation.

The book reviewed, as expressed by the author, is an eloquent testimony of the work developed with the aim of improving university teaching at the University of Alicante. After 22 years of tireless dedication to the improvement of university teaching, the University of Alicante's University Teaching Research Network Conference (REDES) and the International Workshop on Innovation in Higher Education and ICT (INNOVAESTIC) has become a solid and essential pillar in our commitment to educational excellence. This led her to compile and edit the book.

The book addresses a variety of topics related to the integration of artificial intelligence in higher education. Some of the topics include: Validation of questionnaires on the teaching perspective towards generative artificial intelligence. Teaching strategies to develop critical thinking in history students. Reading comprehension and active learning through digital dialogic reading with AI. Impact of digital gamification and artificial intelligence in group tutorials. Personalized and

inclusive learning opportunities for students with special educational needs. Methodological proposals for teaching in architectural graphic contexts using AI. Contributors to this publication:

The book includes contributions from several authors, including Antonia Cascales Martínez, Sara Patricia López Ros, and M^a Ángeles Gomariz Vicente. Cristina de la Peña and María Jesús Luque-Rojas. Inmaculada Fernández-Arrillaga, Antonio Carrasco-Rodríguez, María Teresa Ávila-Martínez, Isabel San Mauro-Martínez, Sonia Beltrán-Pastor, and Nuria Luz-Fernández. Lucía Molina Martínez, María Raquel Evangelio Llorca, María Remedios Guilabert Vidal, and Beatriz Ana Serrano Sánchez. Pablo Jeremías Juan Gutiérrez; among others.

The book is composed of 8 chapters and has a total of 108 pages. The chapters of the book address the following topics: Chapter 1: Introduction to artificial intelligence in higher education and its current relevance. Chapter 2: Validation of questionnaires on the teaching perspective on generative artificial intelligence. Chapter 3: Teaching strategies to develop critical thinking in history students. Chapter 4: Reading comprehension and active learning through digital dialogic reading with AI. Chapter 5: Impact of digital gamification and artificial intelligence in group tutorials. Chapter 6: Personalized and inclusive learning opportunities for students with special educational needs. Chapter 7: Methodological proposals for teaching in architectural graphic contexts using AI. Chapter 8: Final reflections on the future of teaching and learning in a world with AI.

Each of the chapters reflects the diversity of approaches and applications of artificial intelligence in education. According to the text, artificial intelligence is expected to transform the relationship between students, teachers and knowledge, enriching and restructuring traditional pedagogical practices. AI has the potential to facilitate, personalize and enhance the teaching and learning experience in various disciplines, promoting a more inclusive, dynamic and critical education, which is addressed on Page 75. In addition, the capacity of teachers to adapt and lead this change, integrating emerging tools in the teaching-learning processes, which is expressed on Page 108, is highlighted.

This compendium by the author not only reflects the current state of AI research in higher education, but also allows us to reflect on the future of teaching and learning in a world where technology and pedagogy are increasingly intertwined. The author invites teachers, researchers and

students to explore together the potential of artificial intelligence as an engine for a more inclusive, dynamic and critical education; from reading the book.

Reading this book motivated me to write this review, based on the importance of mastering the different technological tools of artificial intelligence, as well as their correct and ethical use in both teaching and research processes.

The spelling, writing and style used are acceptable. The language used by the authors is pleasant and understandable, direct and clear; therefore, it constitutes an excellent material for teachers in order to update and improve their technological preparation. It also provides teachers with elements that will allow them to face the challenges and ethics to be taken into account after the implementation of artificial intelligence in teaching processes.

A total of 150 bibliographic references are consulted in the book. Fifty-four percent belong to the period between 2020-2025; 12% correspond to the period between 2015-2020, 13.3% belong to the period 2010-2015; 6.6% are represented by research carried out between 2005-2010 and 14% belong to the years prior to 2005. The above evidences the scientific timeliness of the book, indicating that the citation pattern is adequate.

Bibliographic references

Satorre, R. (2024). *La docencia universitaria en tiempos de IA*. Octoedro.
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