Editorial

Artificial Intelligence (AI) has transcended its status as a mere field of research to establish itself as a challenge for university education and, consequently, for new educational paradigms. What was once envisioned as a futuristic chimera is now an unavoidable reality permeating classrooms, learning methodologies, and the expectations of both students and educators alike. However, this disruption raises a fundamental question: Is the university prepared to redefine its role and assume the inherent responsibility of integrating AI?

For Alternancia Journal, it is imperative to delve, from a research perspective, into the multidimensionality that AI offers. This entails not only exploring the potential of intelligent tools for personalized learning, the automation of administrative tasks, AI-assisted assessment, and the creation of interactive educational content, but also—and perhaps more urgently—addressing the ethical challenges surrounding its implementation. The digital divide, the pressing need for AI literacy among educators and students, and the imperative to ensure responsible and equitable implementation stand as pillars of a critical research agenda. Universities cannot limit themselves to adoption; they must critically investigate AI, unraveling its benefits and risks with a clarity that ensures its pedagogical and social value.

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The impact of AI on emerging educational discourses undoubtedly represents its greatest disruptive potential. The traditional notion of the university as a mere transmitter of knowledge is undergoing profound evolution. AI compels us to rethink the role of the educator, who is transitioning from being the primary source of information to becoming a facilitator, content curator, and guide in the learning process. Students, in turn, are compelled to develop critical thinking skills, complex problem-solving abilities, and creativity in an environment where AI manages information access and automates routine tasks. This demands a renewed focus on soft skills and the capacity to interact and collaborate effectively with technology. In this scenario, the university must become a laboratory for experimentation and reflection on the long-term implications of this human-machine symbiosis

We invite educational researchers to disseminate their studies on the impact of AI in Latin American higher education, thereby contributing to the construction of an educational future attentive to the challenges posed by emerging technologies in our region.

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