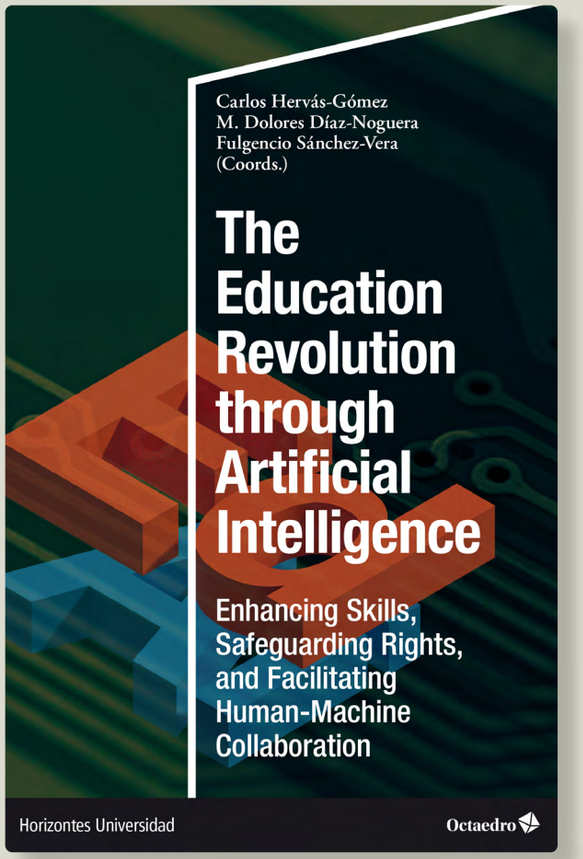
NOTA DE PRENSA

Octaedro Educación



Open Access - Acceso abierto

Colección: Horizontes Universidad

Temas: Educación, Innovación, Formación del profesorado, Sociedad del conocimiento

Género: No ficción

ISBN: 9788410282582

Ref. 09651-1

Dimensiones: 15 x 23 cm

Páginas: 248 (4,2 MB)

Formato: ePDF

SOBRE EL LIBRO

Para más información

93 246 40 02

octaedro@octaedro.com

www.octaedro.com

The Education Revolution through Artificial Intelligence

Enhancing Skills, Safeguarding Rights, and Facilitating Human-Machine Collaboration

Carlos Hervás-Gómez, M. Dolores Díaz-Noguera, Fulgencio Sánchez-Vera (Coords.)

NOVEDAD 2024 NOVIEMBRE

This book is a fundamental work that explores how AI is transforming the educational landscape. Through a critical and ethical lens, the authors address AI's potential to enhance skills, safeguard rights, and promote collaboration between humans and machines. From academic research to the creation of innovative educational content, this book provides a comprehensive guide for educators, students, and researchers in the digital age. It is a call to action for the conscious integration of AI into the education of the future.

COORDINATION

Carlos Hervás-Gómez is a Full-Time Professor at the University of Seville (Spain), affiliated with the Faculty of Education Sciences in the Department of Didactics and Educational Organization. He teaches courses related to ICT. He is a member of the editorial boards of several journals, including the European Journal of Educational Research, International Journal of Educational Methodology, Journal of Research in Science, Mathematics and Technology Education, The European Educational Researcher, and Psychreg Journal of Psychology. His research focuses on the integration of ICT in teaching and learning processes through active and innovative methodologies, with a particular emphasis on emerging technologies and artificial intelligence in education.

María Dolores Díaz-Noguera is a Full-Time Professor in the Department of Didactics and Educational Organization at the University of Seville (Spain). Her teaching is closely linked to the disciplines of Educational Organization and Management. In recent years, she has made significant contributions to educational knowledge, with a particular focus on technology integration in education and educational inclusion. She has over twenty years of experience teaching doctoral courses at the University of Seville and other Andalusian universities, and has supervised numerous international doctoral theses.

Fulgencio Sánchez-Vera is an Assistant Professor in the Department of Didactics and School Organization at the University of La Laguna (Spain). He holds a PhD in Social and Cultural Anthropology from the University of Murcia, where he also earned a degree in Computer Engineering. Additionally, he has a Master's in Mindfulness from the University of Zaragoza and a University Expert title in Online Teaching from the International University of La Rioja. He has been a speaker at numerous courses on Educational Technology. Currently, he is the director of the journal "Cultura y Conciencia" and serves on the evaluation boards of various scientific journals. His scientific contributions include over fifty publications and participation in educational innovation and research projects, focusing on cyberspace, cyber culture, digital competence, and artificial intelligence in education.

INDEX

Prologue

1. Introduction to Artificial Intelligence in Education (PhD Carlos Hervás-Gómez; PhD M. Dolores Díaz-Noguera; Eduardo Puraivan; Mg. Macarena Astudillo-Vásquez; Mg. Connie Cofré-Morales)
2. Artificial Intelligence and Education: Is It Necessary, Is It Convenient? (PhD Enrique Estellés-Arolas; PhD Javier Pérez Bou)
3. The Inclusion of Artificial Intelligence in Higher Education: Moving Towards a digital Educational Transformation (María Jesús Santos Villalba; José Antonio Martínez Domingo; Blanca Berral Ortiz; Manuel Enrique Lorenzo Martín)
4. The Ethical and Epistemic Impact of Artificial Intelligence in Education (Inmaculada Perdomo Reyes; Fulgencio Sánchez-Vera; Betty Estévez Cedeño)
5. From Theory to Practice with Artificial Intelligence: Experience of Project-based Learning in Higher Education (PhD Arasay Padrón Alvarez; PhD Vladimir A. Rosas Meneses)
6. The Role of the Faculty Member as an Ethical mentor in the Use of AI in the Academic Field. Ethical perception using ChatGPT in the writing of academic essays (PhD Alazne Ciarra Tejada; PhD Diego Ernesto Parra Sánchez)
7. Integrating AI into Academic Research: How We Navigate the Inevitable Ethically (PhD Helen Hendaria Kamandhari; PhD Silvia Lavandera Ponce; PhD Begoña Mora Jaureguialde)
8. Integrating Generative AI into Analytical Practices in Qualitative Inquiry (PhD María Paz Sandín Esteban; PhD Angelina Sánchez Martí; PhD Ruth Vilà Baños)
9. Redefining Language Education in the AI Era: Challenges, Opportunities and Perspectives (Miguel Cuevas-Alonso; Pablo M. Tagarro)
10. Navigating AI Integration in Higher Education: Ethical Challenges and Pathways for Comprehensive Human Development (PhD Luis Moral Moreno; PhD José Luis Guzón Nestar; PhD Ana Martínez Hernández; PhD Paula Gil Ruiz; PhD Rubén Iduriaga Carbonero)
11. Improving Learning through Automatic Generation of AI-Based Narratives (María Ribes-Lafoz; Borja Navarro-Colorado; María Tabuenca-Cuevas; José Rovira-Collado)
12. Perceptions of Artificial Intelligence among Students in the Faculty of Education (PhD Ángela Martín-Gutiérrez; PhD Jesús García-Jiménez; PhD María del Carmen Corujo-Vélez; PhD Carlos Hervás-Gómez)
13. Artificial Intelligence Tools for the Creation of Educational Videos for Teaching (PhD Carlos Hervás-Gómez; PhD María Dolores Díaz-Noguera; PhD Emilia Florina Grosu; PhD Liliana MâŢĂ; PhD Sonia Gabriela Neagu; María de los Ángeles Domínguez-González)
14. "I learn better with Dall·E": Using Prompts for Self-regulation of Learning with Primary Education Pupils (PhD Celia Moreno-Morilla; Manuel Reina-Parrado; PhD María Navarro-Granados)
15. Automatic Short Answer Grading in Health Sciences with ChatGPT (PhD Nuria Padros-Flores; Ivan Gadea Sáez; PhD Carolina Alonso-Montero)