

The Shoshin mindset and artificial intelligence as catalysts in the transformation of cognitive skills in university environments

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Abstract: *This study examines how artificial intelligence (AI) and the Shoshin mindset, understood as the “beginner’s mind,” contribute to the transformation of cognitive skills among university students. The research aimed to analyze AI’s influence on learning, knowledge enhancement, cognitive development, and educational efficiency, while also exploring challenges associated with its implementation in higher education. A quantitative, non-experimental, cross-sectional, and descriptive design was employed. Data were collected through a structured survey using a five-point Likert scale administered to 100 second-year accounting students at the Autonomous University of Nayarit, selected through convenience sampling. The findings revealed that most students hold positive attitudes toward AI and demonstrate openness, curiosity, and receptivity toward technological innovation. Participants indicated that the Shoshin mindset facilitates adaptation to educational technologies, encourages reflective learning, promotes resilience when facing mistakes, and strengthens continuous improvement. Results also showed that integrating AI with Shoshin fosters critical, evaluative, and metacognitive skills while supporting lifelong learning. The study concludes that combining AI with the Shoshin mindset can enhance higher education by promoting deeper learning, adaptability, and ethical, reflective engagement with emerging technologies. Furthermore, respondents emphasized that AI-supported feedback increased self-confidence and motivation, reinforcing academic research and collaborative learning within rapidly evolving digital environments.*

Keywords: *artificial intelligence, innovation, learning, Shoshin mindset, teaching*

1.Introduction

Teaching and learning within university environments are closely linked to technological tools and methodologies that foster continuous development in transforming students' cognitive skills, leading to significant progress in academic achievement. In this context, the integration of artificial intelligence (AI) and the Shoshin mindset—understood as the “beginner’s mind”—acts as a dual catalyst for enhancing students' academic and social activities. On one hand, AI enables the generation of new ideas and promotes critical approaches to problem-solving; on the other hand, the Shoshin mindset embodies continuous learning by encouraging an open and receptive attitude toward new knowledge. The objective of this research is to explore the effect of Artificial intelligence on the learning process of university students, considering its contribution to knowledge enhancement, the development of cognitive skills, and the functionality and efficiency of learning tools. The study also examines the challenges associated with AI implementation in educational settings. Openness, curiosity, and a willingness to embrace learning without prejudice are three essential factors for effectively integrating emerging technologies into academic life from the perspective of Shoshin—the beginner’s mindset.

Based on this, the following research question was formulated: In what ways do AI and the Shoshin mindset contribute to the learning process and cognitive development of university students? Consequently, both AI and Shoshin thinking are tools that must be leveraged to ensure optimal performance among university students preparing for their professional careers, enabling them to face contemporary challenges such as digitalization and the use of technological tools.

The emergence of AI has accelerated profound transformations in higher education. Large Language Models (LLMs), such as ChatGPT, are already being used in academic writing, programming assistance, literature searches, and tutoring. Recent evidence points to tangible benefits in both student and faculty productivity; however, it also highlights dilemmas that demand strong institutional policies and capabilities to prevent dependency, hallucinations, and practices that might compromise academic integrity (Baig et al., 2024; Castillo-Martínez et al., 2024; Dos, 2025; Sok & Heng, 2024).

1.1 The teaching of “Jodo Shinshu” Buddhism: beginner (初心)

From the teaching and perspective of Buddhism, the term Shoshin is defined as “beginner.” This concept reveals the initial desire to seek enlightenment (Hongwanji, n.d.), that is, to awaken curiosity and the eagerness to learn new things—giving meaning to everyday life and to the pursuit of one’s goals.

In this sense, Jodo Shinshu begins with spiritual capacities, adapting to other types of teachings and philosophies of those interested, thereby enabling them to achieve success in both their personal and professional lives (Cirlea, 2024). Likewise, the term beginner allows us to broaden our understanding of these principles and apply them to our lifestyles, customs, and daily activities within society. In other words, deepening and expanding these principles mark the starting point

for new forms of learning and teaching (Arruda, 2023).

1.2 The Shoshin mindset (Beginner's Mind)

Within Japanese culture, the concept of Shoshin stands out as the idea of maintaining a “beginner’s mind.” Its purpose is to keep the mind clear, receptive, and free from rigidity—just as when one learns something new or faces an unfamiliar situation (Suzuki, 1987). Acting with this mindset means approaching everything without fixed ideas or prior judgments, allowing curiosity, full concentration, and openness to discovering new things. From the perspective of education and personal growth, sustaining this beginner’s mindset not only enhances learning but also fosters creativity, critical thinking, and adaptability to challenges or changes in the world.

Shoshin represents a vital attitude rooted in openness, enthusiasm, and the absence of prejudice or preconceived notions toward any experience. This “beginner’s mind” is characterized by valuable emotional qualities such as curiosity, creativity, wonder, optimism, and a constant desire to learn (Fernández, 2024). In this sense, Shoshin not only drives individual growth but also stimulates creativity and flexibility when facing new situations—key aspects in educational and professional development settings. Preserving this way of thinking enables a more mindful connection with knowledge, fuels continuous curiosity, and helps overcome obstacles often caused by rigid or closed-minded perspectives.

Thus, Shoshin encourages individuals to experience life with the attitude of an eternal learner—valuing intellectual humility and an unyielding willingness to find new ways of understanding and interacting with reality. Through a renewed or beginner’s mindset (Shoshin), students can approach learning with openness, curiosity, and receptivity, which facilitates the integration of artificial intelligence into higher education (Alvarado, 2025). This combination allows not only for more effective use of technological tools but also for the development of critical, reflective, and metacognitive skills, promoting continuous and adaptable learning in the face of educational change.

A genuine curiosity to explore everything—free from attachments or the pressures typical of adult life, yet guided by the autonomy and maturity of university years—captures the essence of the beginner’s mindset (Corral, 2021). In the university setting, this attitude is pure gold: it inspires students to learn without prejudice, with open minds ready to experiment, innovate, and reflect deeply on their actions. When combined with the use of artificial intelligence, the benefits multiply. Students can explore new programs, adapt to technological changes, and become more aware of how they learn and regulate their own learning processes. Altogether, this leads to deeper, more original, and more meaningful learning—precisely what is needed to face the challenges and seize the opportunities of today’s education (Bruno et al., 2010).

1.3 Artificial intelligence (AI) in university education

In university academic environments, artificial intelligence (AI) has emerged as a valuable tool in

the design of teaching and learning strategies. It enhances personalized learning, supports the creation of instructional resources, and enables the automation of tasks and activities within educational institutions. As a result, access to AI has allowed both teachers and students to apply these tools in activities such as research and continuous learning, promoting a potential knowledge base that encourages the responsible and comprehensive use of these technologies (Zepeda et al., 2024). Among AI's capabilities in education is the promotion of autonomous learning, which has been shown to significantly improve students' performance (González-González, 2023). It also enhances comprehension skills and strengthens learning experiences supported by these technologies throughout the teaching process. Thus, AI can be used to create complex models for problem-solving and decision-making. It is therefore clear that the integration of AI into higher education brings important benefits to teaching, facilitating specialized feedback and the identification of emerging needs—such as in lesson planning, implementation, and curriculum design (Vera, 2023). It is understood that technology is embedded in procedures and tools that reshape the understanding of educational methods by engaging relevant didactic processes. Through AI, the progress and reliability of these resources become evident, while also fostering cultural diversity (Herrera, 2025). Notably, existing evidence suggests that AI can act as a catalyst for deep learning when integrated within a well-defined pedagogical design and governance structure. Without such frameworks, adoption risks amplifying inequities and promoting superficial practices. The tension between immediate productivity and long-term skill development must be addressed through tasks that demand reflection, reasoning, evaluation, and original creation—with AI serving as a tool rather than a substitute. Governance—particularly the coherence and transparency of institutional policies—appears to be a key enabler for effective ethical and legal literacy (Oncioiu & Bularca, 2025).

1.3.1 Main objective

This study aims to explore the effect of artificial intelligence on the learning process of university students, considering its contribution to knowledge enhancement, the development of cognitive skills, and the functionality and efficiency of educational tools. The challenges associated with its implementation in the academic field are also key topics of study and exploration. Openness, curiosity, and a willingness to embrace learning without prejudice are three essential factors to be considered for effectively integrating emerging technologies into academic life from the perspective of Shoshin (beginner's mindset).

1.3.2 Research question

How do artificial intelligence and the Shoshin mindset contribute to the learning process and cognitive development of university students?

1.4 Methodology

The study employs a non-experimental, cross-sectional, and descriptive design, as the variables are observed in their natural context at a single point in time without any manipulation by the researcher (Aggarwal & Ranganathan, 2019). This type of design allows for the description of the

distribution of students' perceptions without exploring causal relationships (Aggarwal & Ranganathan, 2019). Furthermore, the Likert scale remains a central tool in educational and social research due to its ability to quantify attitudes and perceptions through ordered and symmetrical response categories (Jebb, Ng & Tay, 2021; Koo & Yang, 2025). In this way, the study follows a quantitative approach based on the collection and analysis of numerical data obtained through a structured survey using a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

1.4.1 Population and sample

The population consisted of second-year students enrolled in the Accounting program at the Academic Unit of Accounting and Administration of the Autonomous University of Nayarit. A non-probabilistic convenience sampling method was used, which involves selecting participants who are readily available and accessible to the researcher, without ensuring that all members of the population have the same chance of being included (Etikan, Musa & Alkassim, 2016; Hernández, 2021). Therefore, a total of 100 students were selected to participate in the survey.

1.4.2 Data processing

Data collection was carried out through a survey composed of closed-ended questions. Subsequently, the data were processed using the SPSS statistical software, from which frequency tables were generated to present the results in graphical form for analysis and interpretation.

2. Results

The respondents (84%) reported that the effect of artificial intelligence is beneficial for learning motivation and expressed a positive attitude of openness, receptivity, and curiosity toward the applications of these technologies. This indicates that AI is perceived as a tool capable of fostering interest and cultivating a learning-oriented mindset, with low levels of resistance or skepticism among students (Figure 1).

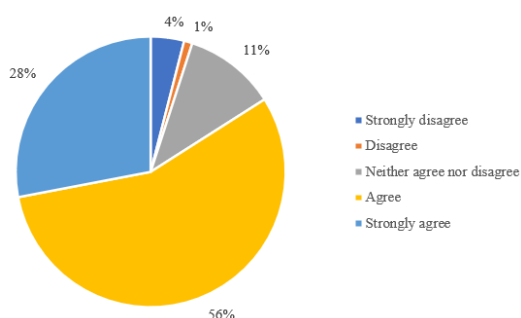


Figure 1 The use of artificial intelligence motivates me to maintain an open and curious attitude toward learning

The Shoshin mindset helps me make better use of AI tools by accepting new methods and perspectives. The results show that most students (86%) recognize that the Shoshin mindset fosters openness and predisposes them to learn with a beginner's attitude, enabling them to better manage and utilize AI tools. This mindset encourages the adoption of new approaches and methods with a positive attitude toward change, demonstrating a flexible and open connection between both concepts. Furthermore, the small percentage of disagreement reflects an overall positive understanding and a conscious appreciation of continuous learning as an essential part of the technological adaptation process (Figure 2).

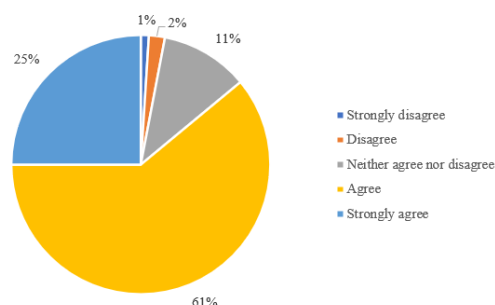


Figure 2 The Shoshin mindset helps me make better use of AI tools by accepting new methods and perspectives

I believe that maintaining a Shoshin mindset allows me to be flexible toward changes in educational technologies over time. Eighty-three percent of respondents indicated that adopting the Shoshin mindset—characterized by openness, curiosity, and a willingness to learn—made them more capable of responding to innovations in educational technology. This finding reflects students' readiness for lifelong learning and their positive attitude toward using new technologies, as they view cognitive flexibility as an important means of coping with technological evolution. The very low level of disagreement indicates a high degree of positive acceptance of change, suggesting that the Shoshin mindset supports adaptability and the embrace of digital transformation in education (Figure 3).

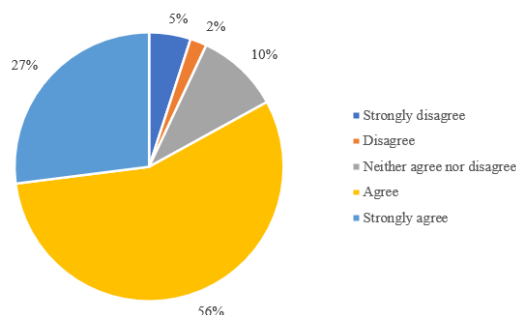


Figure 3 I believe that maintaining a Shoshin mindset facilitates my adaptation to technological innovations in education

The results indicate that, for the vast majority of participants (77%), the integration of artificial intelligence and the Shoshin approach fosters a reflective and improvement-oriented attitude. This

suggests that students perceive AI not merely as a technology-based tool but also as a mechanism that—combined with an open and inquisitive mindset—encourages greater self-reflection and motivation for continuous learning. The small percentage of disagreement further implies a high level of acceptance of the learning approach rooted in curiosity and innovation. Meanwhile, the 16% neutrality rate is likely due to observation or the lack of direct experience with the combined application of these two learning approaches. Overall, the data reveal generally positive trends in both personal and professional development through the synergistic relationship between AI and the Shoshin philosophy (Figure 4).

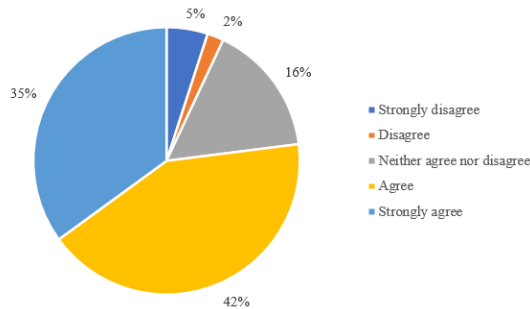


Figure 4 The integration of artificial intelligence and the Shoshin approach fosters reflective and improvement-oriented learning

The Shoshin mindset helps me stay positive and learn from the mistakes that arise when using artificial intelligence. Based on the results presented in this study, most participants (59%) perceive that the Shoshin mindset promotes an active and learning-oriented attitude toward the mistakes that occur when using artificial intelligence. This mindset reflects openness to growth and continuous improvement, consistent with the principles of the beginner's mind. The 32% neutrality rate suggests that a significant subset of participants has not yet internalized this attitude or lacks sufficient experience to associate Shoshin with learning from mistakes. Nevertheless, the overall trend is favorable, revealing that students are adopting openness, reflection, and resilience as key attributes in the AI-mediated learning process (Figure 5).

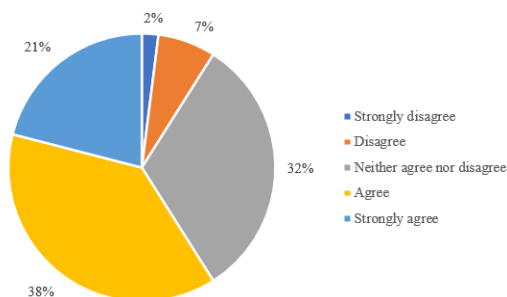


Figure 5 The Shoshin mindset helps me maintain an active disposition to learn from the mistakes that arise when using AI

Using the Shoshin mindset, the feedback i receive from AI encourages me to continuously improve without fear of failure. A significant majority (69%) feel that feedback from artificial intelligence,

combined with the Shoshin mindset, fosters personal improvement without fear of making mistakes. This reflects a constructive attitude toward learning, in which students recognize the value of errors as part of the educational process and view AI as a support tool that stimulates continuous improvement. A notable 18% disagreed, indicating some level of distrust or discomfort, possibly due to unfamiliarity with these tools or previous negative experiences. In conclusion, AI contributes to strengthening self-confidence, reflection, and continuous improvement in alignment with the Shoshin mindset. Overall, the results reveal a positive trend, suggesting that AI can be effectively used to foster self-confidence, reflection, and self-improvement (Figure 6).

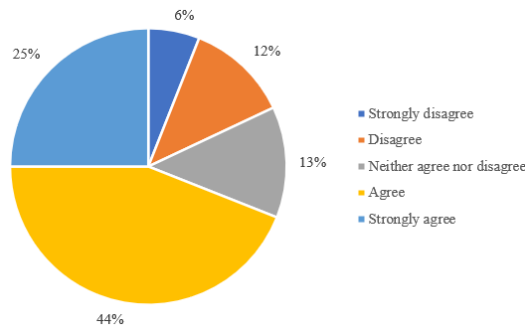


Figure 6 The feedback I receive from AI encourages me to improve without fear of making mistakes, applying the Shoshin mindset

The Shoshin approach helps me view technological challenges as learning opportunities. The results show that nearly half of the respondents (48%) feel that the Shoshin approach—based on open-mindedness, curiosity, and willingness to learn—helps them turn technological challenges into learning opportunities. This perception indicates a positive trend, although it is not as strong as in other aspects of the Shoshin mindset. The 31% of neutral responses suggest that a considerable portion of participants have not yet fully associated this approach with overcoming technological challenges, which could be related to varying levels of experience. Similarly, the 21% who disagreed indicate that some individuals still struggle with or resist technological innovation. Overall, the findings reveal that most participants display a positive disposition, although there remains room to strengthen the internalization of Shoshin as an effective strategy for facing technological change with openness and resilience (Figure 7).

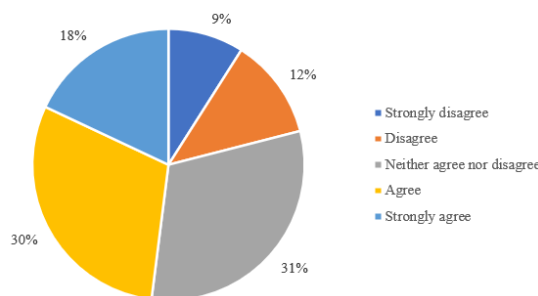


Figure 7 The Shoshin approach allows me to view technological challenges as opportunities to learn

I believe that regular practice of Shoshin could help me overcome various difficulties related to the use of AI in education. When addressing challenges associated with the educational use of AI, 38% of participants believe that the continuous practice of Shoshin can be helpful. At the same time, however, a similar 32% disagree. This balance between positive and negative perspectives, along with a relatively high level of neutrality (30%), suggests that many students are not yet fully capable of adopting the Shoshin mindset to confront technological obstacles. Therefore, the results show a generally positive trend of acceptance, with implications for strengthening Shoshin as a valuable resource for developing resilience, adaptability, and critical thinking in the process of learning to use AI (Figure 8).

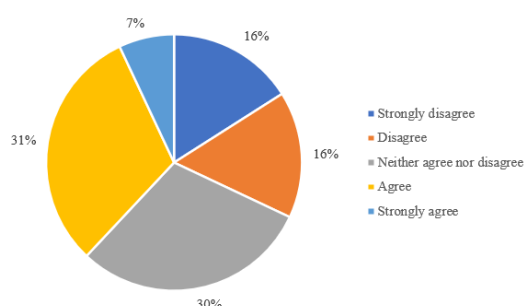


Figure 8 I believe that the regular practice of Shoshin can help me overcome challenges associated with the educational use of AI

3. Discussion

This research has shown that, in general terms, students have a favorable attitude toward the incorporation of artificial intelligence (AI) in learning methods, particularly in connection with the Shoshin mindset. For those familiar with AI, it is not merely a tool but an engaging subject that offers the opportunity to acquire new knowledge. This receptive attitude and willingness to use technological tools appropriately and safely are fundamental elements of Shoshin, implying that an open and accessible beginner's mindset is essential for effectively using such technologies. It facilitates the adoption of new approaches and the ability to navigate technological changes with confidence.

In this way, the combination of AI and Shoshin thinking strengthens students' cognitive development, highlighting personal growth as an integral part of the teaching and learning process. Similarly, students adopt Shoshin as an effective learning method, as it encourages tolerance for mistakes and fosters continuous learning. However, 32% of students reported not having fully adopted this approach, while 38% agreed with the integration of AI and Shoshin thinking, 32% expressed resistance to this mindset, and 30% remained undecided but did not reject it outright.

From an educational perspective, Shoshin thinking can help integrate new ways of leveraging AI-based learning both inside and outside the classroom, contributing to the development of new ideas that enable continuous progress toward achieving academic goals. Therefore, the integration of AI

should avoid uncritical substitution of cognitive processes and instead focus on developing higher-order thinking skills such as analysis, synthesis, transfer, and critical thinking.

The literature suggests using AI as a scaffolding tool (e.g., formative feedback, graduated examples) and designing tasks that promote reflection, justification, and connection with reliable sources (Baig et al., 2024; Sok & Heng, 2024). It is worth noting that the findings align with prior research indicating that AI enhances academic productivity and learning support, but also poses challenges related to academic integrity, bias, factual accuracy, and equity. Finally, the study discusses the need for a governance framework focused on transparency, accountability, and the ethical–legal literacy of students, as well as pedagogical strategies and a research agenda built upon rigorous methodological designs.

4. Conclusion

It is worth noting that this study yielded positive results: the integration of AI and the Shoshin mindset connects perspectives that enhance the use of such technologies, fostering critical and collaborative thinking in educational learning environments. Today, AI continues to advance rapidly, and when combined with the Shoshin mindset, it provides opportunities for growth and progress in academic life. In fact, it is the Shoshin mindset that helps support the effectiveness of these tools. It encourages students to believe that by maintaining an open, beginner-like attitude, they can gain greater benefits from technology. Moreover, individuals who are naturally more open and receptive to change are more likely to experiment with new technologies and adapt better to evolving technical methodologies and experiences.

Furthermore, the combination of AI tools and the Shoshin mindset inspires students to reflect, engage in academic research, and develop essential skills that nurture critical and evaluative thinking. This demonstrates that Shoshin thinking objectively supports learning from mistakes. When facing AI-driven educational solutions, this mindset should always be applied. Although it evokes an emotional response that generates positive attitudes—38% of students support it, 32% oppose it, and 30% remain uncertain—its conceptual appeal remains evident, even if not all students envision it as a defining element of future learning or as a mindset they would directly apply.

Therefore, it can be argued that adopting a Shoshin mindset can serve as a powerful catalyst for deeper, more critical, and more productive engagement with artificial intelligence in higher education. However, there remains a need to teach and cultivate more critical thinking among students, whose mindsets may be challenging to reshape, while also encouraging them to practice Shoshin as a tool to remain relevant in their ideas, actions, and thought processes. Universities that adopt AI without proper governance frameworks, clear policies, and cross-disciplinary training risk achieving short-term gains at the expense of deep learning, equity, and public trust. The available—though still emerging—evidence provides a path forward: transparent and coherent governance; curricula and assessment practices focused on critical thinking; robust data protection and ethical

standards; and a research agenda grounded in rigorous and comparable designs to measure the true impact of AI integration in education.

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