

Artificial Intelligence in the University: A Documentary Exegesis on the Metamorphosis of the Educational Process

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ABSTRACT

This article examines the impact of artificial intelligence in the university setting, based on a documentary exegesis guided by the hermeneutic-interpretive paradigm. The purpose of the study was to understand how this technology is reshaping teaching and learning processes in university education, identifying both the pedagogical potential and the epistemological and ethical challenges that its implementation entails. The methodology adopted was a qualitative, documentary-based investigation, grounded in the hermeneutic analysis of academic sources produced between 2019 and 2025. The main results showed that artificial intelligence acts as a profound transformation in the roles of teachers and students, favoring personalized learning, immediate feedback, and predictive management of academic trajectories. However, its integration raises questions about academic integrity, data privacy, and the need for systematic teacher training in critical digital competencies. It was concluded that the metamorphosis of the university educational process demands algorithmic governance based on ethical principles, as well as a reconceptualization of the pedagogical act that preserves the human dimension of education.

Keywords: Artificial intelligence, university education, educational process, hermeneutic paradigm, pedagogical transformation.

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