



DESCARGA

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RESEÑA / RESENHA / REVIEW

Area-Moreira, M. (2025). *Luces y sombras de la IA en la educación superior. Didáctica para el pensamiento crítico*. RIULL

Dulce María Verónica Montes de Oca Olivo *

When beginning research on the uses of Artificial Intelligence among students and on strategies for validating information, I came across this book, which stands as a lucid, timely, and profoundly necessary academic intervention, showing readers the advantages and disadvantages of using AI in teaching. It is a work that appeals to the professional conscience of university teaching staff and to the intellectual commitment of students. From the very first pages, the author seeks to fill a gap created by the absence of didactic educational models to guide the pedagogical integration of AI into university teaching. The book consists of three chapters that demonstrate that AI can be an ally, even in a context saturated with publications focused on applications, platforms, and technological promises.

This book stems from the author's original idea. He gave a presentation at the Conference on Artificial Intelligence in Teaching, organised by the University of La Laguna, mainly with the support of AI—ChatGPT version 4.0—as well as Gemini and Copilot. He asked these tools to produce a descriptive narrative of the ideas expressed in that presentation, as well as the images illustrating different aspects of the text. Thus began a constant dialogue with the machine. What is particularly significant is that the author himself explicitly states his use of generative tools in the writing of the book. This methodological transparency turns the work into an example of how such interaction between human beings and AI can take place. This gesture not only adds coherence to the discourse, but also invites the academic community to experiment critically with the tools it analyses, thereby fostering critical thinking.

The author offers a historical overview ranging from the nineteenth-century myth of the «teaching machine» to today's generative systems. He evokes Jean-Marc Côté's futuristic visions and B. F. Skinner's proposals, as well as the confrontation between programmed instruction and the constructivist theses associated with Seymour Papert's approach. Finally, he arrives at the central axis of this work: the era of AI, with a focus on the automation of learning in Higher Education.

The first chapter begins with the transition from printed books to the arrival of artificial intelligence. Área Moreira has shown that the expansion of the internet and cyberspace has not only diversified sources of information, but has also brought about a one-directional shift away from the traditional classroom. AI appears as a dominant element that calls for a reformulation of teaching roles. The thesis is that it is not a matter of adding yet another tool to the methodological repertoire, but of embracing a pedagogical disruption.

The second chapter is devoted to overcoming the dichotomy between technophilia and technophobia. In particular, it raises awareness of the lights and shadows of AI. Its use can improve teaching, although risks also exist. On the one hand, the uncritical acceptance of AI may lead to a depersonalised education that reinforces prejudices; on the other, a humanistic and equitable education emphasises the need to make ethical and critical use of AI. The «lights» of AI constitute an analytical inventory of its potential for teachers and students alike: the automation of repetitive tasks, support in course design, predictive analytics, adaptive assessment, and personalised tutoring. The author examines each area rigorously. Particularly noteworthy is his insistence that AI does not replace the teacher, but rather can free up time for other tasks involved in teaching: guiding,

accompanying, and problematising.

Moreover, students can benefit from simplified access to information, support in academic writing, and the promotion of deep and meaningful learning centred on reflection, understanding, and self-regulation. The «shadows» occupy a central place in the analysis because the book encourages the conscious and responsible use of AI, placing academic ethics first in order to avoid conflicts related to plagiarism, the copying of academic work, and exposure to hallucinations or false data generated by this tool, as well as the perpetuation of ideological biases. This leaves us with a reflection: What kinds of tasks are we proposing that can be solved mechanically by a generative system?

The book's major contribution lies in its third part, where a didactic model for critical learning with AI is outlined. Here the work acquires a highly valuable propositional dimension. Área-Moreira leads us to another reflection: How can we educate cultured, competent, and critical subjects in a society traversed by algorithms? One of the merits of this book is that it raises the need for a strategic proposal requiring training in competences related to questioning, comparison, critical dialogue with the generated results, verification, personal reworking, and ethical reflection on authorship. These constitute central axes, leading students to engage in constant reflective dialogue with AI and to produce work in which they express their own knowledge, using AI tools while making the traceability of thought visible. Once again, the author places us on the epistemological and ethical plane, and does so in a way that is understandable and plausible both for teachers and for students, enabling them to move through a cyberculture and become reflective, critical subjects in this era of AI, thus paving the way for a paradigm shift in twenty-first-century education.

In conclusion, in these times of digital transformation in education, this work reminds us that educational innovation is not synonymous with technological novelty, but rather with a conscious transformation of formative practices. Reading it is already an indispensable exercise in critical thinking for all those who wish to understand, shape, and improve the future of higher education in the era of AI.