LITERATURE REVIEW ON THE USE OF CHATBOTS IN THE GENERATION OF LEARNING STRATEGIES IN UNIVERSITY STUDENTS

Content

Currently, the implementation of chatbot technology in teaching-learning practices is expected to be ubiquitous in the future. In the case of higher education, it is driven by the current emphasis on digital transformations towards learning environments enhanced by Artificial Intelligence (AI). There is a scarcity of research in Mexico on this topic to know the potential and usefulness of digital technologies that measure the impact of learning strategies to promote self-regulation and motivation in university students. The objective was to evaluate a theoretical and methodological line with emphasis on the quantitative and qualitative study of variables related to learning, self-regulation and motivation, using AI as an articulating axis. A narrative bibliographic review was carried out with a qualitative approach about the phenomenon using relevant databases through theoretical and empirical reviews of the phenomenon of 11 texts in Spanish and English. A tendency to quantitatively study self-regulation and motivation was identified, while the use and usefulness of the chatbot is analyzed qualitatively. The findings suggest that although chatbots do not replace traditional tutoring, they can complement learning by offering feedback, psychological support, and self-regulation strategies, reducing anxiety and therefore promoting sustained learning. Based on these results, it is proposed to adapt a chatbot to promote self-regulation strategies in a sample of between 20 and 50 students from a public university in Mexico City in the online modality of various areas of the psychology career to provide them personalized support, self-regulation strategies based on their needs and complementary resources for their activities.

Summary

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