

Communication Educators Facing the Arrival of Generative Artificial Intelligence: Exploration in Mexico, Peru, and Spain

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ABSTRACT

This research explores university educators' perspectives on the opportunities, concerns, and considerations associated with Generative Artificial Intelligence (GenAI) in the training of professional communicators. Positioned at the early stages of ChatGPT's integration into educational settings, the study examines teachers' assignment instructions, assessments of ChatGPT's responses, and reflections on these outcomes. Employing a cross-sectional, qualitative methodology, the research involves a sample of 22 teachers from communication faculties in Mexico, Peru, and Spain. Utilizing Bloom's taxonomy and an inductive approach for data analysis, the findings unveil nuanced views on GenAI's role in teaching practice. Teachers perceive ChatGPT as a tool with varying impacts depending on its application. They articulate distinct roles for ChatGPT, viewing it as either an ally or a rival, prompting discussions on anthropomorphizing technologies and emphasizing the need to empower students in GenAI tool usage, establish ethical protocols, and reconsider assessment methods, among other key considerations.

KEYWORDS: Generative Artificial Intelligence, ChatGPT, Training for Communicators, University Teachers, Higher Education

1. INTRODUCTION

Rarely does change become as complex as when new technologies disrupt social life, spanning processes that range from the individual and specific to the general and collective, and vice versa (Giordano, 2021). Thus, from Plato's reservations about writing as an inhuman and mechanical method of knowledge processing, insensitive to doubts and destructive to memory (Ong, 1982), to the wide range of myths and adverse effects of mass communication (Busquet, 2012; Sloterdijk, 2002), or the inexhaustible tension between social media practices and their real-world counterpart (García-Marín, 2021), the debate surrounding Generative Artificial Intelligence (GenAI) marks a new chapter in this longstanding narrative. Similar to the myth of Sisyphus, the discussion seems to repeat old dilemmas. Does GenAI limit or empower formative development? Does it facilitate or hinder it? Does it challenge the pedagogical strategies being applied or prompt the creation of new ones?

Since its media popularization, the first city to restrict the use of ChatGPT in schools was New York (Olguin, 2023). Soon after, schools in Los Angeles and Seattle followed suit, following demonstrations by professors and researchers at the University of Minnesota that the system could satisfactorily complete up to four graduation exams (Loo & Smith, 2023). Similar events occurred worldwide, as observed by Sibagatulina (2023), noting how local debates surrounding AI gradually transformed into globally relevant issues within the academic sphere. Simultaneously, blogs, forums, and social media platforms began outlining potential job positions that could disappear due to the efficient performance of chat systems in tasks such as basic programming, legal functions, copywriting, and even customer service (Valenzuela, 2023).

ChatGPT has proven to be a valuable resource in article writing (Zhai, 2023). In journalism, its ability to facilitate writing tasks, information organization, and verification has been highlighted (Lopezosa et al, 2023). Similarly, in language teaching, GenAI has demonstrated its capability to assist in the creative writing of texts, benefiting the quality of students' own writings (Vicente-Yagüe-Jara, 2023). In design, GenAIs have served as a source of inspiration and support for the creation of graphic elements (Cui et al, 2023; Matthews et al, 2023; Roger-Monzó, 2024). In the field of marketing, Ball and Gaughan (2023) have explained the potential of ChatGPT to optimize programmatic advertising campaigns, participating in defining key performance indicators and in the planning of expenses and offers. Additionally, recent works highlight the enthusiasm of students for the possibilities that GenAI offers for their professional training (Idroes et al., 2023; Ríos Hernández et al., 2024).

As a result, various researchers and educators have begun to develop and disseminate their own manuals for using GenAI, as well as producing prompts focused on formative learning in classrooms (Craig, 2023; Herft, 2023). In this regard, several works coincide in the urgency for educational institutions to develop algorithmic and AI literacy programs that empower teachers and promote critical skills development (Flores-Vivar & García-Peñalvo, 2023; UNESCO, 2023; Vicente-Yagüe-Jara, 2023).

In the context of the nascent emergence of GenAI applications such as ChatGPT in the university environment, this work aims to explore the perceptions of educators in Perú, Mexico and Spain regarding the integration of these technologies into the professional training of communicators. Two specific objectives stem from this main goal. On the one hand, (i) to analyze the quality of ChatGPT's responses to assignments designed by educators, and on the other

hand, (ii) to understand how these educators perceive the emerging possibilities and challenges.

To achieve this, we employed an inductive, cross-sectional, and sequential qualitative research design. In the findings section, we present an analysis of the exercises shared by teachers, as well as their perceptions after reviewing the scope of ChatGPT to respond to these exercises. The analysis is grounded in the challenges, opportunities, and aspects that emerged as crucial for teachers.

Building upon teachers' concerns, inquiries, and remarks, in the discussion and conclusions, we pause to reflect on the future of communication as a professional field in light of the integration of Generative AI (GenAI). This research was conducted shortly after the popularization and free access to these tools. Despite technological advancements being exponential, we believe the article provides insights for reflection on one's own teaching practice, discussions with colleagues, and actions regarding the design, not only instructional but also concerning the profession and competencies of communicators in the present and future.

In the following sections, we first navigate through other studies on ChatGPT to contextualize the background of our own study.

1.1 Provisional Analysis of the Academic Quality of ChatGPT

The use of GenAI in higher education brings out diverse and ongoing experiences that highlight both advantages and challenges in its implementation. Teo Susnjak conducted research in 2022 focused on ChatGPT's ability to generate and respond to advanced educational level questions. In their conclusions, he argues that the tool has the capacity to provide realistically grounded answers based on critical reasoning, raising questions about its potential impact on the integrity of the educational system. However, other studies, such as the ones carried out by Elkis and Chun in 2020 or Qadir in 2022, point out chat limitations in areas such as argumentative coherence and the construction of fluent narratives. These works emphasize that ChatGPT faces difficulties in applying basic grammatical rules and in formulating common-sense reasoning in its responses.

Thus, evidence has been presented of ChatGPT-generated texts being used in comparative exercises, where both the chat and students undertake the same task, such as composing an essay and subsequently comparing their results (Ceres, 2023; Hirsh-Pasek & Blinkoff, 2023; Sanchez, 2023). Codina (2023) proposes that students can identify concepts from classes or new concepts present in the generated text to determine if the text's assertions are true or false based on the concepts learned in class, or the identification of possible sources used to generate said text. Bongiovanni (2023) suggests that these same exercises could become more playful didactics, such as educational games or even case simulations.

Taking the aforementioned works into account, other authors like Herft (2023) recommend using ChatGPT for creating personalized tasks or assessments that strengthen or reinforce students' knowledge. They even highlight the possibility of generating specific activities for each student based on their abilities. Mucharaz and Cano et al. (2023) go a step further, arguing that with the right prompts, the chat could be used to automatically grade students. Moreover, the experience of researchers and professors at the University of Plymouth in the United Kingdom shows that the chat can enhance asynchronous teaching experiences by facilitating students' receipt of feedback and explanations based on corrections in their evaluations.

However, concerns about ChatGPT revolve around the lack of guidelines, regulations, and ethical codes for its administration (Fuchs, 2023). These challenges are exacerbated by concerns about digital security and the tool's limited capabilities, often attributed to biases and discriminatory errors stemming from its creators' social tendencies (Ferrante, 2023). Nevertheless, notable benefits are recognized, such as increased work efficiency, accuracy, and cost savings (Aljanabi, 2023; Deng & Ling, 2022). In fact, during this period, educational guides offering creative prompts, guidelines, and standards from universities and even UNESCO (2023) have been produced and shared, providing "practical measures that higher education institutions can adopt." A study conducted in Spain with teachers from different educational levels indicates that "these tools are mainly being used to prepare classes, and teachers are asked to give us ideas or help us with curriculum design" (Sánchez Vera, 2023).

1.2 Attitudes Toward the Use of ChatGPT in the Classroom

For over a decade, evidence has accumulated about the weight of teachers' beliefs and their adherence to constructivist theories (which assert that the student is an active participant in constructing their learning) on how ICT is incorporated into the classroom. In this sense, subjective factors (attitudes, perceptions, and resistance) constitute a significant variable (Ertmer et al., 2015).

In that vein, the latest figures from the Global Education Monitor (Ipsos, 2023) reveal that attitudes toward Artificial Intelligence are largely positive, but not universally so. While in France, Ireland, Australia, and Canada, it's more likely for people to be in favor of banning it (48%, 41%, 44%, and 41%, respectively), Turkey (59%), Malaysia (54%), Argentina (54%), and Peru (54%) are the countries most opposed to a prohibition. However, there is a consensus that teachers should receive training on how to use AI in their teaching methods.

The Technology Acceptance Model (TAM) paradigm has confirmed that teachers who perceive the utility and ease of use of a particular technology end up integrating it more successfully into their teaching work (Granić & Marangunić, 2019). Similarly, the Unified Theory of Acceptance and Use of Technology (UTAUT) proposed by Venkatesh (2009) has sought to explain user intentions to use technology and subsequent usage behavior, proposing factors such as expectations of technology performance, effort expectations, social influence, and facilitating conditions (such as having adequate resources, norms, and training in the environments where it is applied). A study with university stakeholders in India indicated that perceived risks along with user effort expectations were the most relevant conditions for incorporating AI in the university context (Chatterjee & Bhattacharjee, 2020).

For the purposes of this work, the initial context of the GenAI boom is of interest, that is, the first months of 2023, when there was still no clarity about the possibilities and opportunities of ChatGPT in professional training. Thus, we set out to investigate teachers' perceptions about this new educational player based on the inquiry into a series of real exercises proposed by teachers from different sub-disciplines of the Communication field. To do this, we turn to Bloom's Taxonomy, a useful theoretical framework for assessing evaluations designed by teachers due to its hierarchical structure that classifies learning objectives into different cognitive levels. By providing a clear framework for identifying the complexity of

cognitive demands required in evaluations, teachers can analyze whether the questions or tasks they have designed focus on simple recalls of facts (knowledge and comprehension levels) or involve more complex skills such as analysis, synthesis, evaluation, and creating new ideas. This critical evaluation is essential for determining the level of difficulty and cognitive challenge of the evaluations, which in turn can help mitigate the risk associated with automation through artificial intelligence tools.

The quality and relevance of assignments designed by university professors to promote creativity and critical thinking are the subject of recent studies. In this regard, a report from the OECD (Bouckaert, 2023) indicates that many of these didactic proposals primarily focus on measuring memory and the recall of theoretical concepts, rather than assessing more complex higher-order abilities.

As a premise, we argue that if cognitive demands are high and require complex skills, it is less likely that artificial intelligence tools will be able to evaluate students' responses accurately and comprehensively, as these skills often involve contexts and nuances that are difficult to capture without human understanding. Therefore, Bloom's Taxonomy (Bloom, 1956), updated considering sociodigital transformations (Chandio et al., 2021), serves as an essential theoretical framework for evaluating and ensuring the quality of evaluations designed by teachers, helping educators make informed decisions about the use of artificial intelligence tools in the evaluation process.

Skill	Sample Prompts	Purpose	Level
CREATING	Design, Construct, plan	Combine elements into a new pattern	Higher
EVALUATING	Review, Check, conclude, explain	Decide according to a set of criteria	Higher
ANALYZING	Compare, organize, deconstruct	Examine Information	Higher
APPLYING	Implement, carry out, use, apply, show, solve	Apply knowledge	Lower
UNDERSTANDING	Describe, estimate, predict	Understand meaning	Lower
REMEMBERING	Recognize, list, identify	Memorize and Recall facts	Lower

Table 1. Skills Related to Higher Level Thinking (Chandio et al., 2021)

Recently, the Australian Government (2023) introduced a discussion paper outlining key principles for assessment reform in the age of Artificial Intelligence (AI). The proposals advocate for a holistic approach, emphasizing the preparation of students to engage ethically in an AI-influenced society. Central to the reform is the adoption of a programmatic/systemic assessment approach aligned with discipline and qualification values, prioritizing the learning process over end products. The propositions also stress the importance of assessments fostering collaboration, defining acceptable boundaries for student-AI and peer collaborations.

Likewise, assessments strategically punctuate the academic journey, providing crucial points for decision-making on student progression and completion. Importantly, the reform underscores moments where students must demonstrate capabilities independently of AI, striking a balance between leveraging technology and showcasing individual competencies.

In this context, can GenAI effectively handle teacher-designed assessments for communication training? What level of response quality does this technology enable? To what extent do educators feel confident in recognizing the potential use of IAGen in crafting these tasks? Is this an opportunity to reconsider teaching and assessment practices in higher education? These questions guide our reflective exploration in this article.

2. METHOD

To address the research objectives outlined in the introduction, we formulated two research questions: (RQ1) What characteristics do the assessment tasks shared by the teachers have, and how does ChatGPT respond to them? and (RQ2) What opportunities, concerns, and considerations do the teachers identify based on these results?

Both our research questions and the timing of the study influence its exploratory scope and design. Our fieldwork took place from March to June 2023, just a few months after the release of free GenAI applications such as ChatGPT. The present study applies a qualitative research design. Hernández Sampieri et al. (2018) explain that the defining characteristic of a qualitative study is its focus on participants' perceptions. The attitudes and perceptions of teachers toward technology guide decision-making regarding their own teaching practice, training efforts, and pedagogical design. This approach is valuable and well-suited, allowing us to discover their perceptions without imposing predefined categories.

The participant sample selection followed various criteria:

(i) The sample includes university teachers from three specific cities: Lima (Peru), Querétaro (Mexico), and Barcelona (Spain). This is a convenience sample, a non-probability sample based on the availability of participants (Henry, 2011). Team members reside in these cities and have face-to-face networks there. We aimed to contrast a phenomenon affecting education in three different locations. The research team invited professors interested in participating in the study under the following conditions:

(ii) Teachers from seven different areas of Communication were selected in each country: communication theories and research, journalism, audiovisual communication, visual arts, marketing and advertising, editorial and graphic design, and applications and video games. This is a mix of case sample and quota sample (Henry, 2011). As a research team, we sought a variety that allows for the representation of the different fields typically studied in a Communication program. This was useful to explore whether the type of knowledge or skills related to the nature of the course, field, or discipline of teachers influences their perception and decision-making processes.

(iii) The teachers shared various attributes selected to ensure participants were both critical of AI and open to it: staying up-to-date, willing to reflect on their teaching practice, reflexive, active in

their profession through research or creative endeavors alongside teaching responsibilities, and having self-learning skills.

The total sample (N=22) included 12 women and 10 men: 9 from public universities and 13 from private universities. These attributes aimed to promote diversity of perspectives, facilitate triangulation during data analysis, and enhance the rigor of findings by providing several factors for contrast.

The study comprises two phases, each with distinctive data collection and analysis methods, conducted sequentially.

In the first phase, participants were asked to select an exercise for processing by ChatGPT. Teachers freely chose the type, scope, and timing of the assigned exercises. These exercises were then compiled into a database and classified based on their difficulty level according to Bloom's (1956) proposed age-related learning levels, as adapted by Chandio et al. (2021), ranging from understanding to creating. If needed, exercises were adapted to be compatible for processing with ChatGPT.

Afterwards, teachers were provided with the processed results of their own exercises in ChatGPT, along with an invitation to read and contemplate the topics that would be discussed in the next phase of the research. All participants from the first phase also took part in the second one.

In the second stage, semi-structured interviews were conducted. The interviews were done based on teachers' availability, conducted either as group sessions or individual meetings. All interviews were transcribed. Atlas.ti software was used for data analysis. Initial coding was discussed and refined by the research team. A codebook was created, and data from interviews across the three countries were coded. Throughout this process, categories were reviewed and adjusted multiple times in terms of selection, definition, and grouping. The final data analysis reports were generated, with data from all three countries analyzed collectively and separately to observe any specific trends in each country. Detailed categories resulting from the data analysis are presented in Table 2 below:

Family	Per	Spa	Mex	Total count	Description
Recognition	36	29	17	82	Related to the teachers' initial contact with AIGen: how they learned about its existence, channels used, with whom they shared, previous experiences before the experiment, etc.
Evaluation	69	76	38	183	Teachers' assessments regarding the responses obtained from ChatGPT, describing deficiencies, errors, and successes.
Characterization	73	70	40	183	Teachers characterized ChatGPT and described its functions based on the experiment, making comparisons with their classroom experience.
Consequences	91	96	87	274	Set of decisions, proposals, and doubts shared following the experiment that will have effects in the first period of classes.

Risks	43	45	43	131	Identification of potential cognitive, employability, and ethical risks arising from the use of GenAI tools in class.
Totals	312	316	225	853	

Table 2. Code Families

3. RESULTS & DISCUSSION

3.1. RQ1- ChatGPT: "An Enthusiastic yet Mediocre Student"

In our initial phase of inquiry, we tasked ChatGPT with processing the assessments designed by the 22 participating teachers from various sub-disciplines within Communication. In total, we received 33 tasks (some educators submitted more than one), encompassing 73 specific instructions. Each task could involve multiple instructions, such as redesigning a company's logo, conducting prior benchmarking, creating a buyer persona, and proposing mockups. Table 2 summarizes the core ideas of each task, which were translated by the researchers into prompts for analysis.

Subdiscipline	Exercises		
	Perú	Spain	Mexico
Communication Theories and Research	-Differentiate between the categories of Language and Speech according to Saussure.	-Write a questionnaire of 10 questions.	-Create a timeline about the geopolitical order of communication in the second half of the 20th century.
	-Application of the concepts of Language and Speech in an advertising graphic piece.	-Define what a focus group is and its characteristics.	-Explain what a Likert scale is and its usefulness.
Journalism	- Develop an essay on fake news and post-truth based on a selected case from the 2021 Peruvian electoral campaign and the pandemic.	-Produce a comparative report of the two film databases, IMDB and All Movie.	-Write a text on a current news topic or news related to the communication sector.
Audiovisual Management and Production	- Development of the storyline for each episode of a miniseries and the characters' biographies.	-Analyze a logo through a visual semiotics analysis.	-Write a scene for your possible audiovisual project in a professional format.
		-Conduct an analysis of "La Condesa Descalza" explaining how that narrative is	

		constructed in narratological terms.	
Advertising and Marketing	- Essay on "perception" in consumer behavior.	-Choose a topic and create the script for a TikTok post. You must use parasocial interaction strategies.	-As teams, you will work on a board. You must map the PESO media of the designated company.
Graphic Design	-Analysis of color treatment, based on Joan Costa's theory, on a contemporary plastic artist or photographer		-Complete redesign of the logo and graphic identity of a brand. The question consisted of 6 parts, from benchmarking to visual proposals for the exercise. -Create an advertising poster.
Visual Arts	-Analysis of beauty, ugliness, and the sublime in the advertising spot "Kenzo World - The New Fragrance" by Spike Jonze.	-Creation of photographic series with different specifications (optics, photograph. Analyze the focus, shutter speed, depth of field, etc.).	-Research the symbolism of colors and select a color color symbolism of the image in a maximum of 1000 words.
		-Identify a challenge or problem in the area of digital museography of a real art institution and generate an 'ad hoc' proposal to solve it.	
Apps and Videogames	-Create the Game Design Document for a video game proposal based on one of the Sustainable Development Goals. -Compare 2 video games with similar characteristics using the MDA framework.		-Conduct an analysis of a doodle or interactive advertisement. -Find examples of applications, artistic pieces, or digital marketing and conduct an analysis of their types of interaction.

Table 3. Exercises by Subdisciplines for Prompt Creation

Out of all instructions designed for the proposed tasks, 67% (N=49) were modified in some aspect to elicit a more appropriate response from ChatGPT. These modifications mainly focused on contextualizing the professors' assignments or reorganizing instructions to follow a logical sequence.

Only 15% (N=11) of the tasks needed actions based on a specific theoretical framework. This requirement stemmed from educators requesting responses from the perspective of particular authors (such as Saussure or Eco), adhering to established theoretical concepts from class (journalistic genres, audiovisual theory, visual semiotics, or aspects of consumer behavior), or operating within reference frameworks learned in the course (such as the Mechanics, Dynamics, and Aesthetics Framework or a Game

Design Document, for example). Notably, 93% (N=68) of instructions did not demand students to cite references for the task.

Regarding the analysis of evaluated skills following Bloom's Taxonomy (Figure 1), more than half of the tasks (55.2%, N=16) called for the ability to create, while 8 tasks involved evaluating and analyzing skills (with 4 tasks each). All of these constitute higher-order abilities. Only 4 tasks engaged lower-order skills (3 applying, 1 understanding, and 1 remembering).

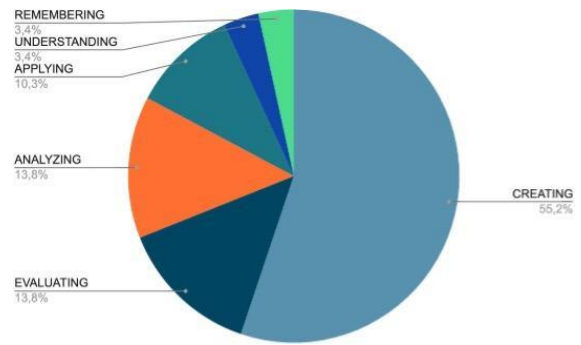


Figure 1. Reported skills in tasks proposed by teachers.

The responses processed by ChatGPT were sent to the educators for evaluation based on the criteria they use with their students. Subsequently, these responses were discussed during interviews, yielding a total of N=183 citations for this code. Teachers compared the machine-generated results with those produced by students themselves, highlighting successes, errors, deficiencies, and levels of achievement. They emphasized the tool's efficiency in finding good examples, accuracy in managing data and timelines, and the high quality of its responses in terms of syntax and grammar.

Nevertheless, remarks such as "it meets expectations but only meets them" (ES, 2a-Theories), "it's not very creative," "not ambitious," "very shallow" (PE, 4-Marketing), or "below average" (ES, 2b-Journalism) were also common in the interviews. The most commonly voiced criticism focused on a perceived lack of depth. "I felt that the response was like that of a very enthusiastic student, but one who is a bit lost in class because they try to cover too many conflicts in six episodes, managing four characters with quite complex problems and relationships" (PE, 3-Audiovisual).

However, it is important to consider that the study was conducted using the free version 3.5 of ChatGPT, and the results were conditioned by the need for maximum fidelity to the exercises designed by the teachers. This constrained the ability to make more substantial modifications or iteration processes between the user and ChatGPT, which could have improved this aspect.

In a similar vein, another relevant finding concerns the tool's limitations in scenarios designed by the faculty to foster critical, experiential, situated, deep, or complex learning. For instance, one participant (ES, 6a-Arts) stated that a curatorial proposal requires both creativity and a critical stance on other exhibitions on the same topic. Another participant (MX, 5-Design) mentioned how logo proposals often turned out cliché and did not reflect a comprehensive analysis of the brand within its specific operational environment. For example, the color choices suggested by ChatGPT were considered unsuitable for a nationally unknown

brand lacking significant references. Additionally, a teacher from Peru criticized that “when it came to extrapolating the theoretical concept [...] it was clear that it [ChatGPT] was trying to fill gaps with little discriminatory capacity” (PE, 1a-Theories). Participants assessed the tool’s response as “low” or “failing” due to limitations related to emotional involvement, contextual understanding, and consideration of students’ life experiences.

3.2 RQ2 - Teacher Strategies and Possibilities: The Challenge of Being (More) Creative

The educators participating in this research became acquainted with ChatGPT through sources connected to their academic or professional endeavors: colleagues, journalists, and students. This motivated them to learn more, particularly about the tool’s implications for the educational sector. It is worth noting that the participants in this study are teachers who are open-minded and reflective about their teaching practice, actively engaged in creative pursuits and research beyond their teaching responsibilities. This confirmed a fairly natural leaning towards self-directed learning among the participants, through social media platforms such as Reddit.

Attitudes toward ChatGPT varied: some moved from initial fascination and curiosity to boredom and disinterest, while others maintained an exploratory attitude. Astonishment and concern grew as discussions expanded beyond the potential effects of GenAI on education to include its impact on creative careers like Communication. This prompted reflections such as, “which already made me think that this was much more serious than we had envisaged.” (ES, 4-Marketing).

The way in which teachers characterized ChatGPT can be divided into three types: as a tool, as a rival, or as an ally. As a tool, there was a consensus in recognizing practical uses that facilitate various processes and, therefore, allow “to make certain tasks more efficient [...] and invest less time in certain activities. Hence, we cannot evade its presence in professional development.” (PE, 1a-Theories). However, an antagonistic perspective also emerged among some participants, in the sense that it could compete against them. Knowing the tool well and overcoming the uncertainty surrounding it seems like an empowerment strategy: “I feel proud that artificial intelligence hasn’t defeated me yet.” (MX, 5-Design). The majority of quotes, however, referred to GenAI as a creative ally. “Not to solve tasks, but to assist in that process.” Some already promote, identify, and value its use by students who know how to leverage it well. Those who understand it better find it a positive complement, even proposing to go further: “we have to reach a co-creation agreement with generative artificial intelligence” (ES, 4-Marketing).

The widespread adoption of ChatGPT in early 2023 prompted a rapid response from the Communication teachers participating in this study, characterized by their openness and interest in innovation. The interviews allowed us to identify a critical and ethical approach toward AI. We can classify the challenges and obstacles listed by the teachers into four main points:

- 1 Empowering Students in the Use of AI. Ensuring the rigor, fidelity, and adaptability of the information provided by AI requires active guidance from teachers: “It always requires a review and our intervention to ensure that its information is reliable, that it will work for us, and that it will meet our needs” (MX, 5-Design). Thus, the importance of previous training for students becomes clear, aiming to mitigate their vulnerability

to what are often referred to as “hallucinations” or incorrect information provided by these tools.

- 2 Establishing Ethical Practices. This includes crediting tasks in a way that explicitly highlights AI’s specific contribution in the process and encourages students to engage in self-reflection and metacognition about the quality and limitations of that contribution: “Okay, you use artificial intelligence, so you tell me that in the credits, you put your name, you put the chat, and you tell me what percentage you did and what percentage the chat did.” (MX, 1-Theories). “I want to know in which part of the process the chat has intervened, not because it’s wrong, quite the opposite. [...] That way it allows me to [...] know when and where you are using it and how you are using it.” (PE, 1a-Theories).
- 3 Promoting the Creative and Strategic Development of GenAI. This involves proposing specific tasks and encouraging free inquiry: “[...] I think we should have two types of exercises, [...] some] where you intentionally try and experiment with artificial intelligence, and literally the exercise is about who can make the best use of it [...] and other exercises where deliberately you can’t use it because you have to develop such and such skill or competence, and then you have to show your process” (MX, 7-Video games). In this regard, some teachers expressed their interest in using GenAI to assist in personalizing self-learning, encouraging students to academically challenge themselves, and using it as a tool for their daily training. “But ultimately, if something goes wrong, discuss it, have a dialogue with the AI... ‘No, this isn’t so original, try again.’ ‘And why don’t you do it this way?’ Indeed, yes. So, there’s a very powerful route there for self-formative processes” (PE, 1a-Theories).
- 4 Promoting Co-learning and Teacher Responsibility. There is a clear commitment to staying updated regarding technological development, but there is also a demand for new learning and evaluation methodologies. Participants highlighted the role of participative and constructivist approaches, emphasizing the need for the classroom to become more human environments, where students share their uncertainties and questions about technologies in general, and the evolution of GenAI, in particular. There was also praise for the educational experiences within the classroom, deemed as irreplaceable: “Ultimately, I think we all agree that education is contextual and thrives on interaction and exchange within that context” (ES, 1-Theories). This perspective can influence new forms of assessment: “Not letting them do so much work outside [the classroom] that I cannot control and giving more value to what they are doing inside” (ES, 4-Marketing).

4. CONCLUSION

This study examined educators’ perspectives on the opportunities and threats posed by GenAI in training professional communicators. This perspective is situated at the initial stage of the widespread integration of ChatGPT in educational settings. Educators’ positive attitudes toward exploration and their interest in understanding align with the characteristics of teachers who are open to change and willing to integrate Information and Communication Technologies (ICT) in the classroom (Granić & Marangunić, 2019). Teachers identified ChatGPT as a tool whose impact varies depending on how it is used. They also described roles (ally or rival), which gain significance from the discursive

phenomenon of anthropomorphizing technologies, in this case, by simulating human intelligence.

While the study does not claim statistical representativeness, it covers a wide range of sub-disciplines within professional communication training. Despite comparative analysis, no significant differences emerged among them, except for the unique examples from each experience. The foundation of assessment tasks was ultimately random in terms of difficulty and timing, yet it became evident that GenAI challenges proposed evaluation methods. Educators, at least intuitively, are aware of elements beginning to be emphasized in policy documents and guidelines, such as those presented by UNESCO (2023) and the Australian Government (2023).

Concerning exercises designed by participants, more than half required partial modification to provide more precise prompts. This implies instructional design challenges for educators and underscores the importance of students having basic media literacy skills to effectively use ChatGPT. This reinforces the significance of algorithmic and computational literacy as advocated by various authors (Flores-Vivar & García-Peñalvo, 2023; UNESCO, 2023; Vicente-Yagüe-Jara, 2023).

Although most tasks require higher-order skills according to Bloom's Taxonomy, where ChatGPT shows limitations, they do not necessarily guarantee the fulfillment of prerequisite abilities, such as understanding concepts or applying knowledge. The tool excels at generating realistic responses rooted in critical reasoning but struggles when specific instructions, like using a particular theoretical framework or referencing class concepts and authors, are needed. This suggests a more restricted operational framework, diverging from its broad and general synthesis based on the extensive information it processes, as anticipated by Susnjak (2022). As Noam Chomsky et al. (2023) eloquently pointed out, AI operates through admirable engineering that processes vast amounts of data at high speed, but it lacks the nuance and depth of human intelligence which, despite errors, is capable of imagining, discerning, and taking positions: "Intelligence consists not only of creative conjectures but also of creative criticism."

Building on the findings of Craig (2023) and Herft (2023), it becomes evident that incorporating specific framework definitions or explanations in task design is necessary to ensure the gradual development of cognitive skills and organic student evaluation. The analysis of the exercises solved by ChatGPT highlights the tool's limitations at the level of creation, where it tends to operate based on general references and analysis, particularly in scenarios that emphasize specific aspects characteristic of the teaching-learning experience in the classroom. Participants stress the value of the constructivist learning process and suggest that GenAI could effectively play the role of a facilitator or assistant in reinforcing student knowledge.

Practical implications of our study underscore the need to train and develop media literacy skills among students to maximize the benefits of these tools. Additionally, it is crucial to refine educators' instructional design capacities. The advantage of using previously explained theoretical frameworks in class is confirmed to offer greater certainty about students' learned skills. Simultaneously, it is recommended to assign assessment tasks directly connected to classroom experiences, comprising not only transmitted knowledge but also knowledge constructed through student interaction. The tool's biases in knowledge, which lack the classroom experience and sufficient contextual references, give educators a significant

advantage in emphasizing the importance of the process over the final product. In this context, teachers should integrate construction and production milestones into their assessment criteria, explicitly requesting students' opinions on the decisions made at each stage of the process.

In this regard, we suggest anchoring assessment to the students' personal experiences, highlighting their perspectives and interests. It is advisable to collaborate with local brands or references and connect tasks to longer-term processes. This approach leverages everything derived from student experiences beyond what GenAI can accomplish. Similarly, the guiding role of the teacher is important to filter the growing and enthusiastic use that students are making of technology, as recent studies report (Ríos Hernández et al., 2024). This guidance enables students to develop critical media attitudes necessary to navigate new technological transformations, such as discussing potential biases or limitations of AI.

This study has limitations related to the fieldwork conducted at a specific period when little was known (or done) with GenAI. The sample, therefore, was limited in number, yet it brings richness by including all sub-disciplines of communications across three different countries. Another important consideration is the potential selection biases of the participating teachers, who may have profiles particularly interested in the development of pedagogical innovations and attentive to technological changes brought by AI. Despite the abundance of publications since the onset of the GenAI boom, limited qualitative empirical evidence has been produced regarding educators' perceptions within Communication programs. This aspect constitutes a contribution of this work and proposes new longitudinal research avenues to assess the real impact of formulated proposals and strategies.

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PROFESSORS DE COMUNICACIÓ DAVANT L'ARRIBADA DE LA INTEL·LIGÈNCIA ARTIFICIAL GENERATIVA: EXPLORACIÓ A MÈXIC, PERÚ I ESPANYA

Aquesta recerca explora les perspectives dels educadors universitaris sobre les oportunitats, preocupacions i consideracions associades amb la Intel·ligència Artificial Generativa (GenAI) en la formació de comunicadors professionals. Situat en les primeres etapes de la integració de ChatGPT en entorns educatius, l'estudi examina les instruccions d'assignació dels professors, les avaluacions de les respostes de ChatGPT i les reflexions sobre aquests resultats. Emprant una metodologia qualitativa de tall transversal, la recerca involucra una mostra de 22 professors de facultats de comunicació a Mèxic, Perú i Espanya. Utilitzant la taxonomia de Bloom i un enfocament inductiu per a l'anàlisi de dades, els resultats revelen punts de vista matissats sobre el paper de GenAI en la pràctica docent. Els professors perceben a ChatGPT com una eina amb impactes variables depenent de la seva aplicació. Articulen rols diferents per a ChatGPT, considerant-lo tant un aliat com un rival, el que genera discussions sobre l'antropomorfització de les tecnologies i enfatitza la necessitat de capacitar els estudiants en l'ús d'eines de GenAI, establir protocols ètics i reconsiderar mètodes d'avaluació, entre d'altres consideracions clau.

PARAULES CLAU: Intel·ligència Artificial Generativa, ChatGPT, Formació per a Comunicadors, Professors Universitaris, Educació Superior

PROFESORES DE COMUNICACIÓN ANTE LA LLEGADA DE LA INTELIGENCIA ARTIFICIAL GENERATIVA: EXPLORACIÓN EN MÉXICO, PERÚ Y ESPAÑA

Esta investigación explora las perspectivas de los educadores universitarios sobre las oportunidades, preocupaciones y consideraciones asociadas con la Inteligencia Artificial Generativa (GenAI) en la formación de comunicadores profesionales. Ubicado en las etapas iniciales de la integración de ChatGPT en entornos educativos, el estudio examina las instrucciones de asignación de los profesores, las evaluaciones de las respuestas de ChatGPT y las reflexiones sobre estos resultados. Empleando una metodología cualitativa de corte transversal, la investigación involucra una muestra de 22 profesores de facultades de comunicación en México, Perú y España. Utilizando la taxonomía de Bloom y un enfoque inductivo para el análisis de datos, los hallazgos revelan puntos de vista matizados sobre el papel de GenAI en la práctica docente. Los profesores perciben a ChatGPT como una herramienta con impactos variables dependiendo de su aplicación. Articulan roles distintos para ChatGPT, considerándolo tanto un aliado como un rival, lo que genera discusiones sobre la antropomorfización de las tecnologías y enfatiza la necesidad de capacitar a los estudiantes en el uso de herramientas de GenAI, establecer protocolos éticos y reconsiderar métodos de evaluación, entre otras consideraciones clave.

PALABRAS CLAVE: Inteligencia Artificial Generativa, ChatGPT, Formación para Comunicadores, Profesores Universitarios, Educación Superior

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