


Chapter 12

Educational Innovation Applied to Literacy Formative Processes by Use of Artificial Intelligence

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ABSTRACT

This work focuses on improving reading and writing skills in university academic contexts that favour the development of digital, reading and media competences. In this sense, professional abilities require an effort and engagement acquired by students through the performance of oral, written and audiovisual comprehension and production activities linked to the area of knowledge where they develop and defend their Final Degree Project. For this purpose, the active-participatory work methodology has been selected, consisting of different activities based on game-based learning such as: escape rooms, textual creation in writing platforms, educational experiences based on artificial intelligence, among others. This design has been structured in three work blocks characterised by the identification of previous knowledge, the literacy formative processes and the elaboration of texts for their final evaluation.

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INTRODUCTION

University teachers are increasingly observing that students begin their higher education studies with low communicative competence in academic contexts and situations (Schiavinato et al., 2021). This affects, above all, comprehension, production and written interaction (Cabrera & Espinosa, 2016): failure to differentiate registers, lack of lexical density, poor expository or argumentative skills, among other issues. In view of the above, for some years now, within the framework of the call for teaching innovation groups, we have felt the need to address the issue of Academic Literacy.

On the other hand, university students present deficiencies in the field of academic reading and writing (Aguilar-González, 2021). This lowers their educational level and has a negative impact on what is expected of them, from the point of view of work, their professional skills (Balestrini & Díaz, 2021). On the other hand, technology cannot be ignored in university classrooms, especially artificial intelligence, which has burst into the indiscriminate use made by students (Marinkovich et al., 2016). Therefore, we must provide both knowledge about it, as well as criticality and ethics in its use by including it in our literate teaching practices.

In this way, this paper is framed within the specific field of the development of reading and writing training in formal, non-formal and informal situations that complements the communicative, digital and informational competence of university students. In this sense, the general objective is as follow:

- Present the PLE-ALAI teaching innovation project focused on designing a didactic intervention proposal linked to the development of academic literacy in university students based on strategies of active methodologies and artificial intelligence.

Based on this general objective, the following specific objectives are formulated:

- Specific objective 1. To design innovation models that integrate proposals linked to literate practices in different contexts (personal, public, educational and work).
- Specific objective 2. To promote oral and written production and comprehension in academic contexts using artificial intelligence tools.
- Specific objective 3. To favour the use of information and communication technologies for the development of digital competence in different learning scenarios.

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