ENGLISH

Title

The acquisition of critical thinking through AI for the understanding of geographical phenomena in the framework of the 2030 Agenda

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Abstract

Acquiring critical thinking skills is essential to address the complex challenges of our world, especially those related to geography and sustainability in the framework of the 2030 Agenda for Sustainable Development. Artificial intelligence (AI) can play a key role in this process, offering tools and platforms to improve understanding and decision-making. In this paper, we explore how AI can facilitate the acquisition of critical thinking, the improvement of understanding of the SDGs and the proposal of concrete actions in the context of geographical phenomena and the 2030 Agenda. Specifically, we show some didactic potentialities of Chat GPT in the Social Sciences classroom, more particularly in Geography, following the mandate of the 2030 Agenda for the achievement of Goal 16: "Peace, Justice and Strong Institutions", the right of access to information for the entire population; and Goal 4: "Quality Education" among others. Through its implementation in the classroom, the aim is to develop strategies in students based on critical thinking, in terms of accessing and processing information, especially that which comes from information-generating applications through artificial intelligence.

Key Words

Artificial intelligence, SDG, critical thinking, geography didactic.

Subject: Geographic Science and Artificial Intelligence