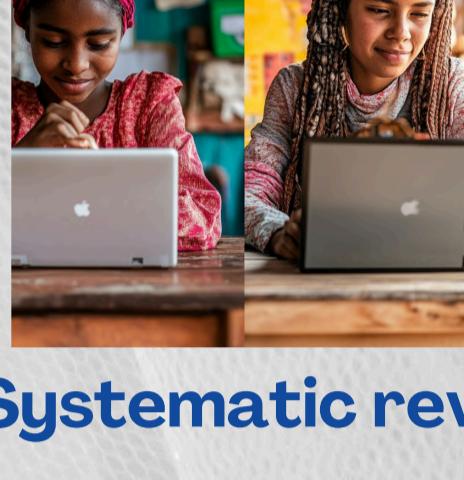


Artificial Intelligence and chatbots for sustainable higher education: a systematic review

Jiménez-García, E., Ruiz-Lázaro, J., Martínez-Requejo, S., & Redondo-Duarte, S. (2025). Artificial Intelligence and chatbots for sustainable higher education: a systematic review. *RIED-Revista Iberoamericana de Educación a Distancia*, 28(2). <https://doi.org/10.5944/ried.28.2.43240>

AI and Chatbots

The influence of Artificial Intelligence and chatbots has significantly transformed teaching and learning processes in higher education.



Aims

This study aims to analyze the scientific production on the role of AI-based chatbots in higher education and their connection to the Sustainable Development Goals (SDGs).

Systematic review

To achieve this, a systematic review was conducted following the methodology established in the PRISMA Declaration.



Bibliometrics

The initial search yielded 136 references, of which, after a screening process, 42 were selected for a detailed bibliometric analysis (co-word analysis, citations, and sources) and their relationship with the SDGs.



Results

The results reveal co-occurrence patterns in key topics, such as the use of chatbots in Different areas of higher education, their challenges, and impact on student motivation.



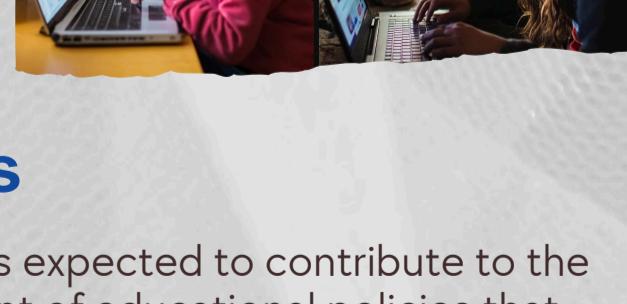
The SDGs

Regarding the SDGs, SDG 4 (Quality Education) is the most frequently addressed, followed by SDG 3 (Good Health and Well-being), SDG 7 (Affordable and Clean Energy), SDG 10 (Reduced Inequalities), and SDG 13 (Climate Action).



Conclusion

In conclusion, this study provides an overview of trends in the use of chatbots in higher education, highlighting their impact and potential in university-level educational development.



Wishes

This study is expected to contribute to the development of educational policies that promote the sustainable integration of artificial intelligence in the university setting.

