

How Tec professors are implementing AI in teaching



The AI Academic Exchange brought together projects from professors who are integrating artificial intelligence in order to innovate on teaching and learning in the classroom.

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Alejandro Salazar

Some of the learning experiences that students at [Tecnológico de Monterrey](#) are currently having include AI supported diagnosis, virtual patient simulation, financial risk analysis, or receiving creative feedback from AI agents in academic projects.

At the **IFE Conference**, and as part of the **AI Education Summit**, the **AI Academic Exchange** brought together Tec professors to share the artificial

intelligence projects they're already **applying in their classes**.

"This is a space where the schools share the projects that teachers are carrying out to educate students and prepare them for a world where artificial intelligence enhances their skills," explained **Irving Hidrogo**, Director of Educational Artificial Intelligence.

AI is integrated into these initiatives through the strategic use of **prompts** in tools such as **ChatGPT** or **Gemini**, as well as in institutional ecosystems such as [TECgpt](#) or **Skill Studio**, and licensed platforms, whose purpose is to improve teaching, learning, and student knowledge construction.

La IA ya es parte del presente en el AI Summit de IFE Conference del Tecnológico de Monterrey 2026. Aquí, expertos, escuelas del Tecnológico de Monterrey y asistentes compartieron experiencias sobre cómo la inteligencia artificial está transformando la educación y cómo utilizarla de manera responsable, ética, innovadora y humana. Porque el futuro se vive a partir de hoy.

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Some of the projects presented by teachers from Tecnológico de Monterrey schools at the **AI Academic Exchange** include:

Think like a dentist, diagnose with AI

This is a project focused on strengthening the **diagnostic** reasoning of dentistry students through AI applied to **clinical imaging**.

Through the [Diagnocat](#) platform, which analyzes X-rays and CBCT scans, students first make a traditional diagnosis and then compare their decision with the AI-generated analysis.

According to **Ana Cecilia Sarai Sosa**, National Director of the [Medical and Surgical Dentistry \(MO\)](#) program, the initiative doesn't intend to replace medical expertise, but rather broaden clinical vision, identify biases, and strengthen critical thinking before defining a treatment.

BodyCraft: Virtual patients and clinical training

This is an initiative to strengthen clinical skills through the use of virtual patients with the [Body Interact](#) platform. It allows students to practice medical decision-making in a safe and controlled environment.

Students are faced with clinical cases across different areas including emergency medicine, pediatrics and gynecology and observe, in real time, how virtual patients evolve according to their diagnostic and therapeutic decisions.

What's more, the software incorporates an AI assistant that accompanies the learning process in the absence of an on-site tutor, which, according to **Tania Rocío Gribay Huarte**, Regional Coordinator of Clinical Simulation at the Mexico City campus, facilitates feedback and supports progressive development without putting real patients at risk.

During the AI Academic Exchange, professors showcased artificial intelligence projects that have been applied in classrooms, in a space for dialogue and exchange that was part of the IFE Conference's AI in Education Summit. Photo: Alejandro Salazar



Investment Analysis 2.0 with AI Support

This provides financial analysis planning and strategic decision-making through the use of artificial intelligence applied to real investment scenarios.

Using AI models, students interpret a vast number of financial datasets and assess risks in a more structured way, contrasting their own reasoning with algorithmic analysis.

According to Professor **Veronica Salcedo**, who sees how **artificial intelligence enhances critical thinking**, all this improves decision making, and prepares students to face dynamic, data-driven financial environments.

Mapping the invisible: Settlements in Monterrey

This is a territorial and urban analysis project that integrates artificial intelligence as a tool for understanding the expansion of human settlements.

Through the use of digital mapping, data analysis and AI models, students identify irregular settlements, associated risks and territorial dynamics, connecting technical information with real-world environmental challenges.

The initiative, presented by Professor **Natalia Garcia**, allows for connecting technical information with real-world environmental challenges, strengthening critical analysis, data interpretation and urban planning skills.

“These are projects by professors to educate students and prepare them for a world where artificial intelligence enhances their skills.” - Irving Hidrogo

Law Interview II: AI for legal training

This is a strategy that integrates artificial intelligence into legal client interviews, a skill that, according to Professor **Pedro Elizalde**, traditionally has limited practical space in the classroom.

Students interact with a “virtual client” that enables them to practice interviewing, make mistakes, receive immediate feedback, and repeat the exercise.

According to **Elizalde**, this tool supports legal case analysis training, helping to structure arguments, assess risks and understand regulatory implications, as well as promoting legal reasoning, information interpretation, and ethical reflection in decision-making.

Professors shared tools and experiences of integrating AI into different subjects, from engineering to social sciences. Photo: Alejandro Salazar



DIA Agent: AI to strengthen feedback in design projects

This is an educational innovation project that integrates artificial intelligence to **improve the feedback** received by Design students during new product concept development, strengthening the quality of their proposals.

DIA Agent, developed with the Gemini API, guides students to **explain their project and present a first sketch**. Based on this, the tool generates recommendations for improvement that students can apply in a new, rapid design iteration.

According to **Christian Mendoza**, Director of the **Industrial Design Program**, feedback is structured into four areas: aesthetics, usability, sustainability, and technology, allowing for a clearer, more actionable, and formative evaluation during the creative process.

NotebookLM for public policy analysis

This is an educational project integrating **NotebookLM** as a research assistant into public policy analysis courses, with the aim of supporting students in understanding complex texts.

The tool organizes large volumes of reading, compares sources, and structures diagnoses and proposals with greater clarity, facilitating traditional processes.

When comparing conventional academic work with the use of artificial intelligence, **Mariana Magaldi, National Director of the Bachelor's degree in Government and Public Transformation (LTP) program**, said that she observed a significant reduction in analysis time, as well as an improvement in the quality of final products, without replacing student reasoning.

□□ En el AI Academic Exchange, un espacio dentro del IA in Education Summit del [#IFEConference](#), nuestro Decano [@H_Arredondo](#) presentó los proyectos de IA de la Escuela de Negocios que están transformando la enseñanza, el aprendizaje y la interacción con el conocimiento. pic.twitter.com/Jc9IAWEk99

— EGAD Business School (@egade) [January 29, 2026](#)

EDAS Plus: Upskilling with digital tools and artificial intelligence

This is a training strategy focused on developing and updating key skills through the integration of digital tools, certifications and artificial intelligence in educational contexts.

The **EDAS Plus** model connects the academic curriculum with the skills demanded by industry, allowing students to be trained according to each sector's requirements.

For **Erik Larsen**, National Director of the Business Intelligence Program (LIT), the initiative consolidates a scalable and replicable approach to upskilling, aligned with the digital transformation of education and the current needs of the productive environment.

AI kit for measuring digital reputation

This is a project focused on the strategic analysis of brand reputation based on the development of a methodological kit supported by artificial intelligence.

The initiative integrates **specialized prompts**, analysis guides, and data visualizations that enable students to convert large volumes of digital information into actionable *insights* for decision-making in real-world communication and brand management contexts.

Jorge Luis Coronel, Associate Director of the Department of Marketing and Analysis at the Tec, shared that the kit **strengthened students' critical thinking and analytical skills**, while promoting the use of AI as a reflective support tool and not as an automated judge.

Attendees tour the AI Academic Exchange spaces, where professors share AI projects applied to the classroom. Photo: Alejandro Salazar



Generative AI as a “junior consultant” in engineering

This is a project that proposes a pedagogical strategy to integrate generative artificial intelligence into engineering courses, under a clear model: **AI as a junior consultant** rather than a provider of answers.

Through the use of **Gemini’s AI**, the tool accompanies students with **guiding questions, technical suggestions and contextual feedback**, while decision-making always remains in the hands of the student. The approach seeks to strengthen motivation, technical reasoning, and autonomy in learning.

Designed to be generalizable to multiple engineering fields, Professor **Carlos Beltrán** says that this initiative promotes an ethical and educational use of AI, while

strengthening motivation, technical reasoning, and autonomy in learning.

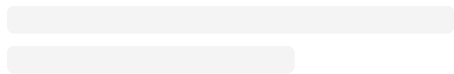
Youth + AI: Perspectives of a Generation

This is a **published book** that brings together 14 essays (10 written by students and 4 by ecosystem experts) on artificial intelligence from an ethical, social, and human perspective, placing those who will live with this technology throughout their personal and professional lives at the center.

For **Fernando Mora**, Director of the Regional Department of Humanistic Studies, [Youth + AI](#) fosters **critical thinking, ethical reflection, and student expression**, consolidating itself as a project where academic training engages with societal challenges.



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About the IFE Conference

This is the twelfth edition of the **IFE Conference** organized by the *Institute for the Future of Education* at Tec de Monterrey, which is being held from January 27 to 29 on the Monterrey campus.

It is considered one of the **most important educational innovation events in the Spanish-speaking world**, featuring keynote speeches, panels, hybrid events, special events, award ceremonies, paper presentations, networking opportunities, and more.

This year, there were more than **4,600 in-person attendees** and over 1,450 online participants from 46 countries, with more than 500 activities and 860 speakers.

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En el IFE Conference comparten reflexiones sobre la IA, ética y el futuro de la educación



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