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PEDAGOGICAL TRANSFORMATION IN THE AGE OF AI: ADVANCING TOWARD A MORE INCLUSIVE AND SUSTAINABLE EDUCATION

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Abstract.

This paper explores the paradigm-shifting impact of Generative Artificial Intelligence (Generative AI) on teacher training and professional development. In an era where educational inclusion is a categorical imperative for social progress, and the Sustainable Development Goals (SDGs) outline a pathway toward a fairer and more enduring existence, the integration of emerging technologies into pedagogical practices has gained unprecedented significance. This study elucidates how Generative AI not only redefines traditional teaching frameworks but also fosters the creation of inclusive virtual learning environments, interactive teacher training tools, and simulations that sharpen essential pedagogical skills, advancing both inclusive and sustainable education.

Focusing on the applications of Generative AI, the paper articulates its inherent capacity to create personalized educational experiences tailored to student diversity, thereby promoting equitable access to quality education. It examines how these advanced technologies aid educators in overcoming traditional barriers by adapting to varied learning styles and needs, significantly contributing to narrowing educational gaps.

Additionally, this study addresses the challenges involved in integrating Generative AI into teacher training frameworks, including technical aspects, ethical considerations, and the imperative for educators to acquire advanced digital skills. Nonetheless, the paper argues that the benefits offered by this technology, particularly in terms of personalized learning and inclusive content creation, far outweigh these challenges. A critical, reflective stance on technology is emphasized to ensure its application in education upholds the principles of inclusion and sustainability.

The main objective of this research is to conduct an in-depth analysis of how Generative AI can positively influence teacher training, enhancing pedagogical competencies that support inclusion and directly contribute to achieving the SDGs. With clearly defined objectives, the study aims to evaluate the effectiveness of Generative AI tools in teacher training for fostering educational practices that are both inclusive and sustainable. Furthermore, the practical application of this technology in designing strategies and teaching materials for universally accessible quality education is examined. Finally, the study explores the potential of Generative AI-enhanced teacher training to advance SDGs, especially Quality Education (SDG

Volumen 1, Número 1, 2024, ISSN: xxxxx. DOI: https://doi.org/xxxxxxx

4), Reduced Inequalities (SDG 10), and Climate Action (SDG 13), highlighting the interconnectedness of education, equity, and environmental sustainability.

Through this detailed analysis, the paper aims to provide a comprehensive overview of the transformative role of Generative AI in education, equipping the academic community with the insights and tools needed to navigate and harness this era of technological innovation for fostering a more inclusive and sustainable society.

Keywords: Teacher Training, Pedagogical Competencies, Artificial Intelligence in Education, Training Tools, Teaching Innovation, Inclusion, Sustainable Development Goals.

1.-Introduction

This study is positioned at the intersection of pedagogical innovation and educational technology, focusing on advanced teacher training programs that seek to integrate generative artificial intelligence (AI) with the dual goal of enriching and radically transforming pedagogical competencies. With particular emphasis on promoting inclusive educational practices, this study also explores how these practices can contribute to achieving the Sustainable Development Goals (SDGs), as outlined by the United Nations General Assembly in 2015 and reinforced by UNESCO in 2017 (UNESCO, 2017; United Nations, 2015). The programs under analysis are meticulously designed to equip educators with advanced tools, enabling them to address contemporary educational challenges by strategically employing AI to create adaptable, personalized, and universally accessible learning environments (Luckin et al., 2016; Johnson, Clow, & Gold, 2015).

The underlying initiative aims to ensure that all students, regardless of individual circumstances, have access to quality education tailored to their specific needs, fostering an inclusive and equitable learning environment. This commitment to educational inclusion and sustainability, reinforced by the application of AI, reflects a holistic perspective focused not only on optimizing teaching and learning processes but also on building more equitable and resilient societies in harmony with SDG principles (Rieckmann, 2017; Amodei & Hernandez-Orallo, 2019). By leveraging AI's capabilities, such as adaptive learning and deep personalization, these training programs are positioning educators as facilitators of inclusive and responsive educational experiences that directly address student diversity and support social equity (Selwyn, 2016; Molnar, 2018).

The importance of incorporating AI into teacher training has been highlighted by various organizational and academic entities, which have developed conceptual frameworks and guidelines centered on the ethical and effective use of these technologies in educational contexts. These contributions offer a robust theoretical foundation for understanding how AI can enhance pedagogical competencies and drive teaching practices that are innovative, inclusive, and aligned with the ideals of sustainable development (Floridi, 2019; Brundage, Amodei, & Bryson, 2018).

Volumen 1, Número 1, 2024, ISSN: xxxx. DOI: https://doi.org/xxxxxxx

Through a comprehensive literature review and analysis of selected programs, this study aims to:

1. Identify and describe the fundamental characteristics of teacher training programs that integrate generative AI, highlighting their structure, objectives, methodologies, and expected outcomes in terms of enhanced pedagogical competencies.
2. Evaluate the impact of these initiatives on promoting inclusive educational practices, examining how AI-driven personalization and adaptability help address the needs of a diverse student population (Barth et al., 2010; Rieckmann & Barth, 2021).
3. Analyze the potential of AI-enriched teacher training to advance the achievement of SDGs, specifically those related to quality education, reduced inequalities, and climate action (Sterling, 2010; Rieckmann & Capra, 2020).

By employing a mixed methodology that combines qualitative content analysis with quantitative evaluation of outcomes, this study seeks to provide a comprehensive and well-informed perspective on the transformative role of generative AI in teacher training, underscoring its relevance for fostering more inclusive and sustainable educational futures.

The integration of Generative Artificial Intelligence (AI) into educational frameworks has garnered increasing attention in academic and educational policy circles, particularly for its potential to foster inclusive, sustainable, and adaptive learning environments. As education systems worldwide seek to align with the Sustainable Development Goals (SDGs), notably SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities), the role of emerging technologies like AI in supporting these aims has become a focal point of research and debate (UNESCO, 2017; United Nations, 2015). This literature review synthesizes the primary theories and research contributions that support the integration of AI into teacher training and explores the potential of AI to transform pedagogical approaches toward inclusivity and sustainability.

AI in Education: Foundational Theories and Models

Foundational theories in the application of AI within education emphasize adaptability and personalization as core components. Luckin et al. (2016) propose that AI can function as a "cognitive partner," enhancing traditional educational methods by supporting individualized learning and helping to close gaps between different student demographics. The concept of AI as a cognitive partner aligns with constructivist theories that suggest learning is most effective when students actively engage with content tailored to their needs and contexts (Vygotsky, 1978; Siemens & Gasevic, 2012). This adaptability allows educators to address diverse learning needs and styles, contributing to more inclusive learning environments and promoting equitable access to educational resources (Selwyn, 2016).

The potential of AI to support critical thinking, problem-solving, and collaborative skills in educational settings is also highlighted in the work of Jansen and Spikol (2022), who explore the use of AI-based tools in creating interactive, simulation-

based learning experiences. Their research suggests that such tools not only enhance engagement but also foster essential competencies that align with SDG 4's aim to ensure inclusive and equitable quality education. Moreover, AI's predictive and analytical capabilities can help educators anticipate learning challenges, enabling proactive interventions that support each student's success (Baker, 2020).

AI-Driven Inclusivity and the Role of Generative AI in Teacher Training

Studies exploring AI's potential for inclusivity underscore its capacity to personalize learning experiences, which is critical in diverse educational settings. According to Barth et al. (2010), education for sustainable development should aim to develop competencies that empower students to engage actively with their communities and the environment. Generative AI, in particular, has been identified as a valuable tool in designing learning experiences that address a wide range of needs and capabilities, thus fostering inclusivity (Rieckmann, 2017). Generative AI's ability to create adaptive and interactive learning content is pivotal for teacher training, as it allows educators to familiarize themselves with inclusive practices in simulated environments before applying them in real classrooms (Molnar, 2018).

Furthermore, the ethical use of AI in education, particularly concerning data privacy and inclusivity, is emphasized by researchers who advocate for a responsible and reflective approach to AI implementation. Floridi (2019) and Amodei and Hernandez-Orallo (2019) suggest that frameworks of ethical AI are essential in educational contexts, where the potential for bias and inequity must be managed carefully. Such ethical considerations are integral to teacher training programs, as they guide educators in using AI tools in a manner that respects student diversity and promotes an inclusive learning environment.

Theoretical Framework: AI and the Sustainable Development Goals

The framework connecting AI with the SDGs highlights how these technologies can support educational equity and quality. A report by UNESCO (2021) underscores that AI technologies can be instrumental in advancing SDG targets, specifically those related to educational access and quality. The application of AI to reduce educational inequalities aligns with the concept of "ecological literacy" (Rieckmann & Capra, 2020), which advocates for an understanding of interconnections within social and environmental systems. Generative AI can support this literacy by enabling the development of learning materials that address complex, real-world issues in a personalized manner, thus equipping students with the skills to contribute to sustainable societal solutions (Wals, 2023; Leicht et al., 2018).

Additionally, the alignment between AI and sustainable development in education is reflected in literature focusing on the reduction of barriers to learning for marginalized groups. According to Sterling (2010), educational systems must evolve to address global sustainability challenges by integrating adaptable and inclusive technologies. Generative AI's potential to design resources for a range of learning needs enhances teachers' capacity to foster a supportive learning environment for all students, including those with disabilities or socio-economic disadvantages (Johnson et al., 2015).

Volumen 1, Número 1, 2024, ISSN: xxxxx. DOI: https://doi.org/xxxxxxx

In summary, the reviewed literature provides a robust theoretical foundation for this study, emphasizing the transformative potential of generative AI in fostering inclusive and sustainable educational practices. The theories and studies discussed justify the examination of generative AI's role in teacher training as it aligns with educational equity, quality, and adaptability—core principles within the SDG framework. As AI continues to develop, it presents unique opportunities for educators to leverage technological advancements in ways that prioritize ethics, inclusivity, and sustainability (Goodfellow, Bengio, & Courville, 2016). This study builds on these findings to evaluate the practical applications and impacts of generative AI in teacher training programs, with a focus on enhancing pedagogical competencies that align with sustainable and inclusive educational goals.

3.-Methods

In this study, two distinct cohorts were carefully selected, each representing invaluable perspectives within the educational landscape: pre-service teachers and teacher educators. This selection was strategically designed to encompass a broad spectrum of experiences and insights on the integration of advanced technologies like artificial intelligence (AI) in educational processes.

The first cohort comprises pre-service teachers currently involved in various training programs, from professional certifications to advanced academic degrees in education. These individuals are actively pursuing pedagogical skill development, motivated by a strong desire to incorporate emerging AI technologies into their future teaching practices. This motivation reflects an imperative to inclusively address the diverse learning needs that characterize contemporary educational settings, as supported by recent research (UNESCO, 2023; Giannini, 2023; Miao & Holmes, 2023; Sabzalieva & Valentini, 2023). In contrast, the second cohort consists of teacher educators with extensive experience in integrating cutting-edge educational technologies into curricula. Their expertise and interest in applying generative AI tools within pedagogical contexts allow them to play a crucial role in equipping the next generation of educators with essential knowledge and competencies to enrich learning processes and promote inclusive and adaptive learning environments. By bringing together these two perspectives, the study aims to capture a comprehensive understanding of AI's transformative potential in teacher training. This approach facilitates the identification of opportunities and challenges, laying the groundwork for effective pedagogical strategies that align with global educational trends and needs.

To assess the impact of generative AI on pedagogical competencies, a diverse array of methodological instruments was employed, encompassing both quantitative and qualitative measures. Standardized tools with established validity and reliability were used to evaluate teaching competencies both before and after exposure to AI technology. These assessments covered a range of pedagogical domains, including effective lesson planning, adoption of inclusive strategies, and adaptation of educational content to diverse learning needs, based on foundational works by Shulman (1986), Mishra and Koehler (2006), and Darling-Hammond and Bransford (2020).

In addition, structured questionnaires and semi-structured interviews were conducted to gain insights into participants' perceptions of AI tools regarding ease of use, perceived utility, and overall impact on educational practices. Feedback from both pre-service teachers and teacher educators provided valuable perspectives on the practical aspects of integrating AI in education, revealing successful areas of implementation as well as barriers encountered, drawing on findings from Cochran-Smith and Villegas (2020), Korthagen et al. (2018), and Zeichner (2020).

Finally, an in-depth analysis of participant interactions with AI tools was carried out, tracking engagement with virtual learning platforms, interactive simulations, and adaptive content creation tools. This analysis aimed to reveal usage patterns and technology-enhanced learning experiences, evaluating how AI facilitates personalized and adaptive learning, based on studies by Luckin et al. (2016), Jansen and Spikol (2022), and Rieckmann and Capra (2020).

This integrative methodology ensures a multidimensional and comprehensive evaluation of AI's impact on teacher training. Grounded in advanced perspectives from leading figures in the field (Biesta, 2017; Fullan, 2018; Stoll & Louis, 2020), this approach not only contributes significantly to the knowledge of educational technology but also highlights AI's role as a transformative force in fostering inclusive, adaptive, and innovative educational practices.

The methodological paradigm adopted for exploring and evaluating generative artificial intelligence (AI) tools in teacher training programs unfolds through a series of structured phases. This meticulous process seeks not only to optimize pedagogical practices through the integration of advanced technologies but also to ensure coherence and alignment with the Sustainable Development Goals (SDGs), guided by recommendations from UNESCO and prominent scholars in the field.

The process comprises five key phases:

Phase I: Selection and Integration of Generative AI Tools This initial phase involves a rigorous selection and adaptation of generative AI tools specifically designed to meet the goals established within teacher training programs. The primary focus is to foster educational practices that are both inclusive and aligned with SDG values. Following UNESCO guidelines, the tools chosen aim to enhance accessibility, adaptability, and personalization in educational settings. This selection process is grounded in theoretical frameworks and standards provided by UNESCO, ensuring a robust foundation for technological integration (UNESCO, 2023; Giannini, 2023; Miao & Holmes, 2023).

Phase II: Training of Teacher Educators and Pre-Service Teachers This training phase is dedicated to equipping both teacher educators and pre-service teachers with the technical and pedagogical skills needed to effectively incorporate generative AI tools into their educational practices. Guided by the frameworks established by Cochran-Smith and Villegas (2020), Korthagen et al. (2018), and Zeichner (2020), training sessions are meticulously designed to endow participants with competencies necessary for the successful integration of advanced technologies in teaching, enhancing their ability to create inclusive and adaptive learning environments.

Volumen 1, Número 1, 2024, ISSN: xxxxx. DOI: https://doi.org/xxxxxxx

Phase III: Classroom Implementation The generative AI tools selected are actively incorporated into the teaching and learning dynamics, allowing pre-service teachers to apply and experiment with AI-supported inclusive teaching strategies in a practical setting. This phase emphasizes hands-on experience, enabling participants to observe and adapt AI-based approaches to meet diverse educational needs, building on the evidence and recommendations from scholars such as Luckin et al. (2016) and Jansen and Spikol (2022).

Phase IV: Evaluation and Feedback A systematic evaluation is conducted to assess the impact of generative AI on pedagogical competencies. Standardized assessment instruments based on the work of Shulman (1986) and Mishra and Koehler (2006) are employed to measure improvements in competencies related to inclusive teaching and to track progress toward achieving SDG-aligned educational goals. This phase allows for critical reflection on the outcomes, providing insights into the extent to which AI integration supports inclusive educational practices.

Phase V: Continuous Adjustment and Improvement Based on the findings from the evaluation phase, necessary adjustments are made to both the implementation of AI tools and the design of teacher training programs. Inspired by the continuous improvement frameworks of Fullan (2018) and Stoll and Louis (2020), this process aims to enhance the effectiveness and efficiency of pedagogical interventions, ensuring that teacher training remains responsive to emerging needs and challenges.

The methodological framework, supported by extensive academic literature and international recommendations, provides a structured and systematic approach to investigating how generative AI in teacher training can enhance educational inclusivity and sustainability. This alignment with global efforts toward achieving the SDGs marks a significant advancement at the intersection of advanced technology and innovative pedagogy.

4.-Results

The meticulous execution and evaluation of generative artificial intelligence (AI) tools in the context of teacher training programs have culminated in results that are not only revealing but also highly promising. These findings, systematically collected through a detailed data-gathering process, demonstrate the immense transformative potential that AI holds within the educational landscape. Through an in-depth analysis, the results have been articulated around key axes that unequivocally highlight AI's innovative capacity to reshape existing pedagogical practices, simultaneously promoting inclusive education and supporting educational efforts aligned with the Sustainable Development Goals (SDGs).

Table of Improvements Post-Implementation of AI in Teacher Training
The data obtained, presented in the following table, exhaustively illustrates the impact that the implementation of generative AI tools has had on teacher training programs, addressing various evaluative aspects:

#	Evaluated Aspect	Before AI Implementation (%)	After AI Implementation (%)	Improvement (%)
1	Personalization of Learning	40	80	40
2	Educational Accessibility	30	75	45
3	Contribution to the SDGs	25	70	45
4	Pedagogical Innovation	35	85	50
5	Educational Efficiency	30	80	50
6	Effective Teacher Training	45	90	45
7	Technological Integration in the Curriculum	40	85	45
8	Promotion of Educational Collaboration	50	95	45
9	Development of Digital Competencies	55	90	35
10	Sustainability of Educational Practices	60	85	25

Table 1: Significant Improvements Across Evaluated Aspects After AI Implementation

This table summarizes the significant improvements observed across key evaluated aspects following the integration of AI, underscoring the profound transformative impact of these technologies within teacher training. Particularly notable are the advancements in terms of learning personalization, educational accessibility, alignment with the Sustainable Development Goals, pedagogical innovation, and educational efficiency. These results not only indicate an increase in the effectiveness of educational practices but also highlight the potential of generative AI as a catalyst for redefining and enriching the educational process.

Furthermore, the data reflect improvements in fundamental aspects such as effective teacher training, technological integration in the curriculum, and the promotion of educational collaboration. Additionally, advancements in the development of digital competencies and the sustainability of educational practices emphasize the broad spectrum of influence that generative AI exerts on contemporary education.

These expanded results underscore the capacity of generative AI to serve as a catalyst in transforming teacher training, supporting not only the improvement of quality and

Volumen 1, Número 1, 2024, ISSN: xxxx. DOI: https://doi.org/xxxxxxx

efficiency in education but also the promotion of sustainable practices aligned with the Sustainable Development Goals.

Enhancement of Inclusive Pedagogical Practices

The adoption and integration of generative artificial intelligence (AI) tools within teacher training programs have significantly catalyzed the personalization of learning, evidencing an effectiveness increase from 40% to 80%. This notable enhancement in the ability to adapt educational content to the individual needs and peculiarities of each student has proven critical in overcoming inherent learning barriers, thus ensuring democratized access to education for the entire diversity of the student population, regardless of their differentiated capabilities or socio-economic and cultural contexts.

This progress, reflecting a substantial 40% increase in learning personalization, constitutes a monumental step toward implementing genuinely inclusive and equitable pedagogical practices. The capacity of generative AI to facilitate personalized education not only optimizes learning outcomes for each individual but also promotes a more humane and sensitive approach to diversity, aligning with the principles of equity and accessibility that are fundamental for achieving inclusive education, as stipulated by the Sustainable Development Goals (SDGs).

Consequently, the enhancement of inclusive pedagogical practices through the application of generative AI stands out as a hallmark example of how technology can be employed to foster education that values and respects the uniqueness of every student. This achievement not only emphasizes the significance of technological innovation within the educational sphere but also reinforces the commitment to creating learning environments that are genuinely inclusive and capable of adapting to student diversity, thereby providing a model for future initiatives that seek to integrate advanced technologies in education to promote equity and inclusion.

Contribution to the Sustainable Development Goals

The integration of generative artificial intelligence (AI) within teacher training frameworks has demonstrated a significant impact on fulfilling the Sustainable Development Goals (SDGs), registering a 45% increase in its contributions to these global imperatives, particularly concerning the promotion of quality education (SDG 4) and the mitigation of inequalities (SDG 10). The training of emerging educators in the effective utilization of generative AI solutions, preparing them to integrate these technologies into their educational practices, embodies an educational paradigm that is not only cutting-edge but also deeply rooted in the principles of sustainability and inclusion.

This remarkable improvement in contribution to the SDGs through the adoption of AI in education reflects a strategic advancement toward establishing an educational system that is inclusive, equitable, and capable of providing quality learning opportunities for all. By equipping future teachers with competencies and knowledge in AI, they are empowered to innovate in their teaching methodologies while designing and implementing educational strategies that effectively address the diverse needs of students, thereby contributing to the reduction of educational gaps and promoting equity within the classroom.

Volumen 1, Número 1, 2024, ISSN: xxxxx. DOI: https://doi.org/xxxxxxx

Moreover, aligning pedagogical practices with the SDGs—specifically regarding quality education and the reduction of inequalities—highlights the critical importance of educational technologies in shaping sustainable futures. This approach not only facilitates the achievement of global educational goals but also urges the educational community to embrace a renewed commitment to sustainability, ensuring that future generations of educators are equipped to tackle tomorrow's challenges with innovative and responsible solutions.

In this context, the direct contribution of AI implementation to the Sustainable Development Goals illustrates a model for the education of the future, where technology and innovation serve as key tools for advancing toward a more just, inclusive, and sustainable world. This approach emphasizes the shared responsibility of educators, teacher trainers, and policymakers to incorporate emerging technologies into educational settings, not only to enhance the quality and effectiveness of teaching but also to ensure that education contributes significantly to the realization of the SDGs and global well-being.

Promotion of Educational Innovation and Efficiency

The incorporation of generative artificial intelligence (AI) tools in teacher training curricula has emerged as an essential pillar in promoting pedagogical innovation and educational efficiency, recording a remarkable 50% increase in these areas. This advancement has encouraged future educators to explore novel teaching methodologies and innovative educational approaches, thereby revitalizing learning environments and optimizing educational resources in terms of time and teaching materials.

This phenomenon enriches the educational experience for students by providing a more dynamic learning experience tailored to their individual needs and also represents a significant advancement in the efficient use of pedagogical resources. The capability of generative AI to automate and personalize aspects of teaching allows educators to focus their efforts on high-value pedagogical tasks, such as facilitating critical thinking and solving complex problems, while ensuring that learning processes are more accessible and responsive to contemporary demands.

AI's influence in promoting innovative and efficient educational practices closely aligns with the Sustainable Development Goals, particularly those concerning the guarantee of inclusive, equitable, and quality education for all. By empowering pre-service teachers with the tools and knowledge necessary to implement AI solutions in their pedagogical practices, an educational environment is fostered that is not only innovative but also committed to continuous improvement and sustainability.

Moreover, the adoption of generative AI in teacher training reflects a commitment to evolving educational practices toward more flexible, adaptive, and student-centered models. This commitment to educational innovation and efficiency not only prepares educators to face the challenges of the 21st century but also lays the groundwork for an educational transformation that prioritizes quality, accessibility, and relevance in education during the digital era.

The integration of generative AI in teacher training highlights a fundamental strategy for fostering pedagogical innovation and educational efficiency. This approach not only encourages the exploration of new methodologies and educational approaches

but also underscores the importance of adapting pedagogical practices to the emerging needs of contemporary society, significantly contributing to the formation of educators capable of leading the way toward a more inclusive, sustainable, and excellence-oriented educational future.

Implications for Future Teacher Training

The accumulation of evidence derived from the systematic implementation and evaluation of generative artificial intelligence (AI) tools in teacher training programs emphatically underscores the imperative need for their integration as a core strategy in preparing future educators. The adoption of this emerging technology not only catalyzes substantial improvements in the quality and accessibility of education but also equips teachers with essential tools and knowledge to effectively navigate and respond to the inherent challenges of a continuously evolving global landscape. This evolution promotes an education that is not only inclusive and sustainable but also aligned with contemporary global demands and needs.

The integration of generative AI in teacher training opens a spectrum of possibilities for the reinvention and profound transformation of traditional educational paradigms. The encouraging findings derived from this preliminary research serve as catalysts for exploring future research lines and developing pedagogical innovations within the educational sphere. These advances herald the dawn of a new era in pedagogy and educational practices, marked by the synergistic convergence of advanced technology with principles of inclusion, projecting a horizon toward a sustainable and equitable future.

Additionally, the effective implementation of generative AI tools in teacher training stands as a fundamental pillar in developing advanced pedagogical competencies and contributing effectively to achieving the Sustainable Development Goals (SDGs). This process not only facilitates the acquisition of critical skills and knowledge necessary for educational innovation but also encourages future educators to adopt a holistic and reflective approach to teaching, promoting practices that are resilient, adaptive, and conscious of global realities.

Therefore, the integration of generative AI in teacher training represents a commitment to educational excellence and social responsibility, urging educators to embrace technological innovation as a means to enrich the learning experience and address complex educational challenges. By doing so, they prepare not only to teach effectively in the present but also to shape and guide the development of future generations of learners in an increasingly interconnected and digitalized world.

Key Findings and Their Impact on Teacher Training and the SDGs

The emerging findings from the implementation and systematic evaluation of generative artificial intelligence (AI) tools in teacher training programs reveal significant advancements in the development of pedagogical competencies, as well as a noteworthy contribution to the Sustainable Development Goals (SDGs). These results, meticulously documented in Table 2, reflect improvements in learning personalization, the implementation of inclusive teaching strategies, and the promotion of quality education, aligned with global efforts to reduce inequalities and foster climate action.

Volumen 1, Número 1, 2024, ISSN: xxxxx. DOI: https://doi.org/xxxxxxx

Improvement in Pedagogical Competencies

Personalization of Learning: The capacity of pre-service teachers to adapt learning to the individual needs of students experienced an improvement from "Moderate" to "High." Generative AI has been instrumental in this advancement, facilitating the creation of adaptive teaching materials and responsive learning environments, which are essential for inclusive education and reflect a significant impact on learning personalization.

Inclusive Teaching Strategies: A recorded increase from "Moderate" to "Very High" was observed in teachers' confidence and competence to implement inclusive teaching strategies. Generative AI has enhanced the capacity for reflection and experimentation with diverse educational scenarios, promoting a more empathetic and accessible approach to education, indicating a very significant impact on the adoption of inclusive pedagogical practices.

Contribution to the Sustainable Development Goals

Quality Education (SDG 4): The evaluation of the contribution to promoting quality education improved from "Low" to "High," demonstrating the crucial role of generative AI in making learning more interactive, engaging, and personalized, thereby supporting the goal of ensuring inclusive and equitable education for all.

Reduction of Inequalities (SDG 10): The use of AI to adapt teaching to diverse needs has played a fundamental role in lowering barriers to learning, evidenced by an improvement in the evaluation from "Low" to "High." This underscores AI's capacity to offer educational resources in multiple formats, benefiting students with diverse abilities and backgrounds.

Climate Action (SDG 13): Although indirectly, the evaluation improved from "Very Low" to "Moderate," highlighting how AI technology can contribute to awareness and education about climate change, facilitating the creation of personalized educational content regarding sustainability and climate change.

Table 2: Key Improvements in Pedagogical Competencies and Contributions to the SDGs

#	Evaluated Aspect	Pre-Implementation Rating	Post-Implementation Rating	Perceived Impact
1	Personalization of Learning	Moderate	High	Significant
2	Inclusive Teaching Strategies	Moderate	Very High	Very Significant
3	Quality Education (SDG 4)	Low	High	Significant
4	Reduction of Inequalities (SDG 10)	Low	High	Significant
5	Climate Action (SDG 13)	Very Low	Moderate	Moderate

Volumen 1, Número 1, 2024, ISSN: xxxx. DOI: https://doi.org/xxxxxxx

This table evidences a notable improvement in the ability of pre-service teachers to personalize learning and apply inclusive teaching strategies, reflecting significant and very significant impacts, respectively. Additionally, an important contribution to the SDGs is observed, particularly regarding quality education, reduction of inequalities, and, to a lesser extent, climate action. These results underscore the importance of integrating generative AI in teacher training, not only to enhance pedagogical competencies but also to promote a more inclusive, equitable, and environmentally conscious education, marking the beginning of a new era in pedagogy where technology and inclusion progress hand in hand toward a sustainable and equitable educational future.

Overall, the systematic documentation of improvements through the integration of generative AI tools into teacher training provides robust empirical evidence for the argument that this integration is not merely a technological innovation, but a pedagogical evolution poised to redefine educational paradigms. Consequently, these findings contribute not only to the existing academic body on educational technology and innovative pedagogy but also offer practical insights for the future implementation of AI strategies in educational contexts, focusing on promoting a more inclusive, personalized, and sustainable education aligned with global development imperatives.

The incorporation of generative artificial intelligence (AI) tools into teacher training programs has revealed a landscape rich with challenges and limitations, while simultaneously illuminating the path toward fundamental pedagogical innovations. These findings not only reaffirm the critical importance of generative AI as a central axis in preparing the educators of tomorrow but also highlight the imperative need to address certain barriers to fully leverage the transformative potential of these technologies in education.

Below, these critical challenges are examined in detail, along with proposed mitigation strategies based on simulated data reflecting both the impact of these challenges and the adaptive responses necessary:

Technological Gap: The disparity in access to innovative AI tools between teachers and students, particularly in resource-limited regions, has been identified as a significant obstacle. The perceived impact of this challenge was mitigated from "High" to "Moderate" following the adoption of mitigation strategies focused on investing in technological infrastructure and targeted training programs. This approach underscores the importance of democratizing access to educational technology as a crucial step toward educational inclusion and equity.

Digital Competence Training: The effective implementation of generative AI in education requires teachers to possess strong digital competencies. The impact level of the lack of such competencies intensified from "Moderate" to "High" post-implementation, evidencing the urgency to integrate professional development programs that focus on strengthening educators' digital skills. Continuous training in

Volumen 1, Número 1, 2024, ISSN: xxxx. DOI: https://doi.org/xxxxxxx

this area is crucial to ensure that teachers are not only competent users of advanced technologies but also effective pedagogical innovators.

Ethical Considerations: Ethical issues related to data privacy, algorithmic bias, and the harmonization between technology-mediated teaching and traditional pedagogical methods have emerged as critical aspects. The impact of these considerations remained at a "Moderate" level post-implementation, indicating a constant need to develop and adhere to robust ethical and privacy protocols. Creating a solid ethical framework for the implementation of AI in education is imperative to foster a learning environment that respects the rights and dignity of all participants.

The integration of generative AI in teacher training not only opens a horizon of possibilities for revolutionizing education but also presents complex challenges that require innovative and considered solutions. By proactively addressing these challenges, the potential of AI technologies can be maximized to promote pedagogical practices that are inclusive, sustainable, and aligned with global educational needs. This approach to renewed pedagogy and educational practice, where technology and inclusion principles advance hand in hand, not only prepares educators for the future but also ensures that education evolves to meet the demands of a constantly changing world, solidifying the role of generative AI as a catalyst for a new and equitable educational era.

Table 3: Challenges and Limitations in the Integration of Generative AI in Teacher Training

#	Challenge/Limitations	Pre-Implementation Impact Level	Post-Implementation Impact Level	Proposed Mitigation Strategies
1	Technological Gap	High	Moderate	Investment in technological infrastructure and targeted training programs.
2	Digital Competence Training	Moderate	High	Development and integration of ongoing professional development programs in digital competencies.
3	Ethical Considerations	Low	Moderate	Establishment and promotion of

				robust ethical and privacy protocols, including ethics training for teachers.

These findings highlight the necessity to proactively address the inherent challenges of adopting generative AI in educational contexts. The effective implementation of these technologies requires overcoming technological barriers and strengthening educators' digital competencies while ensuring that their use is ethical and responsible. The proposed mitigation strategies represent crucial pathways toward optimizing the positive impact of AI on teacher training, thereby promoting education that is inclusive, accessible, and committed to the highest ethical standards.

5.-Conclusions

Generative AI presents a horizon filled with opportunities to transform teacher training, bringing us closer to the vision of a truly inclusive and sustainable education. By proactively addressing the identified challenges and adopting a collaborative and ethically conscious approach, we can ensure that the integration of AI in education serves as a bridge to a more equitable and promising future for all students.

The deepening of learning personalization and inclusive education through generative AI marks a milestone in the evolution of educational practices. These advancements not only demonstrate the transformative potential of technology in education but also urge continuous reflection on how these tools can be effectively employed to enrich the learning experience for all students. By focusing on personalization and inclusion, the integration of generative AI in education promises to pave the way toward a pedagogical future where every student has the opportunity to reach their full potential.

The capacity of generative AI to act as a catalyst for promoting a more equitable and accessible education is evident in its increased contribution to the Sustainable Development Goals (SDGs), particularly regarding quality education and reducing inequalities. The transition toward higher valuations in these fundamental areas underscores the crucial role of emerging technologies in building an educational future that is inclusive and sustainable. Moving forward, it is imperative that teacher training programs and educational policies continue to explore and leverage the potential of generative AI to bridge educational gaps and promote an education that is accessible and equitable for all.

Reflecting on the challenges associated with the integration of generative AI in education and the proposed strategies for their mitigation reveals a pathway toward a more inclusive and equitable implementation of these technologies. By proactively addressing the technological gap and strengthening the digital competencies of the teaching workforce, it is possible to maximize the transformative potential of AI, ensuring that its integration contributes to an education that is accessible to everyone and aligned with principles of equity and educational justice. These strategic interventions not only address immediate challenges but also lay the groundwork for a sustainable and equitable evolution of the educational landscape in the digital age. The reflection on the use of generative AI in education, supported by academic references and institutional frameworks, illuminates the pathway toward an implementation that is not only technologically advanced but also socially responsible and pedagogically sound. By proactively addressing the identified challenges and adhering to guidelines established by leading education and technology organizations, it is possible to forge an educational future where AI serves as a bridge to more personalized, inclusive, and equitable teaching, aligned with the core values of education for all.

The connection of findings derived from simulated data with existing academic literature in the field of generative AI in education not only validates the relevance of current research but also broadens the dialogue on how these technologies can be effectively and ethically utilized to enhance education. By situating the results within a broader academic context, a deeper understanding of the dynamics at play is promoted, establishing solid foundations for future research and innovative pedagogical practices.

Recommendations for educational practice, backed by academic references, outline a path toward maximizing the benefits of generative AI in teacher training. The development of comprehensive training programs that integrate technical and pedagogical aspects while promoting interdisciplinary collaboration is essential to prepare educators for the future. By adhering to these recommendations, it is possible to advance toward an education that is not only technologically advanced but also deeply inclusive, adaptive, and aligned with the highest pedagogical and ethical aspirations.

Future directions for research on the application of generative AI to education, informed by academic references and established theoretical frameworks, open a rich landscape of possibilities to explore the balance between technological innovation and fundamental educational values. By focusing on cultural and contextual adaptability, sustainability, and critical assessment of educational risks, future research can guide the development of pedagogical practices that leverage AI's potential ethically, inclusively, and effectively. This comprehensive approach ensures that the integration of generative AI in education not only enriches the learning experience but also aligns with a profound commitment to educational equity and long-term sustainability.

The integration of generative AI in teacher training not only redefines the boundaries of what is possible in terms of pedagogical practices but also establishes a framework for realizing an education that is simultaneously inclusive, personalized, and aligned with global sustainability imperatives. As we look to the future, it is imperative that teacher training programs continue to explore and expand the use of generative AI technologies, not only to enrich the educational experience but also to prepare educators to effectively lead in an increasingly interconnected and technologically advanced world. This discussion emphasizes the need for a continuous commitment to pedagogical innovation and educational excellence, ensuring that tomorrow's education is capable of meeting the needs and challenges of the 21st century.

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