



AI tools for students

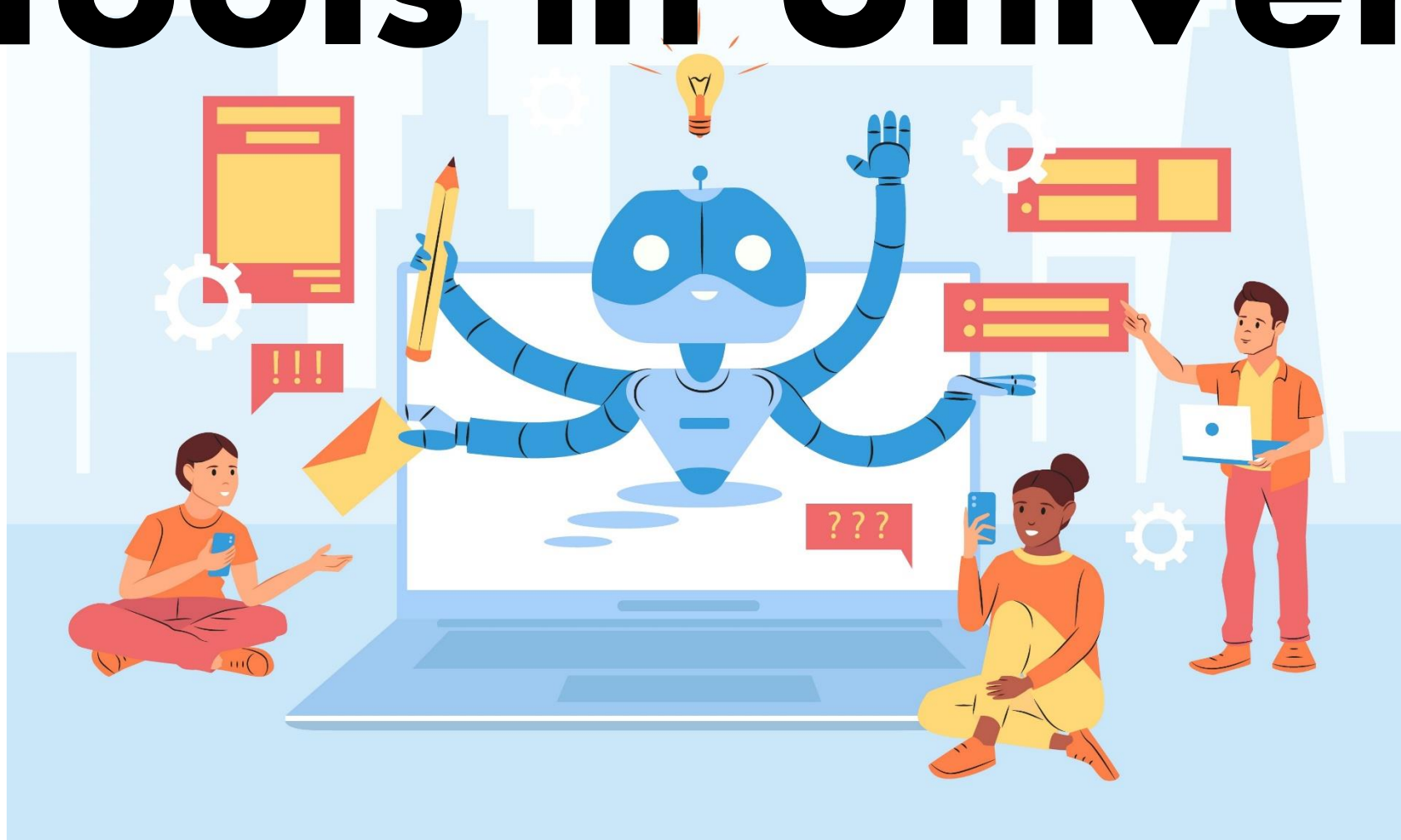
Ángela R. Troncoso García

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AI tools in University



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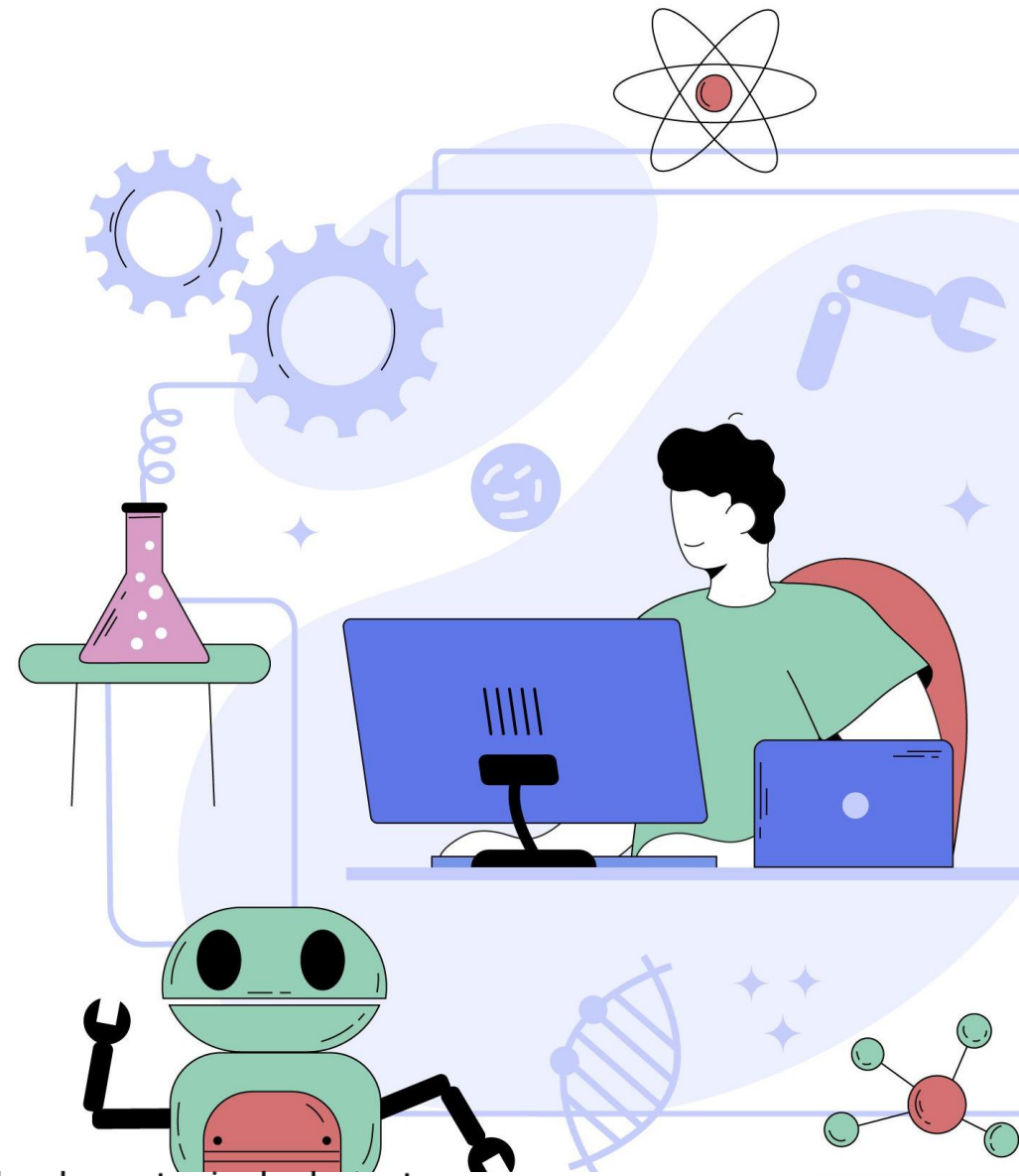
Introduction

The field of Artificial Intelligence (AI) has transformed multiple sectors in recent years

The emergence of tools such as ChatGPT, Gemini, LLaMA, and others has accelerated this change

The education sector has not been immune to this technological and cultural impact

These tools have created new opportunities to personalize learning and improve efficiency in teaching



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Applications of AI in education

Adaptive learning and personalized tutoring

Intelligent tutoring systems

- Learner status diagnosis and adaptive feedback provision
- Adaptive test and exercise provision
- Adaptive learning content recommendation

Adaptive hypermedia learning systems

- Learning style detection or analysis
- Adaptive presentation
- Adaptive path navigation support

Intelligent assessment and management

Intelligent assessment systems

- Assess students' learning ability and behavior
- Automatic grading
- Teaching evaluation

Learning management systems

- Collaborative learning support
- Classroom and exam management
- Information and resource management

Profiling and prediction

Failure and dropout warning

Academic achievement prediction

Learning analysis and learner modeling

Course arrangement and teaching performance

Emerging technologies or products

Educational robots

VR and AR

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Generative AI

Generative AI refers to systems capable of producing new content

This includes text, images, code, audio and multimedia

Models are trained on large datasets (LLMs) to learn underlying patterns

When used responsibly, they can enhance learning and innovation

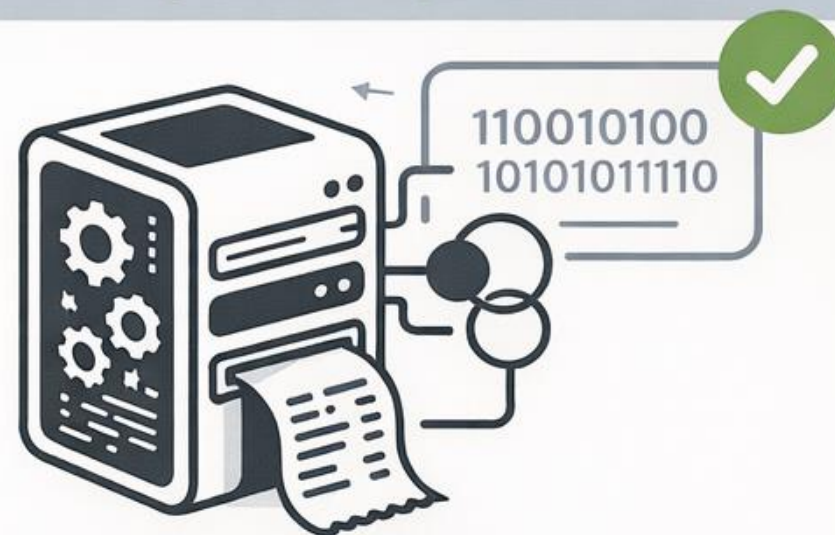
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Human-like understanding



❌ Human-like understanding

Statistical pattern prediction



✅ Statistical pattern prediction

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Use of generative AI

AI generates responses based on patterns, not understanding

Outputs may contain errors, bias, or fabricated information

Prompts guide the system by clearly defining the task and context

The quality of the output depends on the data the model was trained on, the prompt and the data you provided

Human judgment remains essential at every stage

References and sources should always be verified independently

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For teachers...



Preparing lecture outlines and teaching materials

Generating examples, exercises, and case studies

Adapting content to different difficulty levels

Supporting assessment design and rubrics

Providing faster, formative feedback

Summarizing student submissions or discussions

Assisting with course planning and learning objectives

Supporting inclusive and accessible teaching

Reducing administrative workload

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For students...

Instant feedback	No need for direct contact with the instructor	Drafting and improving written assignments
Summarizing long or complex texts	Clarifying difficult concepts in simple terms	Generating ideas for essays or projects
Practicing exam questions and self-assessment	Translating and improving academic language	Organizing study plans and deadlines
Getting examples and step-by-step explanations	Support outside classroom hours	Personalized learning at the student's own pace



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But you need to be carefull

Submitting AI-generated work as their own	Copy-pasting answers without understanding them	Using AI to avoid studying or practicing
Relying on AI for final exam answers	Trusting outputs without verification	Using AI to bypass learning objectives
Replacing critical thinking with automation	Ignoring errors or hallucinations	Sharing personal or sensitive data with tools



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Good practices



Know when, how,
and why AI is
allowed to be used
in your course

Use AI to support
learning, not to
replace it

Ask AI for
explanations, not
final answers

Always review,
verify, and edit AI-
generated content

Do not submit AI-
generated work as
your own

Protect your
personal and
academic data

Be aware of bias
and limitations in AI
outputs

Use AI as a learning
assistant, not as an
exam tool

Develop critical
thinking and ethical
awareness

Remember:

responsibility always lies with you

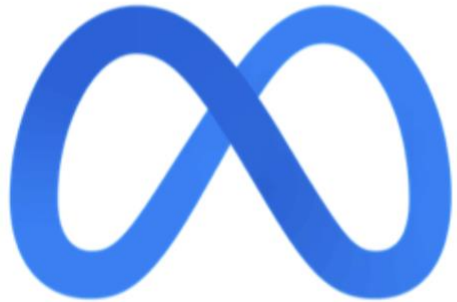
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Multimodal tools

ChatGPT



Gemini



Claude

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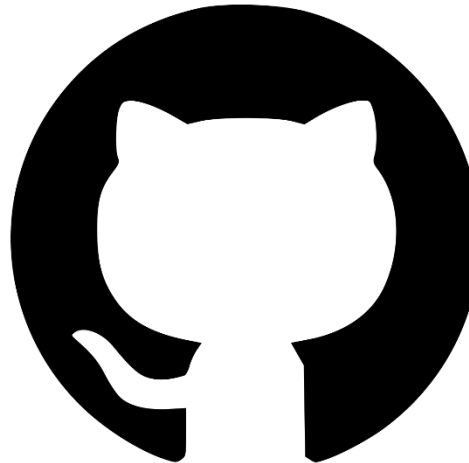
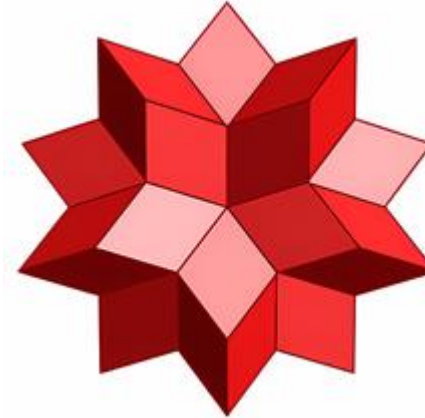
Specific tools



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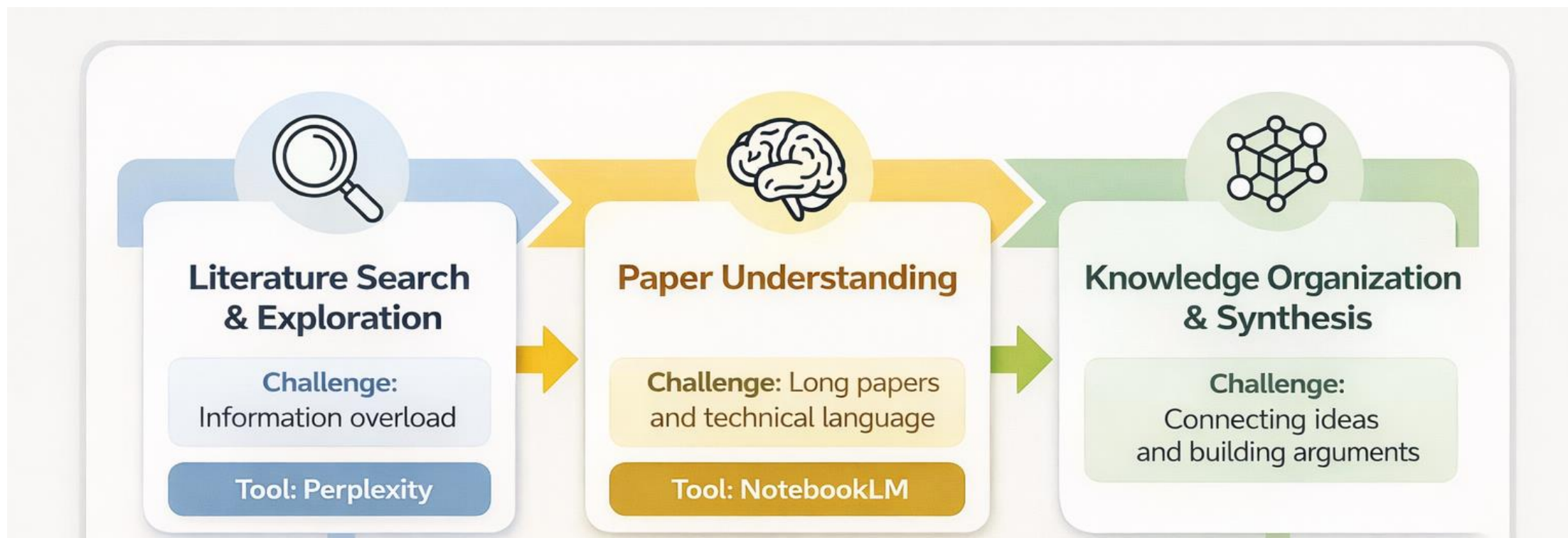


Plug-ins



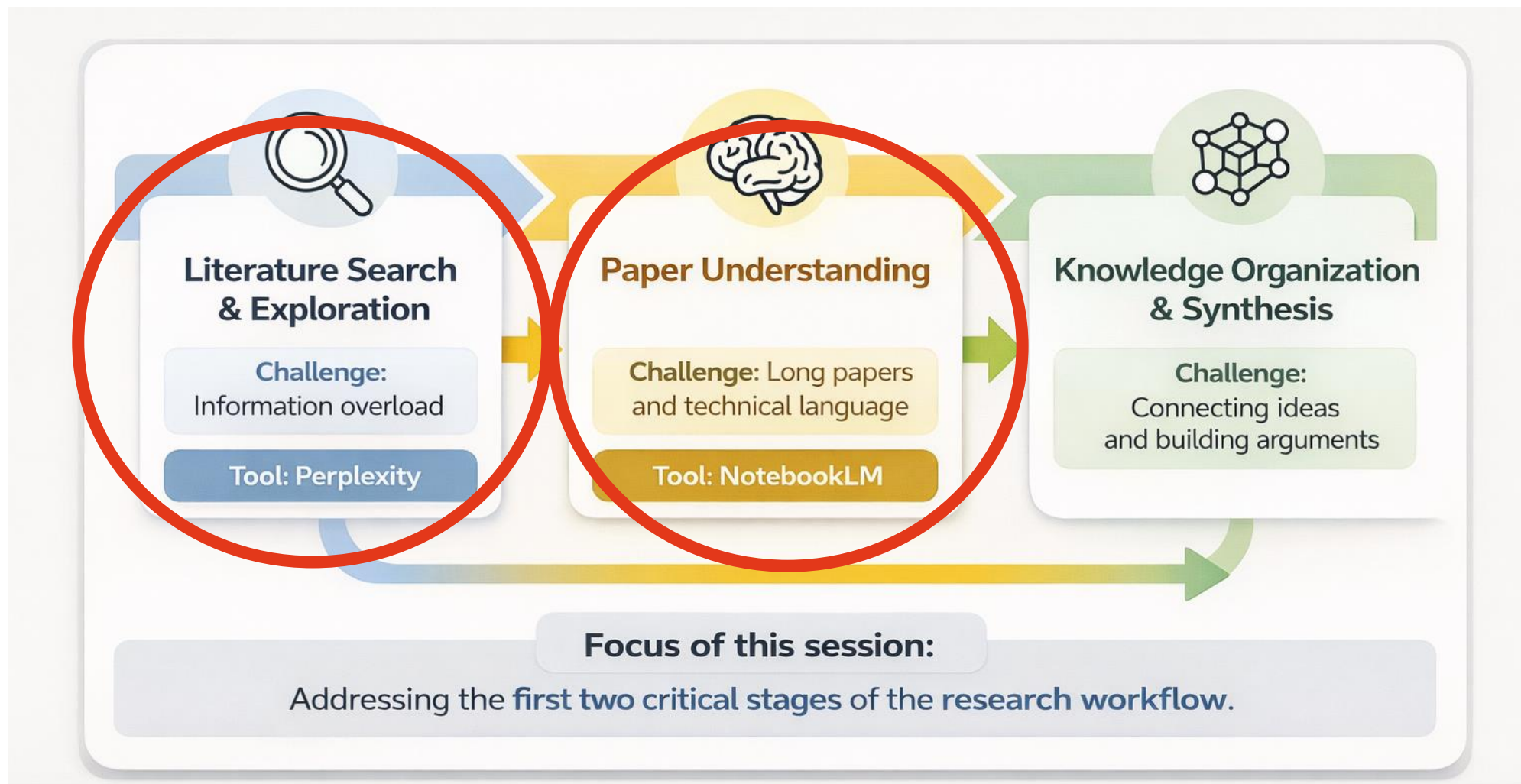
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AI as a research assistant



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AI as a research assistant



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AI tools today



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What is Perplexity?

AI-Powered Search Assistant



Perplexity

AI-Powered Search Assistant



1 Efficient search

Accelerates **search** and **exploration**.



2 Trustworthy answers

Provides **reliable**, **cited** responses.



3 Knowledge discovery

Helps **uncover topics** and gain a broader understanding.

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Co-funded by the
European Union

Perplexity: AI-Assisted Academic Search

What is Perplexity?

An AI-powered search engine that combines web search with large language models to generate structured **answers** with sources.



Why is it useful for researchers?



Efficient literature exploration

Quickly identify key papers, concepts, and debates.



Source-grounded answers

Responses include links to the original sources.



Research orientation

Helps understand the landscape of a topic before deep reading.

When should you use it?

- ✓ Early stages of research
- ✓ Exploring unfamiliar topics
- ✓ Finding starting references

Traditional search (Google / databases)

Many links
Manual filtering
↓
Research reading

vs.

Perplexity

- ✓ Synthesized answer + cited sources
- ✓ Exploring unfamiliar topics
- ✓ Finding starting references



Perplexity is not a substitute for academic databases.

It is a tool for rapid exploration and orientation.

Anatomy of a Good Prompt (Perplexity)

A well-structured prompt usually contains **three key elements**:

1 Topic

The **main subject** of the query.

Examples:

- AI in education
- Machine **learning** in healthcare
- Social media and mental health

2 Context

The **perspective** or domain of the request.

Examples:

- Academic research
- Higher education context
- Policy implications

3 Constraints

Conditions that **refine** the search results.

Examples:

- Publication year
- Type of sources (scholarly articles)
- Geographic focus

Prompt Template

Topic

+

Context

+

Constraints

Example:

✗ Vague prompt

✓ Well-structured

Impact of AI in higher education + academic research
+ sources published after 2021

Provide academic sources about the impact of artificial intelligence on teaching and learning in higher education published after 2020.

 $+$

Modelo ▾

 Computer



Provide academic sources about

perplexity.ai/search/provide-academic-sources-about-OgxAp_ENRQuvWSqDgwIFUQ

UPOEnlaces interesantes(103) Correo Web U...DoctoradoYour Projects - Over...Crea pósters gratis...Writefull Revise

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Buscar

Computer

Nuevo hilo

Historial

Descubre

Spaces

Finanzas

Más

Reciente

Provide academic sources

Actualizar plan

Ángela Tronco...

RespostaEnlaces

CompartirDescargar Comet

Here are recent peer-reviewed academic sources (post-2020) on the impact of artificial intelligence on teaching and learning in higher education, with brief notes to help you decide what to read.

Systematic reviews and overviews

1. "AI in higher education: a systematic literature review" – Frontiers in Education, 2024

Reviews AI uses in higher education, including impacts on learning processes, assessment, and research practices, and highlights ethical and implementation challenges. frontiersin

2. "Artificial Intelligence in Higher Education: A Systematic Review of ..." – IOSR Journal of Research & Method in Education, 2020–2025 sample

Analyzes 30 empirical studies (2020–2025) focusing on AI's impact on learning outcomes and barriers to effective adoption (e.g., data quality, teacher readiness, ethics). iosrjournals

3. "Using Artificial Intelligence for Higher Education: An Overview and ..." – SAGE (Social Sciences journal), 2025

Provides a bibliometric and thematic overview of AI in higher education, covering student performance, learning analytics, pedagogy, assessment, and student engagement as central clusters. journals.sagepub

Empirical studies on teaching and learning

Solicitar seguimiento

+Modelo

Noticias para usted...

9:1515/03/2026

Common Bad Prompts in Perplexity

Poorly formulated prompts often lead to vague or **unhelpful** results.

❌ Too General

Prompts that are too broad give unfocused answers.

Bad example:

“**Explain** artificial intelligence.”



Bad example:

“**Explain** artificial intelligence.”

❌ No Context

Without context, the system does not know what perspective you need.

Bad example:  “Tell me about climate change.”



Better:

“Provide scholarly sources about climate change **policies** in the European Union.”

❌ No Constraints

Without **constraints**, results may be outdated or irrelevant.

Bad example:

“What research exists about machine learning in healthcare?”



Better:

“Provide recent peer-reviewed articles about machine learning in medical diagnosis published



Key Lesson: Good Prompts = **Topic** + **Context** + **Constraints**

Critical, responsible, and ethical use of AI will be an essential **skill** for the **future**.

⌵

Ayuda para diapositivas

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📧 (103) Correo Web U...

📁 Doctorado

🔄 Your Projects - Over...

🌐 Crea pósters gratis...

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»

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📖 Descubre

🗂️ Spaces

📈 Finanzas

⋮ Más

Reciente

give sources about the im

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Provide academic sources

⬅️ Actualizar plan

👤 Ángela Tronco...

🔔

🌐 Respuesta

🌐 Enlaces

🖼️ Imágenes

⋮

🔒 Compartir

📄 Descargar Comet

give sources about the importance of recicyng

Se revisaron 10 fuentes >

Recycling is important because it protects the environment, saves energy and resources, supports the economy, and reduces health risks from poorly managed waste. Here are some reliable sources you can use: friendsoftheearth +5

Official organizations

• US Environmental Protection Agency (EPA) – “Recycling Basics and Benefits”

Explains how recycling conserves natural resources, reduces greenhouse gas emissions (over 193 million metric tons of CO₂ equivalent saved in 2018), saves energy, and cuts pollution. epa

<https://www.epa.gov/recycle/recycling-basics-and-benefits>

• US EPA

Shows that recycling supports local jobs, reduces greenhouse gas emissions, and 5.5

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Important Limitations of AI Search

AI search tools can be **very useful**, but their results must always be **critically evaluated**.



Hallucinated Sources

AI systems may **generate** fake or incorrect references



Always verify:

- Does the article actually exist?
- Is the source accessible?



Oversimplified Summaries

AI may **simplify** complex research and omit important details.

Important elements that may be lost:

- Research methods
- Experimental design
- Scientific results

Important elements that may be lost:

- Research methods
- Experimental design
- Scientific results



Bias and Source Quality

Not all sources suggested by AI have the same **academic credibility**.

Students should check:

- ✓ Authors
- ✓ Journal or publisher
- ✓ Year of publication
- ✓ Whether the source is peer-reviewed



AI search is a starting point, not a **final** source of truth.
Always verify sources and read the original papers.

Did you know? Do you find it useful?



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After Identifying Sources...

Understanding the **Material** Can Be Challenging

The major challenge after collecting sources is **understanding the material**.

"I found several papers, but
I do not really understand **them**"

Technical Language



Academic articles are often written in **highly technical language**.

Complex Methodologies & Analyses



They frequently include complex methodologies and detailed analyses.

Specialized Terminology



Specialized terminology can make understanding difficult.



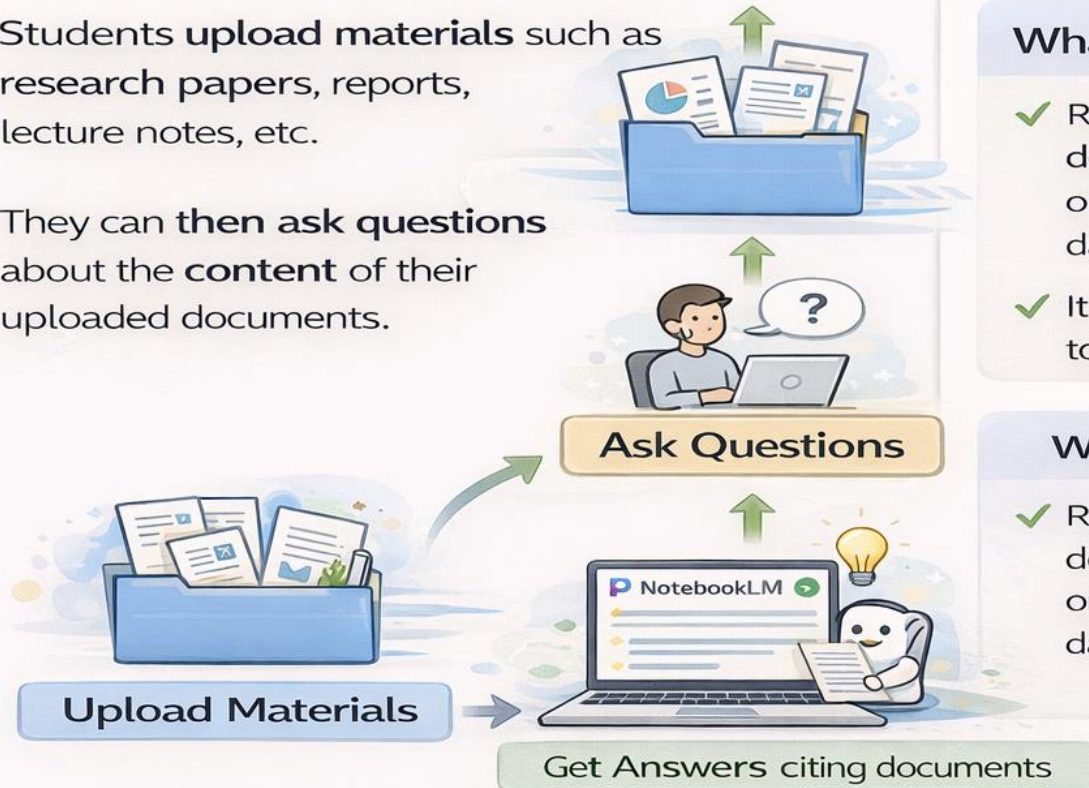
Tools like **NotebookLM** can assist in interpreting and clarifying complex academic texts.

Helping students better understand the literature they collect.

What is NotebookLM?

NotebookLM is an **AI tool** designed to help users interact **directly with documents**.

- Students **upload materials** such as research papers, reports, lecture notes, etc.
- They can then **ask questions** about the **content** of their uploaded documents.



What sets NotebookLM apart?

- ✓ Responses are based **only** on the documents **provided** by the user, not on general knowledge from large datasets.
- ✓ It analyzes the **uploaded sources** to generate **grounded** answers.

What sets NotebookLM apart:

- ✓ Responses are based **only** on the documents **provided** by the user, not on general knowledge from large datasets.



NotebookLM is especially useful in academic contexts, where working with defined sources is essential.

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What NotebookLM Can Do

One of the main functions of **NotebookLM** is the ability to **summarize documents**.



Summarize Documents

Ask for a concise overview of the **main contributions** or findings,



Upload Materials

“Summarize the key contributions of this paper.”

Example:

- › Summarize the key contributions of this paper.



Ask Questions About Documents

Make targeted questions to find specific information about the methodology and conclusions.



Ask Questions

“What limitations does the research identify?”

Example:

- › What differences exist between these two studies?



Cross-Reference Documents

Analyze and compare information across **multiple** documents.



Cross-Reference Documents

Analyze and compare information across **multiple** documents.



Helps understand, analyze, and compare academic papers.

How NotebookLM Enhances Accessibility and Learning

It transforms **written materials** into alternative formats, making studying easier and more flexible.



Structured Summaries

It provides concise overviews of academic papers with the key points highlight.



Structured Summaries

It provides concise overviews of academic papers with the key points highlight.



Concept Maps About Documents

It creates visual representations highlighting the relationships between key ideas.



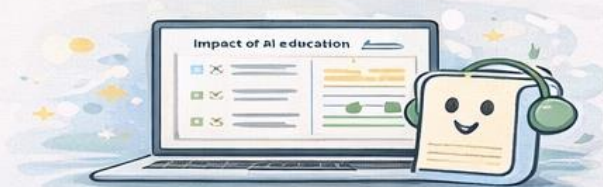
Concept Maps

It creates visual representations highlighting the relationships between key ideas.



Draft Slides Documents

Analyze and compare information across **multiple** documents.



Draft Slides

It generates slides outlining the **main concepts** and findings for presentations.



Key Idea: Multiple formats make studying easier and more adaptable to different **learning styles**.

When Should Students Use NotebookLM?



AI is a powerful tool, but it should never replace the intellectual effort of the student.



Advance Research Skills

Students learn to critically interact with AI, developing an essential academic skill for research.



Students must **independently** develop their own argument and



Analyze Complex Material

AI helps break down difficult texts, aiding in understanding and analysis.



AI may provide **incorrect** references or outdated data that need to be checked.



Excel in the Digital Age

Responsibly using AI prepares students for modern academic and professional environments.



Learning to use AI responsibly is a powerful advantage in both academic and professional life.

Critical, **responsible**, and **ethical** use of **AI** will be an essential **skill** for the future.

Example: Studying Course Material with NotebookLM

NotebookLM helps students understand and review course content.

1. Explaining Concepts



Upload: Slides, Notes.

Example Prompt:

“Explain the concept of **overfitting** using these **slides**.”

2. Comparing Concepts



Example Prompt:

“What are the differences between **supervised** and **unsupervised** learning?”

3. Exam Preparation



Identify Key Ideas

Create Study Guide.

Example Prompt:

“Create a list of key concepts to review for the **exam**.”

4. Understanding Difficult Sections



Simple Explanation

Example Prompts:

- Explain the methodology in **simple terms**.”
- Explain this concept as if I **wore** a beginner.”

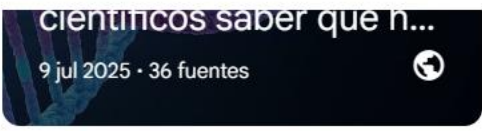


NotebookLM helps students interact with course materials, not just read them.





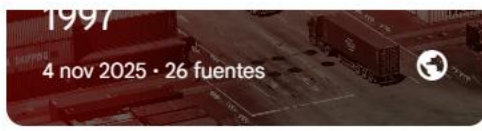
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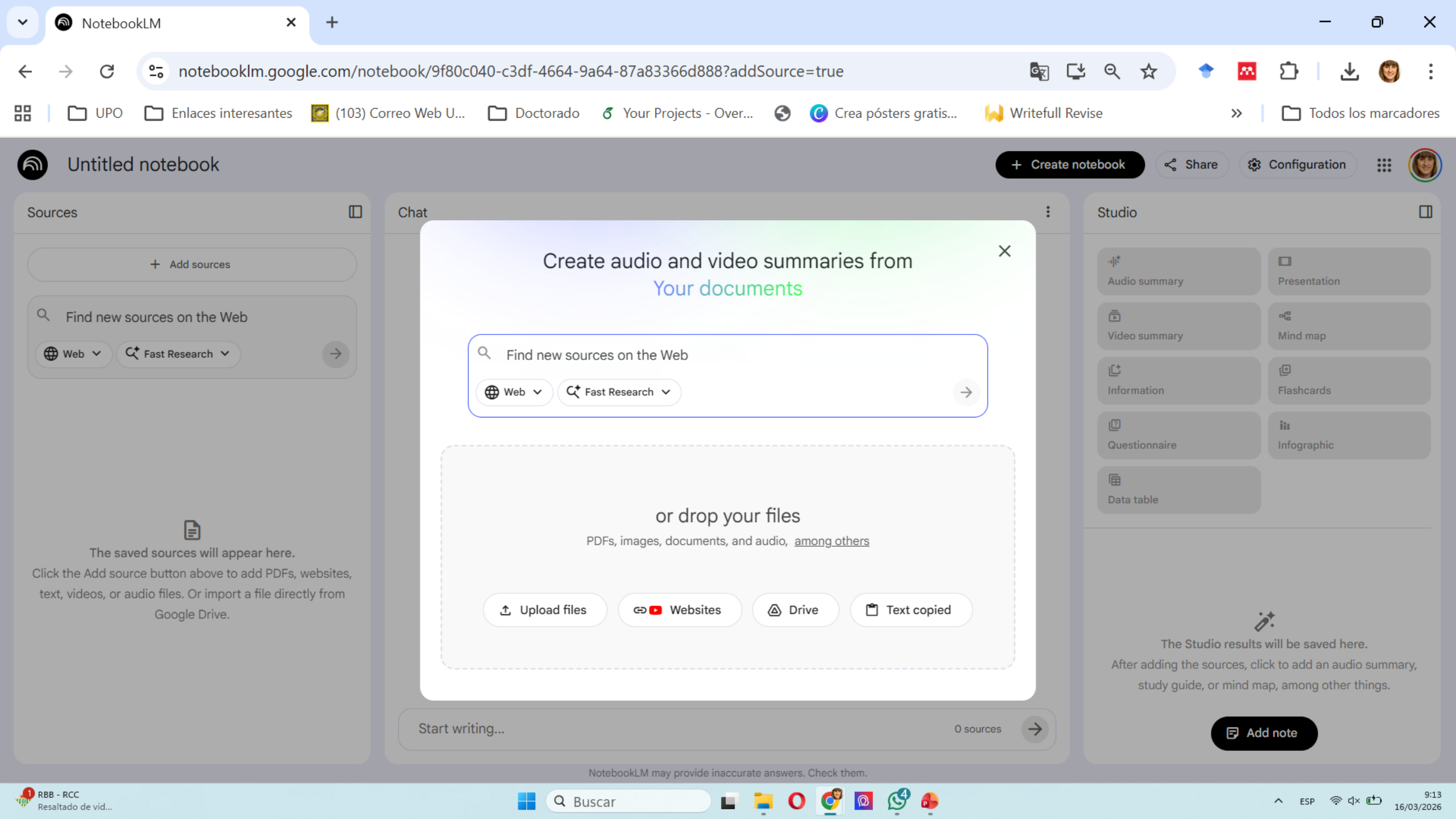
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Exponential and Log functions - Precalculus

Create notebookShareConfiguration

Sources

+ Add sources

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WebFast Research

Select all sources

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Chat

Exponential and Log functions - Precalculus

0 sources

This collection of educational materials for **Precalculus: Mathematics for Calculus** details the fundamental properties and analytical techniques of **polynomial functions**. The resources explain how to identify key elements such as **degree**, **leading coefficient**, and the **final behavior** of graphs, ensuring that students recognize their **smooth and continuous nature**. **Precise algebraic methods, including the Rational Zeros Theorem**, **synthetic division**, and **Descartes' Rule of Signs**, are presented for locating the roots of an equation. Furthermore, the content instructs on using the **Upper and Lower Bounds Theorem to constrain the search for real solutions on a Cartesian plane**. Finally, **graphical visualization** strategies and transformations are integrated to facilitate solving complex problems and representing power functions.

Save to a note

How do the degree and the leading coefficient influence the final behavior of the graph?

Empieza a escribir...

0 sources

Studio

Audio summary

Presentation

Video summary

Mind map

Information

Flashcards

Questionnaire

Infographic

Data table

The Studio results will be saved here.

After adding the sources, click to add an audio summary, study guide, or mind map, among other things.

Add note

NotebookLM may provide inaccurate answers. Check them.

RBB - RCC
Resultado de vid...

Buscar

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Exponential and Log functions - Precalculus

Create notebookShareConfiguration

Sources

Add sources

Find new sources on the Web

WebFast Research

Select all sources

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Chat

How do the degree and the leading coefficient influence the final behavior of the graph?

The **final behavior** of a polynomial function describes what happens to the values of the function (*and*) as x becomes very large in a positive direction ($x \rightarrow \infty$) the negative ($x \rightarrow -\infty$) ¹ This behavior is determined exclusively by the **leading term** ($a_n x^n$), since for large values of x The other terms of the polynomial are insignificant in comparison. ² .

The influence of the degree (n) and the leading coefficient (a_n) is divided into four fundamental cases:

1. Odd degree (n is odd)

In this case, the ends of the graph point in **opposite directions**. ³ .

- **Positive principal coefficient** ($a_n > 0$) The function falls to the left and rises to the right. It is expressed as : *and* $\rightarrow \infty$ when $x \rightarrow \infty$, and *and* $\rightarrow -\infty$ when $x \rightarrow -\infty$ ⁴ ⁵ .
- **Negative principal coefficient** ($a_n < 0$) The function rises to the left and falls to the right. It is expressed as: *and* $\rightarrow -\infty$ when $x \rightarrow \infty$, and *and* $\rightarrow \infty$ when $x \rightarrow -\infty$ ⁶ ⁷ .

2. Even degree (n es par)

In this case, the ends of the graph point in the **same direction**. ⁷ .

- **Positive principal coefficient** ($a_n > 0$): Both ends of the graph rise. This is expressed as:

Empieza a escribir...0 sources

Studio

Audio summary

Presentation

Video summary

Mind map

Information

Flashcards

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Infographic

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Mind map

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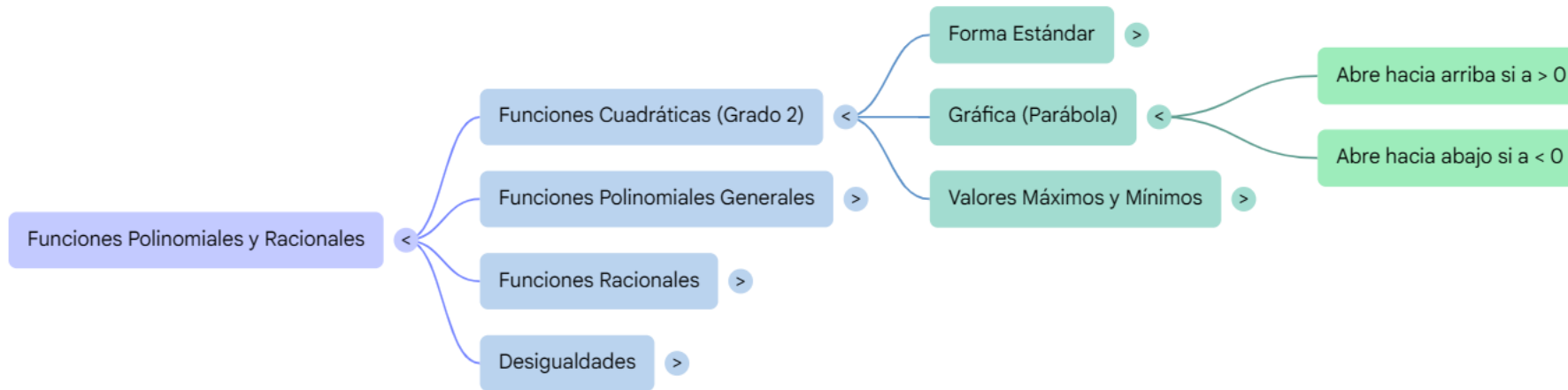
Data table

Questionnaire

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Structures of Polynomial and Rational Functions

Based on 7 sources



👍 Appropriate content

👎 Inappropriate content

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Chat

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⋮

Studio

1 14°C
Soleado

Polinomios Fichas

Based on 7 sources

4 / 75

¿Cuál es el grado del polinomio
 $P(x) = 3x^5 + 6x^4 - 2x^3 + x^2 + 7x - 6$?

Mira la respuesta



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Polinomios Fichas

Based on 7 sources

5.

Explicar



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Exponential and Log functions - Precalculus

Chat

+

The sources provided e

(a) and the orientation

graph, its extreme value

The following details w

upwards if $a > 0$:

1. Orientation and sha

- **Opening definition**
- $(h)^2 + k$ represents
- parabola opens up
- **Visualization:** The g
- where the "arms" of
- 2. Existence of a mini
- **The vertex as the l**
- (h, k) represents the
- **Minimum value:** The

Start writing...

7 sources

→

Exponential and Log functions -

notebooklm.google.com/notebook/9f80c040-c3df-4664-9a64-87a83366d888

UPO

Enlaces interesantes

(103) Correo Web U...

Doctorado

Your Projects - Over...

Crea pósters gratis...

+

Create notebook

Share

Configuration

14°C

Soleado

16/03/2026

Presentation

Customize slideshow

Format

Detailed presentation

A complete presentation with text and details, perfect for sending by email or reading on its own.

Presenter's slides

Clear and visual slides with key points to help you while you speak.

Select language

Spanish

Duration

Short

Default

Describe the presentation you want to create.

Add an overall outline, or guide for the audience, and the style and approach: "Create a beginner's presentation with an eye-catching and fun style. Focus on step-by-step instructions."

Trigger

Audio summary

Personalizar resumen de audio

Formato

Información detallada ✓

Una animada conversación entre dos presentadores que analizan y conectan temas de tus fuentes

Breve

Un resumen breve que sirve para que captes rápidamente las ideas principales de tus fuentes

Crítica

Una revisión experta de tus fuentes, con comentarios constructivos para ayudarte a mejorar tu material

Debate

Un debate reflexivo entre dos presentadores que arroja luz sobre diferentes perspectivas de tus fuentes

Seleccionar idioma

English

Duración

Corto

✓ Predeterminada

Largo

¿En qué deben centrarse los presentadores de IA en este episodio?

Focus on ...

Generar

NotebookLM puede ofrecer respuestas inexactas. Compruébalas.

Exponential and Log functions - Precalculus

+ Crear cuaderno

Compartir

Configuración

Fuentes

+ Añadir fuentes

Buscar nuevas fuentes en la Web

Web Fast Research

Seleccionar todas las fuentes

- CH03_01.pptx
- CH03_02.pptx
- CH03_04.pptx
- CH03_06.pptx
- Stewart_Precalc_8e_PPT_CH03_03.pptx
- Stewart_Precalc_8e_PPT_CH03_05.pptx
- Stewart_Precalc_8e_PPT_CH03_07.pptx

Personalizar resumen de video

Formato

Video explicativo

Un resumen estructurado y completo que enlaza los conceptos de tus fuentes

Breve

Una breve vista general que te ayudará a comprender rápidamente las ideas fundamentales de tus fuentes.

Seleccionar idioma

English

Elige un estilo visual

Selección automática

Personalizado

Clásico

Pizarra

Kawaii

Anime

Generando presentación... se basa en 7 fuentes

Generando presentación... se basa en 7 fuentes

Exponential and Log functions - Precalculus

Create notebook

Share

Configuration

Sources

Chat

Studio

+ Add sources

Find new sources on the Web

Web Fast Research

Select all sources

CH03_01.pptx

CH03_02.pptx

CH03_04.pptx

CH03_06.pptx

Stewart_Precalc_8e_PPT_CH03_03.pptx

Stewart_Precalc_8e_PPT_CH03_05.pptx

Stewart_Precalc_8e_PPT_CH03_07.pptx

Create report

Format

Create your own

Summary

Study guide

Blog post

Suggested format

Methodological Guide

Evaluation Protocol

Technical Glossary

Procedures Manual

Audio summary

Video summary

Information

Questionnaire

Data table

Presentation

Mind map

Flashcards

BETA Infographic

Polynomials Questionnaire

Generating presentation...

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UNIVERSIDAD PABLO DE OLAVIDE SEVILLA

OSTİM TECHNICAL UNIVERSITY ANKARA

SGroup UNIVERSITIES IN EUROPE

University of Hradec Králové Faculty of Informatics and Management

Co-funded by the European Union

Report

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Exponential and Log functions

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Funciones Polinomiales y Racionales: Propiedades y Ejemplos

Based on 7 sources

Polynomial Function	$P(x) = x^4(x - 2)^3(x + 1)^2$	9	1	$-1(\text{lot.2}), 0(\text{lot.4}), 2(\text{lot.3})$	$\text{and} \rightarrow \infty \text{ when } x \rightarrow \infty; \text{ and } \rightarrow -\infty \text{ when } x \rightarrow -\infty$	Multiple local extremes (maximum of 8)	[1]
Polynomial Function	$P(x) = x^3 - 2x^2 - 3$ 3 times	3	1	$x = 0, x = 3, x = -1$	$\text{and} \rightarrow \infty \text{ when } x \rightarrow \infty; \text{ and } \rightarrow -\infty \text{ when } x \rightarrow -\infty$	At least one local maximum and minimum	[1]
Quadratic Function	$f(x) = 2x^2 - 12x + 13$	2	2	Intercept and: $(0, 13)$ Intercepts: $x: 3 \pm \frac{\sqrt{10}}{2} \approx (1.42, 4.58)$	Open upwards $(f(x) \rightarrow \infty \text{ when } x \rightarrow \pm\infty)$	Vertex: $(3, -5)$ Minimum value: -5	[2]
Quadratic Function	$f(x) = 5x^2 - 30x + 49$	2	5	No real zeros are mentioned	Open upwards $(f(x) \rightarrow \infty \text{ when } x \rightarrow \pm\infty)$	Vertex: $(3, 4)$ Minimum value: 4	[2]
Quadratic Function	$f(x) = -x^2 + x + 2$	2	-1	Intercepted: $x: -1, 2$	Open downwards $(f(x) \rightarrow -\infty \text{ when } x \rightarrow \pm\infty)$	Vertex: $(\frac{1}{2}, \frac{9}{4})$ Maximum value: $\frac{9}{4}$	[2]
Rational Function	$r(x) = \frac{2x^2 + 7x - 4}{x^2 + x - 2}$	2/2	Numerator: 2; Denominator: 1	Intercepted: $x: \frac{1}{2}, -4$ Intercept and: 2	AV: $x = 1, x = -2$; A.H.: $\text{and} = 2$	not specified	[3]
Rational Function	$r(x) = \frac{x^2 - 4x - 5}{x - 3}$	2/1	Numerator: 1; Denominator: 1	Intercepted: $x: -1, 5$ Intercept and: $\frac{5}{3}$	AV: $x = 3$. Oblique: $\text{and} = x - 1$	not specified	[3]
Rational Function (with hole)	$s(x) = \frac{x - 3}{x^2 - 3x}$	1/2	Numerator: 1; Denominator: 1	It has no intercepts	AV: $x = 0$; A.H.: $\text{and} = 0$	Hole in $x = 3$	[3]
Rational Function	$f(x) = \frac{1}{x}$	Numerator: 0;	Not applicable	Without intercepts x in and	AV: $x = 0$; A.H.: $\text{and} = 0$	It has no local extremes	[3]

Appropriate content

Inappropriate content

NotebookLM may provide inaccurate answers. Check them.

Polinomios Cuestionario

Based on 7 sources

¿Cuál es el grado y el coeficiente principal de la función polinomial

$$P(x) = 5x^4 - 2x^6 + 3x - 1?$$

A. Grado 6, coeficiente principal -2

B. Grado 4, coeficiente principal 5

C. Grado 11, coeficiente principal 5

D. Grado 6, coeficiente principal 2

Pista ^

Siguiente



Busca el término que contiene la potencia más alta de x sin importar su posición en la expresión.

Appropriate content

Inappropriate content

NotebookLM may provide inaccurate answers. Check them.

Did you know? Do you find it useful?

The logo for NotebookLM, featuring a stylized white icon of three curved lines on the left and the text "NotebookLM" in a white sans-serif font on the right, all set against a black rectangular background.

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Responsible Use of AI in Academic Work

AI is a powerful tool, but it should never replace the intellectual effort of the student.



Assist Learning, Don't Replace It

Use AI to search, understand, and organize, not to do all the work.



! Students must independently develop their own arguments and assignments.



Fact-Check and Verify Sources

Always verify AI-generated information by examining sources closely.



! AI may provide **incorrect** references or outdated data that need to be checked.



Maintain Academic Integrity

Submitting AI-generated content as your own is unethical.



! Submitting AI-generated content as your own is unethical.



Key Idea: Use AI as a tool to support your learning, not as shortcut to avoid academic effort.



Example prompt:

> Explain *the methodology* section of this paper in simple terms.

Any questions?



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Thank you very much

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