

Word in Education 2026

BARCELONA · 15–17 OCTOBER 2026

PEOPLE · IDEAS · MEANING · EDUCATION



Panel 1

Educating the Human in the Technological Era

LINE 1 · THE TEACHER AND TECHNOLOGY IN EDUCATION

1

Believing in the Other: Recognition and Hope in the Pedagogical Relationship in the Face of Artificial Intelligence

Franciele Corti · Carolina Quiróz Domínguez

It reconsiders how to recognize learning, effort, and autonomy when AI can produce signs formerly associated with students. It argues that pedagogical hope requires revising the rules of the educational relationship without giving up trust in the other.

2

Conceptualizing the Teacher's Role in Contemporary Education: A Qualitative Analysis of Future Teachers' Pedagogical Proposals

Miguel Ángel Jordán Enamorado

It analyzes how future teachers imagine the specifically human role of the teacher in the face of digitalization and automation. It highlights dimensions that are difficult to replace with technology: accompaniment, pedagogical judgment, creativity, moral formation, and the construction of meaning.

3

Error and Difficulty as Educational Opportunity. Mathematics: A Resilience Workshop

M^{re} Rosario Vila López

It proposes understanding mathematical error as an opportunity to cultivate perseverance, self-regulation, and resilience. It advocates a form of teaching that also educates character and the meaning of effort.

4

Educating Amid Digital Uncertainty: Technological Literacy and Resilience as Key Competencies

Cándida Filgueira Arias · M^{re} Carmen Escribano

It connects technological literacy and resilience as necessary competences for inhabiting complex digital environments. Technology is approached from a critical, ethical, and reflective perspective oriented toward well-being and adaptability.



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Panel 2

Training Teachers for AI

LÍNE 1 · THE TEACHER AND TECHNOLOGY IN EDUCATION

1

Bias Does Not Disappear, It Migrates: A Pilot Methodology for Auditing AI-Based Clinical Case Simulators in Higher Education

Rosalía Cayuela Pérez

It presents a pilot methodology for auditing AI-based clinical simulators and detecting displaced or invisible biases. It stresses that the evaluation of these tools should be multidimensional, replicable, and recurrent before educational use.

2

Beyond AI Tools: Preparing Future Teachers for Ethical Judgment in the Age of Artificial Intelligence

Jorge Burgueño López

It argues that teacher education should not focus only on learning to use AI, but also on preserving professional judgment. It proposes working on cognitive autonomy, human oversight, and academic integrity through practical strategies.

3

Beyond Programming: Computational Thinking in Initial Primary Teacher Education

Sofía Gutiérrez Santamaría · Francisco Parco Fabregat · Alberto Zapatera Llinares

It presents computational thinking as a cross-cutting competence that goes beyond coding. It links it to problem-solving, pedagogical innovation, and critical digital citizenship in initial teacher education.



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Panel 3

Technology for Inclusion

LINE 1 · THE TEACHER AND TECHNOLOGY IN EDUCATION

1

LEA as a Technological Resource for Strengthening the Reading and Writing Process in Students with Autism Spectrum Disorder

Lucía Fernanda Ferrel Ballestas

It presents a proposal to strengthen reading and writing in students with ASD through the LEA strategy and technological resources. It shows how these tools can foster participation and academic and social progress.

2

Digital Technologies in Research on the Acquisition of Sign Languages

Maria Josep Jarque Moyano · Stephanie Caroline Alves Vasconcelos · Isabela Paiutto · Joice Lemes · Cristina Lacerda

It analyzes how digital technologies and AI support the construction and analysis of corpora in Libras and Catalan Sign Language. It highlights their value for assessment, teacher education, and more inclusive bilingual education.

3

Technology and Storytelling in Sign Language: Co-design of a Guide for Teacher Education

Maria Josep Jarque Moyano · Pepita Cedillo · David Falguera · M. Tiscar Ruiz · Elena Benedicto · Imad Samadi

It presents the collaborative design of a bilingual and intermodal book to assess narrative skills in Catalan Sign Language. The proposal combines video, text, and image and is grounded in co-design practices between deaf and hearing professionals.



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Panel 4

Critically Inhabiting the Digital

LINE 2 · TECHNOLOGICAL LITERACY AND RESILIENCE

1

Educating Amid Digital Uncertainty: Technological Literacy and Resilience as Key Competencies

Cándida Filgueira Arias · M^a Carmen Escribano

It connects technological literacy and resilience as necessary competences for facing complex digital environments. It underscores a critical, ethical, and reflective education oriented toward well-being and adaptation.

2

Critical Hope and Public Speech in Initial Teacher Education

Cintia Carreira · Andrea Ballesteros · Maite Signes

It reflects on how future teachers interpret educational reality through public discourse and social networks. It defends media literacy that fosters critical hope, rigor, and the capacity for transformative action.

3

Re-signifying Advertising with AI: An Experience for Learning the Social Doctrine of the Church in Teacher Education

Miguel Ángel Barbero Barrios

It describes a pedagogical experience in which student teachers transform advertisements with generative AI. The proposal seeks to learn the Social Doctrine of the Church and to visualize, with discernment, content linked to hope.



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Panel 5

Technology and the Human Condition

LINE 3 · THE AMBIVALENT VALUE OF TECHNOLOGY

1

The Reformulation of Contemporary Imaginaries through Transmedia Hypertextuality

Alfonso Freire

It examines how digital environments, AI, and the logics of videogames reshape contemporary imaginaries. It situates transmedia universes as spaces of symbolic production and meaning-making.

2

Educating for Well-being in the Workplace: A Humanistic Response to the New Challenges of Work

Joaquín Solana Oliver · Carmen Ruiz-Viñals

It proposes a business education centered on well-being, care, responsibility, and purpose. It defends a humanistic response to the challenges of work in contexts of technological acceleration.

3

Technological Metaphors in Understanding the Human Being

Rafael Jiménez Castaño

It explores how technological metaphors influence the way the human being is understood. It invites us to rethink education through a more realistic, embodied, and critical relationship with technology.

4

Hope, Meaning, and Technology in Criminal Desistance

Krzysztof Biel

It analyzes the role of hope and meaning in processes of leaving delinquency behind in the digital era. It presents a model integrating motivation, significance, and opportunities for reintegration supported by technology.

5

Listening to Nature in the Age of AI: Motivations for an Authentic Life Project

Paloma Alonso Styuck

It connects nature, motivation, and the critical use of AI to orient an authentic life project. It proposes a hopeful perspective in which technology remains at the service of human development.



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Panel 6

Narrating Hope in the Technological Era

LINE 4 · THE ROLE OF TECHNOLOGY IN NARRATIVES OF HOPE

1

When Literature Thinks First: The Literary Anticipation of Hope in the Era of Technological Positivity in Kazuo Ishiguro

Aurora Gómez-Rovira

It rereads *Klara and the Sun* through the tension between positivity and hope. It suggests that literary fiction anticipates philosophical questions about how technology transforms human life and the capacity to hope.

2

Is It Possible to Educate in Hope? The Case of Three Tales by Hans Christian Andersen

Ana Galiano Moyano

It asks whether hope can be educated as a virtue through three Andersen tales. The paper proposes an educational reading that connects literature, moral formation, and transcendent meaning.

3

Play and Hope in the Narrative of Toy Story

Miguel Ángel Belmonte · Andrea de Carlos-Bujan

It interprets the *Toy Story* saga as a set of stories about meaning, friendship, and vocation. It shows how play, in its different forms, can strengthen the virtue of hope.



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Panel 7

Between Utopia and Dystopia: Imagining Human Futures

LÍNE 5 · UTOPIAS AND DYSTOPIAS OF TECHNOLOGY

1

The Historical Journey of Utopia to the Present World

Isaac Llopis Fusté

It traces the evolution of utopia from the ancient world to the technological present. It helps explain why dystopian narratives now predominate and how desirable horizons for the future may be recovered.

2

The Architecture of Hope for the Digital Era: Between Magnifica Humanitas and Contemporary Utopian Thought

Anna Bugajska

It explores how contemporary utopian thought and digital humanism can articulate an architecture of hope for our time. The presentation connects values, the digital world, and future projection.

3

Hope in the Face of Technological Divinization: Rome in Lord of the World by Robert Hugh Benson

Sergio Gómez

It reads Benson's novel as an early critique of the promise of technological salvation. It invites us to educate attention, the sense of limits, and a resilient humanity in the face of false technological promises.

4

Utopias and Dystopias of Intelligent Communication: Hope and Meaning in the Age of Artificial Intelligence

Josep Lluís del Olmo

It reflects on communicative AI as a source of opportunities and also ethical risks. It argues that hope does not reside in technology itself, but in the human orientation we give it.



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Panel 8

Philosophy of Educational Hope

LÍNEA 6 · PHILOSOPHY IN EDUCATION

1

Hope and Humor as Resources for Facing Adversity: The Case of Thomas More

Patricia Messa · Pau Rodríguez · Andrea de Carlos-Bujan

It approaches Thomas More to show how fortitude and humor help sustain hope in adverse times. It presents him as an educational reference for human flourishing.

2

The Word of the Heart and Education as a Path to Perfection

Vicente Pérez Moreira

It presents education as a path of integral formation in which the word springs from the heart and tends toward friendship. It highlights listening, critical judgment, and meditation as conditions of true learning.

3

Philosophical Realism as a Vital Bond. A Reflection from Gustave Thibon

Francisco Javier González Remis

It proposes thinking about digital education in the light of Gustave Thibon's philosophical realism. It reclaims real bonds and enduring principles as the basis of authentic hope.

4

To Educate Is to Hope: Hope as the Foundation of Educational Activity in the Light of Pope Francis's Thought

Luis Mariano Bártoli

It analyzes the philosophical and theological scope of Pope Francis's affirmation that education is an act of hope. It places trust in the person's future at the center of the educational task.



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Panel 9

Thinking Hope in the Face of AI

LINE 6 · PHILOSOPHY IN EDUCATION

1

The Word as Hope: A Philosophical Defense of the University in the Age of Artificial Intelligence

Santiago Jiménez Londoño

It defends the university word—reading, writing, and conversation—as a practice irreducible to algorithmic calculation. The paper proposes thinking of a specific form of educational hope there.

2

The Pulse of the Impossible: Charles Péguy, María Zambrano, and the Meaning of Hope in the Age of AI

Santiago Celestino Pérez Jiménez

It brings Péguy and Zambrano into dialogue in order to think of hope as openness to the future in the face of human vulnerability. Against the risks of AI, it vindicates creativity, fragility, and transcendence.

3

Educating from Hope: Philosophical Foundations for Initial Teacher Education

Maite Signes

It analyzes hope as an anthropological and epistemological foundation of education. It places the pedagogical relationship, recognition, and personal transformation at the center of teacher education.



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Panel 10

Sustaining Bonds in the Age of AI

BLOCK 3 · PSYCHE AND HUMAN RELATIONSHIPS IN THE AGE OF ARTIFICIAL INTELLIGENCE

1

Hope as a Protective Factor in Families Facing Artificial Intelligence

Deiling Chavarria Aragón · Emily Camila Varela Portuguese · Hellen Obando Barquero

It presents research on the role of hope in family coexistence within contexts shaped by AI. It seeks to identify strategies that strengthen well-being and family relationships in digitalized environments.

2

New Technologies in the Institutional Rehabilitation of Minors: Opportunities and Risks

Justyna Kusztal

It reflects on the digital exclusion of young people in closed institutions and on the need for media literacy and critical thinking. It proposes incorporating new technologies into social rehabilitation programs.

3

Family and the Educational Context as Places of Encounter in the Face of Youth Loneliness

José Manuel Pastor López

It addresses youth loneliness as a growing problem and emphasizes the value of family and school as spaces of belonging. It highlights the importance of protective bonds for integral development.

4

Meditation: Attention and Hope in Simone Weil

Jorge Martínez Lucena

It analyzes attention in Simone Weil as an opening to reality and a form of hope. It places this intuition in dialogue with contemporary practices of mindfulness and the care of suffering.

5

Three-way Conferences as a Space for Dialogue: Preliminary Findings from the Perspective of School Leadership

Magdalena Tylová

It presents preliminary findings on meetings among school, students, and families as spaces of trust and shared responsibility. It examines benefits, challenges, and implementation strategies from the standpoint of school leadership.

