



Word in Education

International | 2026
Congress | Barcelona

Word in Education 2026

GENERAL PROGRAM

BARCELONA · 15-17 OCTOBER 2026

HOPE AND MEANING IN THE AGE OF TECHNOLOGY

PRE-EVENT

WEDNESDAY, 14 OCTOBER

Paulinas Bookshop
Rda. Sant Pere, 19-21 · 08010 Barcelona

19:30	Book presentation <i>Grief and Poetry. Contemporary Poets Facing Death</i> Presented by Dr Rafael Rodríguez-Ponga · Former Rector of Universitat CEU Abat Oliba
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DAY 1

THURSDAY, 15 OCTOBER

Universitat CEU Abat Oliba
Auditorium · C. Bellesguard, 30 · 08022 Barcelona

09:00	Registration
10:00	Opening
10:30	Andrea Porcarelli Educating in the Shadow of Technology: Hope and the Technological Imaginary in Educational Relationships
11:30	Coffee break
12:30	Panel 1 · Educating the Human in the Technological Age
13:30	Lunch
15:00	Panel 2 · Training Teachers for AI
16:00	Panel 3 · Technology for Inclusion
17:30	Coffee break
18:00	Panel 4 · Living Critically in the Digital World

DAY 2

FRIDAY, 16 OCTOBER

Universitat CEU Abat Oliba

10:00	Panel 5 · Technology and the Human Condition
11:00	Coffee break
11:30	Mark Carver Assessing "Doctoral-Level Capabilities" in People Who May Have Used AI
12:30	Panel 6 · Narrating Hope in the Technological Age
13:30	Lunch
15:00	Panel 7 · Between Utopia and Dystopia: Imagining Human Futures
16:00	Panel 8 · Philosophy of Educational Hope
17:00	Coffee break
17:30	Marina Fernández-Andújar Screens, Childhood and Hope: Recovering Meaning in the Technological Age

DAY 3

SATURDAY, 17 OCTOBER

Universitat CEU Abat Oliba

10:00	Carlos Rubio What Makes Us Human? Artificial Intelligence, Robotics and Meaning from Christian Humanism
11:00	Coffee break
11:30	Panel 9 · Thinking Hope in the Face of AI
12:30	Panel 10 · Bonds That Sustain Us in the Age of AI
13:30	Lunch and Closing
16:15	Visit to the Sagrada Família

"To do things well, first you need love, and second, technique." - Antoni Gaudí

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Panel Guide

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Panel 1

Educating the Human in the Technological Age

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 · M^a Àngels Pavon Ferrer

Reconsiders how to recognize learning, effort and autonomy when AI can produce signs previously 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

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 for technology to replace: accompaniment, pedagogical judgment, creativity, moral formation and the construction of meaning.

3

The Work of Art in Digital Times: A Liberating Path to Reality. A Pedagogical Proposal of Hope

Miguel María Jiménez de Cisneros

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Panel 2

Training Teachers for AI

LINE 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 University Teaching

Rosalía Cayuela Pérez

Presents a pilot methodology for auditing AI-based clinical simulators and detecting displaced or hidden biases. It emphasizes that these tools must be evaluated in a multidimensional, replicable and recurring way before being used in education.

2

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

Jorge Burgueño López

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

3

Beyond Programming: Computational Thinking in Initial Primary Teacher Education

Sofía Gutiérrez Santamaría · Francisco Pardo Fabregat

Presents computational thinking as a cross-cutting competence that goes beyond programming. It connects it with 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 Reading and Writing in Students with Autism Spectrum Disorder

Lucía Fernanda Ferrel Ballestas

Presents a proposal to strengthen reading and writing among 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 Sign Language Acquisition

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

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-designing a Training Guide

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

Presents the collaborative design of a bilingual, intermodal book for assessing narrative skills in Catalan Sign Language. The proposal combines video, text and image and draws on co-design practices between Deaf and hearing professionals.

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Panel 4

Living Critically in the Digital World

LINE 2 · TECHNOLOGICAL LITERACY AND RESILIENCE

1

Critical Hope and Public Discourse in Initial Teacher Education

Cintia Carreira · Andrea Ballesteros · Maite Signes

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

2

Reframing Advertising with AI: An Experience for Learning Catholic Social Teaching in Teacher Education

Miguel Ángel Barbero Barrios · DSI Students 25-26 CEU UAO

Describes a pedagogical experience in which student teachers transform advertisements using generative AI. The proposal seeks to learn Catholic Social Teaching and critically visualize content related to hope.

3

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

Paloma Alonso Stuyck

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

4

Hope and Technology in Literature: Frankenstein and the Golem Motif as a Reworking of the Prometheus Myth

Marcin Kazmierczak

Studies Frankenstein and the Golem motif as reworkings of the Prometheus myth. It reflects on hope, creation and the limits of technology, and analyzes the moral meaning of these literary narratives.

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Panel 5

Technology and the Human Condition

LINE 3 · THE AMBIGUOUS VALUE OF TECHNOLOGY

1

Reframing Contemporary Imaginaries through Transmedia Hypertextuality

Alfonso Freire

Examines how digital environments, AI and video game logics reshape contemporary imaginaries. It presents transmedia universes as spaces of symbolic production and meaning-making.

2

Educating for Well-being in Business: A Humanist Response to the New Challenges of Work

Joaquín Solana Oliver · Carmen Ruiz-Viñals

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

3

Technological Metaphors in Understanding the Human Being

Rafael Jiménez Cataño

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

4

Hope, Meaning and Technology in Desistance from Crime

Krzysztof Biel

Analyzes the role of hope and meaning in processes of desistance from crime in the digital age. It presents a model integrating motivation, meaning and opportunities for reintegration supported by technology.

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Panel 6

Narrating Hope in the Technological Age

LINE 4 · THE ROLE OF TECHNOLOGY IN NARRATIVES OF HOPE

1

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

Aurora Gomez-Rovira

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

Can Hope Be Educated? The Case of Three Stories by Hans Christian Andersen

Ana Galiano Moyano

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

3

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

Patricia Messa · Pablo Javier Rodríguez · Andrea de Carlos-Bujan

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

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Panel 7

Between Utopia and Dystopia: Imagining Human Futures

LINE 5 · UTOPIAS AND DYSTOPIAS OF TECHNOLOGY

1

The Historical Journey of Utopia to the Present Day

Isaac Llopis Fusté

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

2

The Architecture of Hope for the Digital Age: Between magnificentia humanitas and Contemporary Utopian Thought

Anna Bugajska

Explores how contemporary utopian thought and digital humanism can articulate an architecture of hope for our time. The paper connects values, the digital world and visions of the future.

3

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

Sergio Gómez

Reads Benson's novel as an early critique of the promise of technological salvation. It calls for educating attention, a 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 · Carmen Ruiz-Viñals · Marilé Pretel Jiménez

Reflects on communicative AI as a source of opportunities as well as ethical risks. It argues that hope lies not in technology itself, but in the human direction we give it.

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Panel 8

Philosophy of Educational Hope

LINE 6 · PHILOSOPHY IN EDUCATION

1

Play and Hope in the Toy Story Narrative

Miguel Ángel Belmonte · Andrea de Carlos-Bujan

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

2

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

Vicente Pérez Moreira

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 for genuine learning.

3

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

Francisco Javier González Remis

Proposes thinking about digital education in 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

Luís Mariano Bártoli

Analyzes the philosophical and theological scope of Francis's statement that educating 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

Defends the university word - reading, writing and conversation - as a practice irreducible to algorithmic calculation. The paper proposes seeing in it a specific form of educational hope.

2

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

Santiago Celestino Pérez Jiménez

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

3

Educating from Hope: Philosophical Foundations for Initial Teacher Education

Maite Signes

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.

4

Meditation: Attention and Hope in Simone Weil

Jorge Martínez Lucena

Analyzes attention in Simone Weil as openness to reality and a form of hope. It places this insight in dialogue with contemporary practices of mindfulness and care for suffering.

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Panel 10

Bonds That Sustain Us in the Age of AI

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

1

Hope as a Protective Factor for Families in the Face of Artificial Intelligence

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

Presents research on the role of hope in family life in 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

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

The Word among Images: The Picturebook as a Space for Dialogue and Interpersonal Growth

Beatriz Hoster e Inmaculada Mena-Bernal

4

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

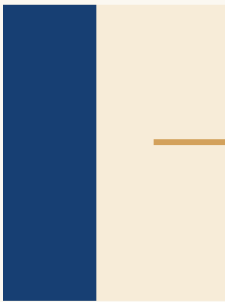
Magdalena Tylová

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

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Plenary Lectures

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PLENARY SPEAKERS

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HOPE AND MEANING IN THE AGE OF TECHNOLOGY

PLENARY LECTURE 1

Thursday, 15 October · 10:30

Andrea Porcarelli

Università di Padova



Educating in the Shadow of Technology: Hope and the Technological Imaginary in Educational Relationships

ABSTRACT

Digital technologies and artificial intelligence are transforming education by expanding access to knowledge, facilitating communication and opening up new possibilities for teaching and learning. At the same time, they contribute to a technological imaginary shaped by prediction, optimization and control, within which the person risks being reduced to measurable performance and patterns of behavior.

This lecture argues that hope is the inner principle of education: educators address people not only in light of who they are in the present, but also in light of what they can freely become. Educational hope is neither naive optimism nor uncritical trust in technological progress. Grounded in a personalist anthropology, it recognizes human educability and regards each person as an irreducible unity of bodily, intellectual, emotional, moral, relational and spiritual dimensions. Hope can therefore guide discerning engagement with technology, preserving the student's freedom and directing innovation toward integral human formation.

ABOUT THE SPEAKER

Andrea Porcarelli is Associate Professor of General and Social Pedagogy at the Università di Padova, where he teaches Pedagogy of Personal Services and School Pedagogy. He has served as coordinator of the PhD in Pedagogical, Educational and Training Sciences and participates in various national pedagogical research groups and centers.

He has served on ministerial commissions on "Citizenship and Constitution" and on reform of the Italian school system.

He is co-editor of scientific book series and of the journal *La scuola e l'uomo ricerca* (a scientific journal classified as Fascia A - ANVUR), and is extensively involved in continuing professional development for teachers and school leaders.

His main research areas are general and social pedagogy, citizenship education, and school and religious pedagogy, fields in which he has received several national pedagogy awards for his monographs.

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PLENARY LECTURE 2

Friday, 16 October · 11:30

Mark Carver

University of St Andrews

Assessing "Doctoral-Level Capabilities" in People Who May Have Used AI



ABSTRACT

The launch of GPT-5 in August 2025 claimed to offer "doctoral-level capabilities," while products such as Scite, NotebookLM and ScopusAI are aimed directly at doctoral students or teachers seeking easy ways to be "evidence-informed" without having to engage directly with the evidence base. These tools overstate their capabilities, especially when other technologies are used to block access to subscription-protected research. Even if this were not the case, there are ethical questions for educators. More recent work by Mahy and Li (2025) shows the level of competence required to develop a "human-centered methodology for managing AI as a research partner," highlighting that effective use of AI often requires more work than doing things in the traditional way.

My own work likewise follows a non-confrontational approach, using reformulated rubrics and assessment criteria (Carver, 2025) to focus staff and students on learning outcomes rather than assessment products. I see this as a useful way to frame debates about assessment reform and to avoid overreliance on measures such as oral vivas or in-person handwritten examinations. In this session, we will therefore consider what it means for a teacher or early-career academic to use "doctoral-level" AI tools and how we may need to rethink the assessment of teachers and educators undertaking advanced degrees. I will mainly use the theoretical framework of *doctorateness* and *threshold concepts* (Trafford and Leshem, 2004) to frame these issues. I will also share ongoing research on how examiners are beginning to respond to the use of AI among advanced students.

ABOUT THE SPEAKER

Mark Carver is Senior Lecturer in Academic English and Director of Postgraduate Research at the International Education and Lifelong Learning Institute, University of St Andrews, United Kingdom. He leads the professional doctorate in TESOL, in which English-language professionals are supported in integrating research and practice, developing evidence of professional impact and scholarly work rather than a traditional thesis. His research focuses on feedback-rich pedagogies and long-term approaches to assessment, particularly at postgraduate and doctoral levels.

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PLENARY LECTURE 3

Friday, 16 October · 17:30

Marina Fernández-Andújar

Universitat Abat Oliba CEU

Screens, Childhood and Hope: Recovering Meaning in the Technological Age



ABSTRACT

Digital transformation has expanded possibilities for communication and access to information. However, it has also created challenges linked to early access to digital products that are harmful today, such as social media, virtual friends or devices with artificial intelligence. Drawing on scientific evidence and families' experience, the lecture will address the impact of intensive use of these environments on neurodevelopment, family relationships, social bonds and inequalities, with particular attention to children and adolescents. Rather than the false dichotomy between banning and educating, or regulating and innovating, it will propose a response based on prevention and community, progressive digital education proportionate to neurodevelopment, effective regulation and shared social responsibility. Recovering spaces for conversation, play, connection and autonomy is essential to placing technology at the service of the person and promoting family and individual well-being.

ABOUT THE SPEAKER

Marina Fernández Andújar is Professor of Psychology at Universitat Abat Oliba CEU, where she teaches on the Bachelor's Degree in Psychology and the Master's Degree in General Health Psychology.

She holds a PhD in Psychology from the Universitat de Barcelona and is a general health psychologist with expertise in clinical neuropsychology and educational psychology.

Her research focuses on neuropsychology, educational psychology and resilience promotion, and she participates in national and international projects.

She has worked as a clinical, educational and neuropsychologist, and combines teaching with research in groups such as Family, Education and Inclusive School (TRIVIUM).

She also takes an active part in public debates on childhood, adolescence and technology, advocating approaches that promote well-being and healthy development among children and adolescents.

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PLENARY LECTURE 4

Saturday, 17 October · 10:00

Carlos Rubio

Escola Universitària Salesiana de Sarrià (EUSS)



What Makes Us Human? Artificial Intelligence, Robotics and Meaning from Christian Humanism

ABSTRACT

In a period of epochal change driven by the expansion of Artificial Intelligence and automation, Christian humanism proposes that the human essence lies not in functional efficiency or data processing, but in an inalienable ontological dignity. Against the "technocratic paradigm" that reduces the person to an optimizable resource, this analysis argues that our identity is defined by embodied existence, vulnerability and openness to the "Other." The meaning of life emerges from the "principle of excess" - gratuitousness, love and forgiveness - dimensions that algorithmic simulation cannot replicate. It concludes that being human means safeguarding our finitude and rebuilding community through shared responsibility, subordinating technology to the common good.

ABOUT THE SPEAKER

Carlos Rubio García is a professor at the Escola Universitària Salesiana de Sarrià (EUSS, Barcelona), where he teaches subjects such as Anthropology and Truth, Goodness and Beauty. He holds a PhD in Industrial Physics from the University of Barcelona and has completed postgraduate studies in philosophy and religious studies.

At EUSS, he has contributed to the development of the institution's educational model and to consolidating an applied, person-centered approach within engineering education.

His academic career combines scientific and humanistic training, bringing physics together with contemporary philosophical reflection. He participates actively in teaching and university academic life, promoting interdisciplinary dialogue. He has also held leadership responsibilities within the Salesian educational network, contributing to institutional strategic direction and pedagogical innovation.

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