

Hope and Sense in the Age of Technology

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

Rethinks how learning, effort, and autonomy can be recognized 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 envision the specifically human role of the teacher amid digitalization and automation. It highlights dimensions that technology can hardly 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 invisible biases. It stresses that these tools should be evaluated multidimensionally, reproducibly, and repeatedly before educational use.

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 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 Reading and Writing Skills 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 is based on co-design practices between deaf and hearing professionals.

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Panel 4

Critically Inhabiting 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 develops 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 · Students of DSI 25-26 CEU UAO

Describes a teaching experience in which student teachers transform advertisements using generative AI. The proposal aims to learn Catholic Social Teaching and to visualize, critically, content connected to hope.

3

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

Paloma Alonso Stuyck

Connects nature, motivation, and critical use of AI to guide an authentic life project. It proposes a hopeful perspective in which technology serves human development.

4

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

Marcin Kazmierczak

Examines Frankenstein and the motif of The Golem as reworkings of the Prometheus myth. It reflects on hope, creation, and the limits of technology, and analyzes the moral significance 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 videogame logics reshape contemporary imaginaries. It presents transmedia universes as spaces for symbolic production and the construction of meaning.

2

Educating for Well-being in Business: A Humanistic 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 humanistic 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 from 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 that integrates motivation, meaning, and technology-supported opportunities for reintegration.

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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: Kazuo Ishiguro's Literary Anticipation of Hope in the Age of Technological Positivity

Aurora Gomez-Rovira

Re-reads 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 Fairy Tales by Hans Christian Andersen

Ana Galiano Moyano

Asks whether hope can be educated as a virtue through three of Andersen's tales. The presentation proposes an educational reading that connects literature, moral formation, and transcendent meaning.

3

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

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

Approaches Saint Thomas More to show how fortitude and humor help sustain hope in adverse times. It presents his figure as an educational reference 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 World

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 to recover horizons of desirable futures.

2

The Architecture of Hope for the Digital Age: Between magnifica 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 presentation connects values, the digital world, and future projection.

3

Hope in the Face of the Divinization of Technology: 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 invites us to educate attention, a sense of limits, and a humanity resistant to 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 and also ethical risks. It argues that hope does not lie in technology itself, but in the human orientation 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 where 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

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 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 future of the person 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 presentation proposes seeing in this a specific form of educational hope.

2

The Heartbeat 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 intuition in dialogue with contemporary mindfulness practices and care for suffering.

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Panel 10

Bonds That Sustain 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 in the Face of Artificial Intelligence

Deiling Chavarría Aragón · Emily Camila Varela Portugal · 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 the need for media literacy and critical thinking. It proposes incorporating new technologies into social rehabilitation programs.

3

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

Beatriz Hoster and Inmaculada Mena-Bernal

4

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

Magdalena Tylová

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