

INTERNATIONAL CONFERENCE
16TH EDITION

filo
diritto
editore DAL 2008



CONFERENCE PROCEEDINGS

Online Event | 17 June 2026
in Florence (Italy) | 18 -19 June 2026

Edited by



CONFERENCE PROCEEDINGS

16th International Conference The Future of Education

Hybrid Edition

**17 June 2026 – Online Event
18-19 June – in Florence, Italy**



Log in to find out all the titles of our catalogue
Follow Filodiritto Publisher on Facebook to learn about our new products

ISBN 979-12-80225-82-5
ISSN 2384-9509
DOI: 10.82075/FOE_2026_16

First Edition July 2026

© Copyright 2026 Filodiritto Publisher
filodirittoeditore.com
inFOROmatica srl, Via Castiglione, 81, 40124 Bologna (Italy)
inforomatica.it
tel. 051 9843125 - Fax 051 9843529 - commerciale@filodiritto.com

Translation, total or partial adaptation, reproduction by any means (including films, microfilms, photocopies), as well as electronic storage, are reserved for all the countries. Photocopies for personal use of the reader can be made in the 15% limits for each volume upon payment to SIAE of the expected compensation as per the Art.

68, commi 4 and 5, of the law 22 April 1941 n. 633. Photocopies used for purposes of professional, economic or commercial nature, or however for different needs from personal ones, can be carried out only after express authorization issued by CLEA Redi, Centro Licenze e Autorizzazione per le Riproduzioni Editoriali, Corso di Porta Romana, 108 - 20122 Milano.

e-mail: autorizzazioni@clearedi.org, sito web: www.clearedi.org

From Automation to Augmentation: Teaching AI Literacy in Media and Design Education <i>Peggy Bloomer</i>	800
STEM Educational and Didactic Reading Paths with Reasoned AI Integration <i>Marina BA Minoli</i>	808
Comparison of Pose Estimation Models toward Nonverbal Feedback for Pre-service Teachers <i>Shota Shirasaka, Takahisa Imagawa, Shuichi Enokida</i>	814
Finding a Balance between Generative AI and AI-based Tools and Critical Thinking in Legal Education <i>Michael Laubscher</i>	823
From Signals to Support: A Classroom-Scale Biometric–Facial Research Platform for Inclusive Education <i>Mykhailo Kotyk, Olena Budnyk, Kateryna Fomin</i>	829
Between Hope, Probability, and Practice: Teachers' Visions of AI-Supported Inclusive Education <i>Lina Gažiūnienė, Laura Daniusevičiūtė-Brazaitė, Raminta Pučėtaitė</i>	838
Navigating Ambiguity: A Comparative Study of AI Policies and Student Ethical Frameworks in Romanian, Bulgarian and Swiss Higher Education <i>Roxana Rogobete, Karla Csuros, Mădălina Chitez</i>	846
Artificial Intelligence for Education: The Role of Inner Skills <i>Silvio De Magistris, Loretta Latronico, Piero Poccianti, Giulia Magnolia, Anna Júlia Eliás, Silvia Guetta</i>	851
An Academic View of Generative Artificial Intelligence Use in Higher Education as Copyright <i>Maria Markova</i>	858
A Case Study of EFL Learners' Experiences of Using Interactive Fiction with ChatGPT: A Sociocultural Perspective <i>Emma Aleksanyan, Irshat Madyarov</i>	863
The Role of Artificial Intelligence in Promoting Accessibility for Students with Disabilities: The Landscape of Inclusion in Vocational and Higher Education <i>Vitor Gonçalves, Leila Maria Araújo-Santos</i>	871
An Online and Onsite Training for University Teachers' Professional Development: Methods and Data from the TED-SOEP Project <i>Alice Roffi, Claudia Baiata, Stefano Cuomo, Gabriele Biagini, Maria Ranieri</i>	878
Prompting Disciplinary Literacy: A Case Study of Gen AI as a Scaffold for Specialized Text Production in Environmental Studies <i>Francesca Ripamonti</i>	886
Language Teaching and Learning	893
The Future of Rhetoric in Public Speaking: L2 Education <i>Richard Miles</i>	894
Embodied Language Learning in the Age of AI: Insights from Five Years of Scaffolded Language Emergence <i>Katerina Strnadova</i>	903

The Role of Artificial Intelligence in Promoting Accessibility for Students with Disabilities: The Landscape of Inclusion in Vocational and Higher Education

Vitor Gonçalves¹, Leila Maria Araújo Santos²

¹CITeD, Instituto Politécnico de Bragança, Portugal

²Universidade Federal de Santa Maria, Brazil

Abstract

The inclusion of students with disabilities in Vocational and Technical Education (VTE) faces challenges that go beyond physical barriers and encompass communication and pedagogical limitations. This research investigates the potential of Artificial Intelligence (AI) and digital technologies as strategic tools to promote accessibility at the Federal University of Santa Maria (UFSM). The research was motivated by the need to overcome the still-nascent adoption of these technologies in educational institutions, with a view to the ethical and critical training of teachers and the empowerment of students with disabilities. The central objective was to investigate and systematise innovative pedagogical practices that utilise AI technologies to personalise educational support and adapt content to students' specific needs. Methodologically, the research adopted a mixed-methods (quantitative and qualitative) approach of an exploratory-descriptive nature. Data collection involved a population of approximately 800 students with disabilities (physical or motor, visual, hearing, intellectual, multiple, ASD (autism spectrum disorder), high abilities or giftedness, fibromyalgia and similar conditions) studying at the EPT at UFSM, of whom 45 participated. In the quantitative part, as of December 2025, we characterised the initial landscape of the use of Artificial Intelligence (AI) resources and other digital technologies to promote accessibility for people with disabilities or specific educational needs in Professional and Technological Education and in Higher Education at UFSM. The data reveal low adoption and limited awareness of Artificial Intelligence (AI) tools among respondents. The majority state that they do not use, or have never heard of, specific applications for academic support, such as chatbots, literature review tools, writing assistants, tools for creating visual content and presentations, or tools for adapting teaching materials to improve accessibility. A lack of, or very low, knowledge of the subject predominates, with frequent responses indicating a lack of prior reflection on the impact of AI on accessibility. The study highlights a critical need for digital literacy and institutional support, bearing in mind that, whilst this research aligns with the Sustainable Development Goals (SDGs 4 and 10), it also reinforces the commitment to equity and social justice within the academic environment.

Keywords: Accessibility; Artificial Intelligence; Digital Technologies; Inclusion.

1. Introduction

In the last three years, the rapid integration of Generative Artificial Intelligence (GenAI) in education has moved from a peripheral curiosity to a central systemic challenge. Since the public release of Large Language Models (LLMs) in late 2022, the educational landscape has faced an unprecedented disruption. The democratisation of Artificial Intelligence (AI) has facilitated access to the production of digital resources and the automation of processes across multiple sectors, including education. The rapid diffusion of a technology with such profound impact has revealed the need for a regulatory framework, but has also raised fundamental ethical questions about its application: where, how, and with what meaning and limits can or should AI be used? International organisations, such as UNESCO, have defined core principles for the responsible use of AI, while the European AI Act has established legal safeguards to protect citizens from abusive uses by companies and institutions.

For students with disabilities in Vocational and Technical Education (VTE), this disruption presents both a risk of further marginalisation and a transformative opportunity for inclusion. In this research, we believe we should take advantage of the opportunities it may offer, while minimising the risks that still haunt its use, usually among certain special audiences.

The inclusion of students with disabilities remains a multifaceted challenge that requires integrated approaches involving effective public policies, innovative pedagogical practices, and the strategic use

of assistive digital technologies. Despite institutional advances, barriers related to communication, pedagogy, and technology persist, compromising the access, retention, and academic success of these students. Data from Portuguese and Brazilian higher education institutions reveal that dropout rates among students with disabilities exceed the general average, largely due to limited digital accessibility and insufficient pedagogical support.

AI is rapidly transforming education, but its effective integration depends less on the tools themselves and more on pedagogical clarity, assessment redesign, and human-centred competencies. This research examines the potential of AI and other digital technologies as strategic tools to promote accessibility at the Federal University of Santa Maria (UFSM). It aims to investigate and systematise innovative pedagogical practices that use AI to personalise educational support and adapt content to specific needs. Furthermore, it seeks to contribute to future teacher training guided by ethical and critical principles, aligning with Sustainable Development Goals (SDGs) 4 and 10 to promote equity and social justice in the academic environment.

2. Theoretical Background

AI has rapidly evolved from a set of specialised computational techniques into a pervasive socio-technical infrastructure shaping how individuals learn, work, and interact, with recent advances in GenAI marking a shift from passive consumption of digital content to active, large-scale production of knowledge, media, and services. Across society, AI systems are embedded in domains such as healthcare, finance, transportation, research and education, enabling data-driven decision-making, personalisation, and automation, while also raising critical ethical, bias, transparency, and digital inequality concerns.

In the educational sphere, AI is increasingly aligned with the principles of Inclusive Education and Universal Design for Learning, supporting more flexible, adaptive, and accessible learning environments. For students with special educational needs, particularly those with visual, auditory, cognitive, or motor impairments, AI-powered tools such as intelligent tutoring systems, speech recognition, text-to-speech, computer vision, and real-time captioning are transforming access to content and participation in learning activities. We can also highlight persistent challenges, including the need for robust evaluation of accessibility outcomes, teacher training, ethical safeguards, and equitable access to AI technologies, ensuring that their transformative potential effectively reduces, rather than reinforces, educational disparities.

2.1 The Evolution of AI in Educational Contexts

The integration of AI in education is fundamentally aimed at facilitating personalised learning experiences. By leveraging data-driven insights, AI tools can identify a student's specific knowledge gaps in real time and provide tailored resources, enabling them to progress at their own pace. Historically, educational technology focused on digitised content and learning management systems; however, the shift toward GenAI marks a transition from "tools for consumption" to "tools for production," as Sarah Wang and Shangda Xu discuss on the Andreessen Horowitz (2024) website [1].

The evolution of AI in education can be understood in three overlapping phases [2]:

- **Reactive AI and Chatbots (2021-2023):** Characterised by the mass adoption of models used primarily as conversational search engines, with a focus on academic integrity and cheating.
- **Contextual Generative AI (2024-2025):** Introduced Retrieval-Augmented Generation (RAG), enabling institutions to ground AI responses in verified data and mitigate issues such as "hallucinations".
- **Agentic AI (2026-Present):** AI agents capable of executing complex sequences of tasks, autonomously planning curriculum units, and monitoring student progress in real-time.

But it is commonly accepted that AI should not drive pedagogy; pedagogy should guide AI use. Reflective practice is essential. Short, iterative reflections on classroom AI use help teachers build context-specific evidence and develop metacognitive awareness, which is more valuable than relying on external claims about tools. Additionally, it is estimated that a strong consensus rejects AI detection tools as unreliable and unfair [3]. Instead, the literature emphasises: (i) process-based assessment; (ii) authentic and oral evaluation; (iii) reflection and transparency in AI use. Frameworks such as the AI Assessment Scale [4] and the "third path" approach [5] propose scaffolded AI integration, in which use is permitted but bounded by learning goals. So, we should be able to understand why we use a particular AI platform or tool, why we chose it over alternatives, the learning goal it serves, and how it strengthens the way you already teach the lesson. In other words, as we move into the era of Agentic AI, the focus

must remain steadfastly on pedagogical intentionality rather than technical capability. By prioritising reflective practice and process-based assessments, educators can go beyond AI detection and move toward gradual integration.

2.2 Pedagogical Framework: I-TPACK

Traditional models like TPACK (Technological Pedagogical Content Knowledge) focused on the intersection of content and technology. The emergence of AI requires a new dimension: Intelligent-TPACK (I-TPACK), which integrates ethical knowledge and algorithmic literacy into the teacher's core competencies [6].

The transition from TPACK to I-TPACK signifies that technological proficiency is no longer enough; educators must now possess algorithmic discernment. This new layer of "Intelligent" knowledge requires a shift in the teacher's role from a consumer of educational software to an auditor of automated logic. Teachers must now understand how algorithms process information to avoid bias and ensure that AI-generated feedback is pedagogically sound. It involves not only knowing how to use an AI tool but also understanding the underlying data structures that may inadvertently marginalise specific student cohorts. Consequently, professional development must evolve to include ethical troubleshooting, ensuring that when AI acts as an intermediary in the classroom, it does so through a lens of equity and pedagogical rigour that only a human educator can provide.

Furthermore, literacy in the age of AI is being redefined as the ability to navigate "digital plastic" [7], the malleable nature of AI-generated content, where the human role is that of a critical curator and editor. The concept of "digital plastic" highlights a fundamental change in our relationship with information. Because AI-generated content is inherently fluid and prone to hallucination, the modern educator acts as a critical gatekeeper, transforming raw machine output into reliable instructional material. This is particularly vital for inclusive education, where the stakes of AI adoption are highest. While the potential for AI to automate accessibility, such as real-time captioning or text simplification, is immense, its current underutilization underscores a critical implementation gap. Bridging this gap requires moving beyond viewing AI as a productivity shortcut and instead embracing it as a highly malleable scaffold that, when curated correctly, can dismantle traditional barriers to learning.

2.3 The Responsible Use of AI in the Educational Context

In the European Union, the main framework comprises documents such as the European Commission's Ethical Guidelines on the use of AI and data in teaching and learning for educators [8], as well as the broader legal framework of the EU AI Act [9]. The educational guidelines (2022, updated in the context of the Digital Education Action Plan) focus on the ethical use of AI by teachers and institutions, promoting principles such as transparency, data protection, fairness, inclusion, and the development of students' critical thinking. These guidelines offer teachers practical support in integrating AI pedagogically, ensuring that students understand both the potential and the risks of these technologies. Complementarily, the AI Act establishes a risk-based legal framework, classifying AI systems and imposing stricter requirements for high-risk applications – including some used in education (e.g., automated assessment). The European model is based on the idea of "trustworthy and human-centred" AI, balancing innovation with fundamental rights, safety, and accountability.

The Framework for the Responsible Development and Use of Artificial Intelligence in Education, developed by the Brazilian Ministry of Education (Ministério da Educação do Brasil) [10], provides a vital framework for institutional policies in Brazil. It emphasises that while AI offers opportunities for efficiency, it poses risks of "metacognitive laziness" and requires a fundamental reconstruction of the teacher's role. Responsible use involves ensuring that technologies promote equity and do not reinforce existing social and educational inequalities. This framework establishes guidelines to support the ethical, safe, and inclusive adoption of AI in Brazilian educational systems. The document acknowledges the transformative potential of AI to personalise learning, support educational management, and expand access to education, while emphasising that its implementation must align with principles such as equity, transparency, privacy, data protection, and respect for human rights. It also highlights the importance of ensuring that AI does not deepen existing inequalities and of promoting accessibility and inclusion, particularly for students in vulnerable situations. Furthermore, the framework underscores the need for continuous training for teachers and school leaders to foster critical, pedagogically grounded uses of AI and to develop digital and ethical competencies. It also proposes adopting governance, evaluation, and monitoring mechanisms to ensure the quality and contextual appropriateness of AI technologies used in education. Finally, the document stresses the importance of collaboration among government,

academia, the private sector, and civil society to promote responsible innovation focused on student well-being and the improvement of teaching and learning processes.

In Portugal, there isn't an "AI education framework" as specific as in Brazil, but there is the national AI Portugal 2030 strategy, which frames the development and use of AI in various sectors, including education [11]. This strategy strongly emphasizes the qualification of the population, digital literacy, and AI training from basic levels to higher education, recognizing education as a central axis for the country's digital transformation. On the ethical and social level, the document also highlights principles such as inclusion, equity, transparency, and respect for fundamental rights, aligning with the European model. It also promotes lifelong learning, professional retraining, and collaboration between academia, the public and private sectors, with the aim of preparing citizens and institutions for a responsible and sustainable use of AI, including in the educational context.

In short, the European Commission presents a normative approach with ethical guidelines, i.e., a strong regulatory component (AI Act). From this perspective, Portugal follows a strategic approach (capacity building, education and innovation), while Brazil follows an applied educational framework, with a direct focus on pedagogical practice.

Being more pragmatic about ethical and responsible use of AI in academic work, guidelines across sources converge on three principles: (i) transparency (disclosing AI use); (ii) process documentation (keeping interaction logs); and (iii) reflection (evaluating AI's impact on learning). These approaches shift the focus from policing to pedagogical accountability [12].

3. Materials and Methods

The research adopted a mixed-methods, exploratory-descriptive approach using both quantitative and qualitative data. The field of study was the UFSM, a Brazilian federal university in Santa Maria, Rio Grande do Sul.

Data collection involved a population of approximately 800 students with disabilities at UFSM from November 27th to December 26th, 2025. This population includes individuals with physical or motor, visual, hearing, intellectual, and multiple disabilities, as well as those with ASD, high abilities/giftedness, and fibromyalgia.

A digital questionnaire was the primary instrument for collecting data, including questions on AI awareness, the frequency of use across various AI categories (e.g., chatbots, literature review, writing assistants), and ethical concerns. The survey also explored the use of assistive technologies with and without AI.

A total of 45 students participated in the quantitative phase, even though they were finishing their classes and were near the Christmas and Summer holidays. This convenience sampling, or accessibility sampling, is a non-probabilistic method that allowed participants to be selected based on their immediate availability and ease of access for the researcher. The small, non-probabilistic sample size (n=45 out of ~800) limits the generalisability of the results, but does not invalidate the exploratory value of the study. The graphic of Fig. 1 refers to the level of education of the respondents: 5 students (11,1%) are Integrated secondary education (Vocational and Technological Education); 4 students (8,9%) Technical course (Vocational and Technological Education); 23 students (51,1%) Undergraduate degree (Higher Education); and 13 (28,9%) are Postgraduate degree (Higher Education).

3 – What level of education are you currently attending?

45 responses

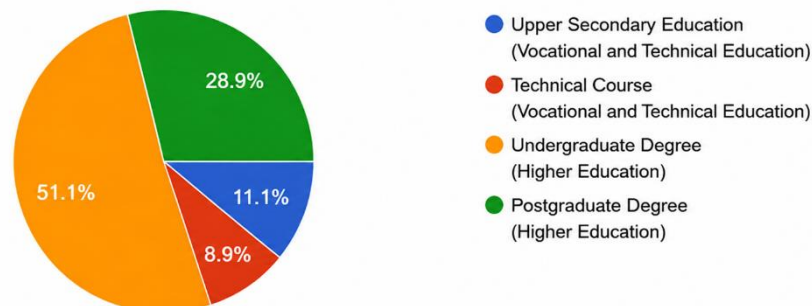


Fig. 1. Level of education of the respondents

The quantitative data were analysed to characterise the initial landscape of AI use for accessibility as of December 2025. This involved assessing adoption rates, familiarity with specific tools like ChatGPT, Gemini, and Canva, and the perceived impact of AI on student autonomy.

4. Results

Generally, the data collected from UFSM students reveal a landscape characterised by low adoption and limited awareness of AI tools specifically designed for accessibility and academic support.

Although 95.6% (43 students) had heard of AI and 73.3% (33 students) had already used some AI-based tool or application, only 4.4% (2 students) admitted to having advanced knowledge, 22.2% (10 students) intermediate knowledge, and 57.8% (26 students) basic knowledge about AI and its applications. Even so, 15.6% (7 students) admitted to having no knowledge whatsoever.

The most common types of activities performed using AI tools were: (i) obtaining answers to relatively simple questions (23 students (51.1%)); (ii) searching for and summarizing articles (19 students (42.2%)); (iii) generating images, graphs, or diagrams (17 students (37.8%)); and (iv) creating presentations (13 students (28.9%)).

Regarding the use of AI tools (chatbots and search assistants), despite their low frequency, they are the most used. All other categories of suggested AI tools (tools for searching and reviewing literature; for academic writing and editing; for presenting and creating visual content; for extracting information and interacting with documents; for learning and organising knowledge; or even for creating activities that meet inclusion and accessibility requirements) showed non-use or lack of awareness rates above 66.67% (30 or more out of 50 students).

Table 1. Frequency of AI Tool Usage among UFSM Students with Disabilities

Tool Category	Most Common Response	Tool most used
Chatbots & Research Assistants	Frequently	Gemini
Literature Search & Review	Rarely	Perplexity AI
Writing & Academic Editing	Rarely	Grammarly
Data Analysis & Visualization	Never	---
Visual Content & Presentations	Rarely	Canva and Gamma AI
Accessibility & Inclusive Adaptation	Rarely	paracasainclusivo.com.br

(0) Never, (1) Rarely, (2) Sometimes, (3) Frequently, (4) Always when I need

Key findings from the quantitative survey include:

- **Awareness vs. Depth:** While most students have heard of AI, their level of knowledge is often classified as "Basic" or "Intermediate".
- **Primary Activities:** Students use AI primarily to obtain answers to simple questions, search for and summarise articles, and create presentations.
- **Specific Accessibility Tools:** There is a stark lack of knowledge regarding specific accessibility tools. Only 5 students admit to using tools such as Be My Eyes and paracasainclusivo.com.br. Most participants (40 students) selected "Never" (Do not use). Nevertheless, 53.3% (24 students) admit that these tools can offer greater autonomy and decision-making power to a person with a disability, and 55.6% (25 students) believe that AI enables a person with a disability to recall or deepen prior knowledge, thereby facilitating the acquisition of more advanced knowledge.
- **Assistive Technology Gaps:** Nine students use traditional assistive technologies (e.g., noise-cancelling headphones, screen readers) without AI integration.

Taken together, these findings depict a landscape in which awareness of AI is widespread, yet its application to accessibility and inclusion remains marginal. Students predominantly use AI for generic productivity tasks, while specialised tools designed to support people with disabilities remain largely unknown or unused. This gap between general AI awareness and accessibility-specific practice, alongside the persistent reliance on traditional assistive technologies without AI integration, frames the discussion that follows.

5. Discussion

The results indicate that while there is an initial openness to AI tools, their potential to promote accessibility remains largely untapped at UFSM. The high frequency of "Never" responses for specialized academic and accessibility tools suggests that students are currently using AI for general productivity rather than as a tailored assistive resource.

In the context of this research, the most used chatbot and research assistant is Gemini, followed by ChatGPT and CoPilot. This may be because UFSM students are eligible for a 12-month free trial. For literature searches and reviews, the most used tool is Perplexity, but it is rarely used, even though students and researchers at UFSM can get 1 year of free access to the advanced AI research tool Perplexity Pro. In the context of visual content and presentations, as well as accessibility and inclusive adaptation, the most used tools (even rarely) were Canva or Gamma AI and paracasainclusivo.com.br, respectively. This can be explained by a workshop on these three tools that took place the previous month, and some of the participants were probably there.

Despite current low usage, 78% of respondents in the initial abstract findings (and corroborated by survey comments) agree that AI can offer greater autonomy and decision-making power to people with disabilities. However, a significant portion of the participants (e.g., those with ASD) expressed concerns that AI might "worsen a system that is already extremely flawed" if those developing the AI do not have disabilities themselves, potentially amplifying programmer biases.

Ethical concerns are a major theme. Students reported fears regarding the use of content "without real foundation" (hallucinations) and the "outsourcing of critical thinking". These findings align with the "Slow AI" concept, suggesting a need for a more considered, critical adoption of these technologies in the academic environment.

Finally, institutional role cannot be ignored. This study highlights a critical need for institutional support and digital literacy programs. The lack of prior reflection on the impact of AI on accessibility – as evidenced by frequent "I have not yet reflected on this" responses – suggests that the university must move beyond providing tools to fostering a culture of critical and creative AI use. The UFSM, like many other universities worldwide, has intensified its training initiatives in Artificial Intelligence (AI), ranging from the qualification of trainers to the creation of seminars and training courses for students.

The single-institution design limits the generalisability of these findings, but the transferable methodology – combining a mixed-methods survey with alignment to UDL and inclusive education frameworks – offers a valuable practical reference for educators and researchers seeking to replicate this approach in other institutional contexts.

6. Conclusions

This research demonstrates that, while AI offers promising tools for personalised teaching and content adaptation, its implementation for students with disabilities at UFSM remains incipient. The gap between AI's theoretical potential to promote accessibility and its current practical application is significant.

Although the findings are grounded in the specific institutional context of UFSM, the underlying methodology and the issues identified – limited awareness of accessibility-oriented AI tools, persistent reliance on non-AI assistive technologies, and a lack of critical reflection on AI's ethical implications – are unlikely to be unique to this setting. As such, the approach adopted here offers a transferable framework that other higher education and vocational institutions, particularly those engaged in similar inclusion efforts, may adapt to assess and address comparable gaps in their own contexts.

Key recommendations based on the findings include:

- **Targeted Training:** Implementing training programs for students and teachers focused on specialised AI accessibility tools.
- **Ethical Framework Adoption:** Using the Framework for the Responsible Development and Use of Artificial Intelligence in Education to guide institutional policies and mitigate risks of bias and "metacognitive laziness".
- **Inclusive Development:** Ensuring that the development and deployment of AI training courses or even AI tools involve the active participation of people with disabilities to avoid the amplification of existing prejudices.

Ultimately, the goal is to transform the pedagogical landscape from one of consumption to one of critical production, ensuring that AI serves as a bridge rather than a barrier to equity and social justice in Vocational and Technological Education.

In this line, the work in progress is planning and developing a training seminar on AI tools for students with disabilities and a training unit on Artificial Intelligence for professionals from the University's Accessibility centres (also open to professors).

This study has limitations that should be acknowledged. The sample size (n=45), drawn through convenience sampling from a single institution, restricts the generalisability of the findings, and the timing of data collection, near the end of the academic term, may have affected response rates and depth of engagement. Future research should pursue larger and more diverse samples, incorporate a qualitative phase to deepen understanding of students' lived experiences, and explore comparative

studies across institutions and countries, such as between UFSM (Brazil) and IPB (Portugal), to assess the broader applicability of AI-driven accessibility initiatives in Vocational, Technological, and Higher Education.

REFERENCES

- [1] Andreessen Horowitz, “16 changes to the way enterprises are building and buying generative AI”, 2024. <https://a16z.com/generative-ai-enterprise-2024/>
- [2] Lancaster, T., The Three Phases of AI in Education, ThomasLancaster.co.uk, 2024.
- [3] Bassett M. A., Bradshaw W., Bornsztejn H., Hogg A., Murdoch K., Pearce B., Webber C., “Heads we win, tails you lose: AI detectors in education”, Journal of Higher Education Policy and Management, 2026.
- [4] Perkins M., Roe J., Furze L., “The AI assessment scale revisited: A framework for educational assessment”, arXiv preprint arXiv:2412.09029, 2024.
- [5] Curtis G. J., “The two-lane road to hell is paved with good intentions: Why an all-or-none approach to generative AI, integrity, and assessment is insupportable”, Higher Education Research & Development, 44(8), 2025, pp. 2151–2158.
- [6] Celik, I., “Towards Intelligent-TPACK: An empirical study on teachers' professional knowledge to ethically integrate AI”, Computers in Human Behavior, 138, 107468, 2023.
- [7] Roe J., Furze L., Perkins M., “Digital plastic: A metaphorical framework for Critical AI Literacy in the multiliteracies era”, Pedagogies: An International Journal, 2025.
- [8] Directorate-General for Education, Youth, Sport and Culture, “Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators,” Publications Office of the European Union, Luxembourg, Rep. NC-07-22-649-EN-N, Oct. 2022. DOI: 10.2766/153756. [Online]. Available: <https://op.europa.eu/en/publication-detail/-/publication/d81a0d54-5348-11ed-92ed-01aa75ed71a1/language-en>
- [9] European Parliament and Council of the European Union, “Regulation (EU) 2024/1689 laying down harmonised rules on artificial intelligence (Artificial Intelligence Act),” Official Journal of the European Union, L 2024/1689, Jul. 12, 2024. [Online]. Available: <https://eur-lex.europa.eu/eli/reg/2024/1689/oj/eng>
- [10] Brasil. Ministério da Educação. Referencial para Desenvolvimento e Uso Responsáveis de Inteligência Artificial na Educação. 1ª ed. Brasília, DF: Ministério da Educação, 2026.
- [11] Portugal. Agência Nacional de Inovação. AI Portugal 2030: National Strategy for Artificial Intelligence. Lisboa: Agência Nacional de Inovação, 2019. <https://digital-skills-jobs.europa.eu/en/initiatives/national-strategies/portugal-national-artificial-intelligence-strategy-ai-portugal-2030>.
- [12] Rettinger D. A., Bertram Gallant T., “The opposite of cheating: Teaching for integrity in the age of AI”, Teachers College Press, New York, 2025.

Authors

A

Abegail A. Malabuyoc 407, 994
Abigail Barbara 1275
Adina Friedrich 36, 341
Ahmad Hariyadi 247
Ahmed Nasr 47
Aida Ciro 514
Akanimo Odon 215
Alan Bruce 527
Aleksandra Nikolova 1063, 1072
Aleksey Potebnya 570, 750
Alexandre Ventura 1047
Alexandru Pascu 384
Ali Akbari 506
Alice Roffi 878
Alison Kearley 414
Allison Cole-Stutz 557
Alondra Yuliana Ramírez Suaste 160
Amanda Wilcox 623
Amy Conway 623
Ana De Jesus 611
Ana Linehan 136
Ana Lucia Hennemann 776
Ana Luísa Gomes de Barros Freitas 1152, 1161, 1169, 1178
Ana Salomé García Muñiz 707, 714
Ana Suárez Álvarez 707, 714
Ana-Maria Radu-Pop 603
Andrea Munro 178
Ane Mayra Melo Silva 675, 1152, 1161, 1169, 1178
Ane Silva 668
Ángel Blanco-López 1210
Ann Marcus-Quinn 448
Anna Júlia Éliás 851
Anna Košatová 1018
Antonia Diyanova Dobрева 1092
Asmae Ourdi 521
Atle Kristensen 64
Ayfer Alper 721

B

Baharak Ehtemami 681
Barbara Bruschi 721
Beata Joanna Godejord 460
Beata Staszyńska-Hansen 499
Betsy Gilbertson 623
Bettina Staudt 212
Bibi Alajmi 153
Bogdan Heghes 47

C

Camelia Maria Negrutiu 47
Carla Barbosa 768
Carolina Balera Trombini 689
Catarina Carneiro de Sousa 129

Charlene Chen 562
 Chris Forlin 43
 Christina Wiesenhofer 372
 Christos Paraskevas 735
 Clara Vasconcelos 482
 Claudia Baiata 878
 Claudia Dinu 88
 Claudia Quinteros 1251
 Claudia Suárez-Arbesú 707, 714
 Cleverson Natan da Silva 1152, 1161
 Courtney O'Grady 414
 Cristian Mojolic 47
 Cristiana Serejo 120
 Cristina García-Ruiz 1210

D

Dan Cristian Cuculea 384
 Daniel Einarson 638
 Daniela Di Donato 1244
 Daniela Fioretti 652
 Darija Kuharić 1106
 Denisa Celami 514
 Denise De Micheli 776
 Denise Flora 1134
 Diana Oliveira 1047
 Diana Sinziana Duca 1116
 Dimitra Giantsiou 1194
 Dominik Giel 324
 Dorin-Gheorghe Triff 357, 379
 Dorothy Laubscher 489
 Dorren D. Arenque 452
 Dorren R. Arenque 994

E

Edgaras Stankevicius 428
 Eirik Bergli 1236
 Elena Gabriela Cabral Velázquez 160
 Elina Stepanyan 72
 Elisabetta Delle Donne 588
 Emil Frashëri 186, 195
 Emil Juverdeanu 88
 Emma Aleksanyan 863
 Enriketa Sogutlu 926
 Eren Cihan Karsu Asal 384
 Erminio Salvatore 47
 Ernesto Grande 47
 Eva Šmelová 1018
 Evelina Atanassova 178

F

Fabiana Rocchi 96
 Fabrice Serodes 309
 Fadel Naciri 521
 Federica Pelizzari 758
 Francesca Ripamonti 886

G

Gabriel Macedo 668, 675
 Gabriela Sá 136
 Gabriele Biagini 878
 George Ardelean 384
 George Cremona 1275
 Georgia Andreou 1127
 Ghalia Ghawi 1143
 Giovanna Campani 474
 Giulia Magnolia 851
 Gregory Hine 43
 Gülcan Canbolat 721

H

Hadley Ruggles 440
 Hassan Alhosani 965
 Heitor Araújo 668, 1169, 1178
 Heitor Marinho da Silva Araújo 675, 1152, 1161
 Helene Guillou 1143
 Hicran Bayraktaroğlu Fırat 981
 Hilda Terlemezyan 918
 Huqiu Zhou 1056

I

Ian Clancy 448
 Ian Gonsler 562
 Iasmin Zanchi-Boueri 1134, 1186
 Imelda Graham 535
 Ines Hocenski 1039
 Ioan Marius Câmpăan 597
 Irina Gheorghiu 88
 Irina-Ana Drobot 104
 Irini Zourlantoni 957
 Irshat Madyarov 863
 Ivo Fonseca 169

J

Jacopo Condo' 652
 Jaime Cantú 270
 Jakob Šubic 1025
 Jamie Ben Smith 1004
 Jana Zerzová 926
 Jasmina Mirčeva 1025
 Jennifer Silva 1047
 Jessica Zumarraga-Avila 942, 1229
 Jinendrika Weliwita 1010
 Joalise Janse van Rensburg 630
 Joon S. Park 295
 José Brito 768
 Joseph Vancell 698
 Julia Claudia Mirza-Rosca 384
 Julia Huisman 552
 Julio Cezar Albuquerque da Costa 675, 1152, 1161, 1169, 1178
 Júlio Costa 668

K

Karen McGivern 1215
 Karla Csuros 846
 Katerina Strnadova 903
 Kateřina Valchářová 1018
 Kateryna Fomin 829
 Kavya Hanumanthu 661
 Khuloud Alazemi 153
 Klodjana Skendaj 55

L

Lana Migla 47
 Lana Skender 1106
 Laura Ceccacci 1244
 Laura Daniusevičiūtė-Brazaitė 838
 Laura Galloway 178
 Laura Vettraino 19
 Leila Kajee 435
 Leila Maria Araújo-Santos 871
 Lekë Pepkolaj 727
 Leogildo Freires 668, 675, 1152, 1161, 1169, 1178
 Leslie Rosales 204
 Lina Gaižiūnienė 838
 Livinus Nweke 613
 Lizbeth Zumarraga-Avila 1229
 Loay Badran 973
 Loretta Latronico 851
 Luan Filipy Freire Torres 675, 1152, 1161, 1169, 1178
 Luan Torres 668
 Lucia Cintia Colibaba 88
 Lucretia Pascariu 88
 Lucrezia Bano 391
 Luis Alberto Mejía-Manzano 160
 Luis Fernando Talavera Martin 384

M

Mădălina Chitez 846
 Malebo Suzan Mulaudzi 233, 314
 Manuel Antonio Caudillo Melgoza 160
 Marcel Köhler 36, 341
 Marcia Håkansson Lindqvist 324
 Maria Antonia Pertosa 348
 Maria Liegghio 398
 Maria Markova 858
 María R. Vicente 707, 714
 Maria Ranieri 878
 Maria Theodosopoulou 557
 Marija Jevric 47
 Marijana Teljega 638
 Marili Douzina 735
 Marina BA Minoli 808
 Marion Schaberl 225
 Mariya Neycheva 28
 Mark Murphy 1203
 Marlene Ribeiro 129
 Marshed Mohamed 613

Marta Paz Clara Vasconcelos 1098
Martin Laba 592
Masoumeh Shahverdi 466, 681
Maura Imbimbo 47
Md Navid Hasan 681
Megan Slatton 623
Mei Yung Vanliza Chow 363
Melina Vouri 1033
Mercy O. Manalo 994
Michael Laubscher 823
Mihaela Dumitran 47
Mirna Tkalčić Simetić 422
Mohammed Almasalmeh 1010
Morten E. Edvardsen 64
Muşata Bocoş 357, 379
Mykhailo Kotyk 829

N

Nahid Anaraki 578
Nellie Kangwa 215
Neviana Krasteva 570, 750
Nikolay Danev 1072
Nimet Hüma Sabırlı 784
Nizar Qbilat 965
Nora Gravdal 466
Ntswaki Matlala 331

O

Olena Budnyk 829
Olinda Martins 112
Onno Hansen-Staszyński 499
Özlem Çukurlu-Aydin 926

P

Paal Jom 1221, 1236
Paola Chivers 43
Paolo Micozzi 96
Patrick Murphy 1270
Paula Azevedo Rodrigues 129
Paula Cristina Stopa 1186
Paula Tavares 136
Paulo Roberto Cordeiro Rocha 689
Pavla Kocourková 949
Peggy Bloomer 800
Petar Petrov 1079
Peter Mozelius 324
Pier Daniel Cornacchia 744
Piero Poccianti 851

Q

Qing Zhang 145

R

Racheal Arewa 562

Rachel Tholakele Khoza 215, 233, 285, 1260
 Raminta Pučėtaité 838
 Rekha Agali Virupaksha 262
 Reza Moosaei 79
 Richard Miles 894
 Robert Mischak 278
 Robert Pucher 278
 Roxana Rogobete 603, 846
 Ruel S. Arenque 452
 Ruth Bourke 448

S

Sabrina Castro 1134
 Sabrina Fernandes de Castro 1186
 Sachiyo Sekiguchi 646
 Saime Kara Duman 926
 Sanae EL Mellouki 242
 Sandra Iurescia 652
 Sandra Pesavento 1203
 Sara Bagossi 758
 Sara C. McDaniel 414
 Sara Cruz 768
 Sarah Aldrian 372
 Saumya Grover 784
 Sebastian Moser 324
 Serena Montefusco 96
 Shota Shirasaka 814
 Shuichi Enokida 814
 Siditė Duraj 727
 Silvia Guetta 851
 Silvio De Magistris 851
 Simone Mafacioli 1134
 Sofia Figueiredo 129
 Sri Marmoah 1116
 Sri Utaminingsih 247
 Stefan Colibaba 88
 Stefania Vindrola Paseta 1143
 Stefania Zourlidou 262, 661
 Stefano Cuomo 878
 Stein A. Berggren 1221
 Stine Lindanger 466
 Stylianos Yiatros 47
 Susana Jorge 136
 Suzanne Galella 1203
 Sydney Basset 623

T

Takahisa Imagawa 814
 Tatiana Aleksandrovna Iakovleva 466, 681
 Tatiana Kozlova 793
 Telma Cruz 482
 Teodor Daskalov 570, 750
 Teresa Lupi3n-Cobos 1210
 Thomas E. Welch 911
 Tiago Jos3 Benedito Eug3nio 776
 Tiago Ribeiro 482
 Tihana Rubi3 422

Tinashe Muteto 215, 1260
Tmumen Raghad 557

U

Ursula Hinostroza Castillo 1143

V

Valentina Gulin Zrnić 422
Vangelis Karkaletsis 1194
Varaidzo Denhere 1260
Vasiliki Aslanoglou 1127
Vasiliki Lymperopoulou 1127
Veronika Strížencová 541
Viktorija Pečnikar Oblak 1025
Vilija Bitė Fominienė 428
Vilislav Radev 1085
Vitor Gonçalves 871, 1134, 1186
Vladimira Angelova 1063

W

Wafa.A. Mohammed Ashour 535
Walquíria Mendonça 1134
Waqas Halim 303
Wenyi Zhang 145

Y

Yaprak Dalat Ward 256
Yukie Saito 934

Z

Zeinab Bedri 47
Zeynep Bütün Ikwuegbu 926
Zhanzhan Liu 145
Zoey Zhang (Zhiyu) 562
Zorica Triff 357, 379

The Scientific Committee of the International Conference "The Future of Education - 16th Edition"

Robert Mischak - University of Applied Sciences FH Joanneum (Austria)
Robert Pucher - University of Applied Sciences Technikum Wien (Austria)
Maria Markova - University of National and World Economy (Bulgaria)
Martin Laba - Simon Fraser University, School of Communication (Canada)
Maria Ampartzaki - University of Crete (Greece)
Alan Bruce - Universal Learning Systems (Ireland)
Ann Marcus-Quinn - University of Limerick (Ireland)
Maria Ranieri - University of Florence (Italy)
Luisa Panichi - University of Pisa (Italy)
Antonio Cioffi - Accademia di Belle Arti di Brera (Italy)
Ida Cortoni - Sapienza University (Italy)
Elisabetta Delle Donne - Pixel (Italy)
Michela Tramonti - EU-Track (Italy)
Nahed Emaish - University of Jordan (Jordan)
Vida Drasutė - Kaunas University of Technology (Lithuania)
Joseph Vancell - University of Malta (Malta)
Patrick Murphy - Nord University (Norway)
Wafa.a M Ali Ashour - Ministry of Education and Higher Education (Palestine)
Clara Vasconcelos - University of Porto (Portugal)
Isabel Pedrosa - Polytechnic Institute of Coimbra, Coimbra Business School (Portugal)
Anca Colibaba - GR. T. Popa University / EuroED Foundation (Romania)
Stefan Colibaba - Al. I. Cuza University (Romania)
Tatiana Sidorenko - Tomsk Polytechnic University (Russian Federation)
Karine Chiknaverova - MGIMO University (Russian Federation)
Tatiana Kharitonova - The State Hermitage Museum (Russian Federation)
Lebogang Mosupye-Semenya - Johannesburg Business School (South Africa)
Giovanna Campani - Universidad Pablo de Olavide (Spain)
Martin Dvorak - Södertörns University (Sweden)
Julia Huisman - NHLStenden University of Applied Sciences (The Netherlands)
Dönercan Dönük - Mersin University (Turkey)
Vildan Özdemir - Mersin University (Turkey)
Joanne Hughes - Queen's University, Belfast (United Kingdom)
Marina BA Minoli - Royal Society of Biology; STEM DidalInnovaBiolab (Italy)
Joseph Rotimi - University of Brighton (United Kingdom)
Jamie Smith - University of Lincoln (United Kingdom)
Claudia Peralta - Boise State University (United States)
Haohsiang Liao - Massachusetts Institute of Technology (United States)
Hardin L.K. Coleman - Boston University (United States)

ISBN 979-12-80225-82-5

EURO: 20,00



EDITED BY

PIXEL

Via Luigi Lanzi, 12 - 50134 Florence (Italy)

Tel. +39 055 489700 - E-mail: foe@pixel-online.net

Conference Website: <https://conference.pixel-online.net/FOE>

