Livro de Resumos

Book of Abstracts

Libro de Resúmenes

Resultados esperados
Espera-se identificar as maneiras como a IA se entrelaça com a profissão docente – como é utilizada no trabalho do professor, quais os tipos de tecnologias projetadas para isso; mapear as formas como o trabalho docente é compreendido frente à popularização da IA; investigar as habilidades e tarefas envolvidas no trabalho docente que vêm sendo consideradas suscetíveis à substituição por sistemas artificiais (com foco na cognição); investigar as habilidades e tarefas envolvidas no trabalho docente que vêm sendo consideradas passíveis de apoio por sistemas artificiais e identificar aquilo que vem sendo esperado do docente quando se trata de saber lidar com a IA e de potencializar a atividade docente na era da IA.
Conclusões
A pesquisa tem o potencial de contribuir para a conferência por ser situada num dos principais eixos de debate envolvendo a IA na educação, nomeadamente as tensões entre a inovação e os cuidados éticos e cognitivos que se fazem necessários quando se trata de incluir a IA na prática docente. Após a pesquisa aqui descrita, a pesquisadora intenciona desenvolver um framework de competências críticas para uma literacia em IA focada em docentes da educação básica. Outra intenção da pesquisadora é realizar a pesquisa com educadores de Portugal, a fim de obter uma visão alargada das possibilidades de uso da IA na docência e contribuindo para o diálogo Brasil-Portugal nesse sentido.

Simpósio 2 / Symposium 2

Eixo Temático 3: Pedagogical and Curricular Innovation/ Inovação pedagógica e curricular / Innovación pedagógica y curricular

[7] A Practical Case of Mentoring in Higher Education at a Health School
— Miguel Saúde (E2S-P.PORTO); Ricardo Ferraz (E2S-P.PORTO); Vítor Silva (E2S-P.PORTO); João Barreto (E2S-P.PORTO); Paula Portugal (E2S-P.PORTO); Joana Santos (E2S-P.PORTO); AE E2S (E2S-P.PORTO); Mónica Vieira (E2S-P.PORTO)

The rapid advancement of Generative Artificial Intelligence (AI) tools is reshaping higher education, particularly in creative fields such as design, multimedia, and audiovisuals. Students increasingly seek faster solutions for academic challenges, often relying on AI-generated content rather than engaging in research, critical analysis, and validation through credible sources or instructors. This tendency weakens the "thinking vs. creating" stage of the design methodology, a fundamental cognitive process that requires deep concentration, research, and creative reasoning to materialize ideas effectively. The proposed design methodology consists of four stages: (1) Briefing—problem definition, (2) Thinking vs. Creating—ideation, (3) Materialization—execution based on Lupton's (2016) Design Thinking principles, and (4) Solution—evaluating originality, relevance, and creativity. In practical-laboratory classroom settings, students engage in manual techniques such as mind maps and moodboards (A2 format). Initially, they hesitate to move away from digital tools but later recognize the cognitive and creative benefits of these techniques. This process reinforces the understanding that strong ideas require effort rather than instant AI-generated solutions.
A survey had a total of 256 answers of students in Communication Design, Multimedia, and Audiovisuals, revealed that 64.8% use ChatGPT, 28.9% Capcut, 19.5% Copilot, 13.3% Adobe Firefly, 11.7% DALL·E, and other AI tools. However, only 41.4% critically reflect on AI-generated content, 17.6% validate it with teachers, and 14.5% verify information through online sources.
This study concludes that while AI accelerates and optimizes aspects of the creative process, human cognitive engagement remains essential. The integration of AI in co-creation processes, particularly at the "thinking vs. creating" stage, enhances skill development when used as a complementary tool rather than a replacement for critical and creative thinking.

[35] Competence Clusters: an overarching approach to sustain effective lifelong learning
— Nuno Escudeiro (ISEP-P.PORTO); Paula Escudeiro (ISEP-P.PORTO)

In a rapidly changing global landscape, higher education institutions (HEI) face increasing pressure to provide flexible, effective and personalized learning opportunities. Long-lasting, one-size-fits-all, education does not cover all the needs of modern societies. Competence Clusters (CC) offer a structured yet adaptable framework, exploring virtual and blended formats to deliver education, that can play a crucial role in supporting flexible pathways for effective personalized education. CC are instrumental to foster a green digital Europe supported by a transparent, open, simplified and flexible gateway to overarching sustainable lifelong learning.
CC are cohesive groups of structured academic activities granting learners certified learning outcomes. The academic activities in the same cluster are equivalent and can be interchanged by learners to generate a learning path according to concrete preferences while still assuring that the full range of competences required by a specific educational achievement are acquired. Through such an organization of academic assets, HEI will be able to offer its students more international, diversified and personalised education. Moreover, CC assure an extended reach, in both breadth

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