

CSEDU 2026

18TH INTERNATIONAL CONFERENCE ON COMPUTER SUPPORTED EDUCATION

BENIDORM, SPAIN

18 - 20 MAY, 2026

CSEDU 2026 · KEYNOTE

THE END OF OUR UNIVERSITY

When AI became the first technology to compete with both the teacher and the learner.



Laurentius de
Votolina dixit



Knowledge stopped being *local*.

London

Köln

MAINZ · 1450

Wien

Paris

Venezia

Sevilla

270

cities with presses by 1500
20 million volumes printed





BERLIN · 1810

**Research +
Teaching**



PARIS · 1808

**Teaching +
Profession**



DUBLIN · 1854

**Teaching
Alone**

2011 · STANFORD · INTRODUCTION TO ARTIFICIAL INTELLIGENCE · THRUN & NORVIG

160,000 STUDENTS · 190 COUNTRIES



† 200 — A FULL LECTURE HALL ON CAMPUS

THE SAME COURSE, OPENED TO THE WORLD — × 800

LIFE 1 – THE SIMULATION

The best pedagogical program I contributed to build.



ARCHIVE · PROGRAMME FOOTAGE · C. 2010

THE STUDENT SAT WHERE THE CAMERA SITS – INSIDE THE MEETING, NOT WATCHING IT.

OFFICIAL MASTER

EUROPEAN HIGHER EDUCATION AREA

2 YEARS

NO SYLLABUS

ADAPTIVE MATERIALS – PER STUDENT

FULL SIMULATION

LEARN ON DEMAND

RAN 4 YEARS

**The best
one worked.**

**The system
said no.**

FOUR YEARS RUNNING – AND THEN IT
STOPPED. NOT BECAUSE IT FAILED.

WHAT WORKED · QUALITY MADE SUSTAINABLE

I used technology to give the quality universities **did** want.

0.82 / 10**PREDICTION**

The final grade, read by mid-semester — so the strong and the struggling could be taught differently.

thousands → 4**SEGMENTATION**

Thousands of learners grouped into four or five — each group taught as if it were a single student.

100 → 3–4**AUTOMATIC COMPETENCE ASSESSOR**

A system that read which competences each student had actually mastered — a hundred items collapsed to the few that mattered, with no professor scoring by hand.

NOT THE BEST LEARNING IN THE WORLD — THE BEST THE SYSTEM WOULD SUSTAIN

Woolf

Building the first Blockchain University

2 April 2018

Dr Joshua David Broggi (Oxford), Mr Martin Albert Gallagher (Oxford), Mr Johann Lilly, Dr Jonathan Duquette (Oxford), Dr Courtney Nimura, Dr Miles Pattenden (Oxford), Dr Felix Richter (Giessen), Dr Lola San Martín Arbide (Oxford), Dr Shahar Avin (Cambridge), Dr Kate Kelley (Oxford), Dr Maria Lidova (Oxford), Dr Diana Rodríguez-Pérez (Oxford), Dr Gary Slater (St Edwards) Dr Andreas Winkler (Oxford)

Synopsis

Woolf will be the first blockchain-powered university with its own native token. The design has been developed by an independent group of academics (mostly from the University of Oxford), and experienced academics will form the first college in the collegiate university.

Woolf will be a borderless, digital educational society which reimagines how teachers and students connect. It will rely on blockchains and smart contracts to guarantee relationships between students and educators. For students, it will be the Airbnb of degree courses; for teachers, it will be a decentralised, non-profit, democratic

WOOLF/

The
revolutionary
tech-based
university.



EIGHT CENTURIES · ONE PATTERN · ONE BREAK



EIGHT CENTURIES IN HUMAN HANDS – THEN THE PATTERN BREAKS

**This does not end
the university.**

**It ends our way of
doing it.**



WHAT IT ALREADY DOES BETTER — THAN THE PROFESSOR

Look at the teaching itself.

PATIENCE

It never tires of the same question.

ANY LANGUAGE

It explains in the learner's own.

ANY HOUR

Three a.m. is the same as noon.

ADAPTED

To this learner's exact level.

COST

Marginal cost — effectively zero.

Most of this, better than us
— **today.**



WHAT IT ALREADY DOES BETTER — THAN THE STUDENT

The work we set them.

THE ESSAY

Written in under a minute.

PROBLEM SET

Solved, with the steps shown.

LAB REPORT

Written up, properly.

FINAL EXAM

Passed — most of them.

UNLIKE THEM

It does not tire, doubt, or stop.

Most of what we set them
— **it already does.**

WHY THIS ONE IS DIFFERENT

**Every technology helps
— and replaces a little.**

EVERY TOOL BEFORE — ONE SIDE AT A TIME

Help

GENERATIVE AI — BOTH SIDES AT ONCE

The professor and the student.

It helps and replaces the one who
teaches — and the one who
learns — at the same time.

Not help **or replace.
Both — on **both of us.****

THE DIFFERENCE IS NOT THE VERB — IT IS WHO IT REACHES AT ONCE

**Does it make sense to
assess students
on what AI already does
better than them?**

BEFORE YOU CALL THIS LUDDISM

They had no real leader — and still got laws passed against the machines.

THEY WERE RIGHT

The machines took the work.

The looms, then the taxis vs Uber. Always.

THEY WERE WRONG

That you can stop it.

Bans buy time, then lose. You cannot fence the open field.

THE PROOF

No one knows what to do.

~45% of top schools: no clear AI policy — and the AI keeps moving, so this year's answer breaks next year.

The technology is ready.

Most of us teaching are not.



Drawn from Life by an Officer

THE LEADER OF THE LUDDITES

Publ. May 1812 by M^{rs} Walker and Knight, Sweeting & Kelly Royal Exchange.

TWO KINDS OF AI — ONLY ONE IS A CHOICE

When we say “AI”, we are not all saying the same thing.

THE DEFAULT — WHAT ALMOST EVERYONE USES

Off the shelf.

Sycophantic by design. Frictionless.
Hands over the answer. Nobody
decided this — it was just there.

THE DESIGNED ONE — WHAT ALMOST NO ONE BUILDS

Built on purpose.

Pedagogical guardrails. It withholds
the answer, it forces the work —
Harvard's CS50.ai. A deliberate
decision.

The technology is not the
problem — **the choice not
to design is.**

WHAT STAYS OURS

Seven things it does not take.

- 01 **Judgement when the data is scarce.**
- 02 **Seeing where the machine is wrong.**
- 03 **Judging the process, not the text.**
- 04 **Certifying — still human, the AI not yet.**
- 05 **Community.**
- 06 **Creating the need to learn.**
- 07 **Deciding what is worth teaching.**

The university does
not end.
Our way of doing it
does.

DON'T APPLAUD. DISAGREE WITH ME.



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