

TEACHING IN THE AGE OF AI: FOUR REFLECTIONS FROM THE CERALE COLLOQUIUM IN RIO DE JANEIRO

Raúl Hopkins, Centrum PUCP, June 18, 2026

1. Rethinking the educational model. The impact of AI is enormous—greater than we initially anticipated. This is not merely about new ways of learning and teaching, innovative applications, or adjustments to educational processes. We are facing a profound transformation that affects all stakeholders. New questions are emerging. For example: Should new components be incorporated into the educational process? Should the relative weight of existing components be reconsidered? What new roles will teaching, research, and engagement with the business sector play? Will accreditation systems need to change?

2. AI as part of a process of task delegation. I found the contribution of Dr. Rubens Lima particularly insightful and timely. The growing involvement of AI can be understood as a progressive process of delegating tasks that were once performed exclusively by humans and are now increasingly carried out by intelligent systems, such as translation, formatting, editing, and the creation of graphics. This shift compels us to ask which activities can be delegated and which cannot. There are essential dimensions of human endeavour, closely linked to our cognitive abilities and capacity for judgment, that should not be delegated.

3. How AI is reshaping global geopolitics. The rise of AI is transforming not only productive and educational systems but also global geopolitics. Leadership in AI development has become a new source of economic and strategic power, comparable to the role once played by energy, industry, or information technologies. In this context, greater cooperation between Europe and Latin America is both timely and beneficial. Europe contributes scientific, technological, and regulatory capabilities, while Latin America offers dynamic markets, human talent, strategic resources, and a growing demand for digital transformation. A joint AI agenda could strengthen the competitiveness of both regions and help reduce their dependence on the world's major powers.

4. The interaction between Brazil and Spanish-Speaking Latin America. Most participants spoke at least two of the three languages represented at the colloquium. Across the various tracks, presenters showed considerable flexibility by adapting the language of their presentations to their audiences. During the plenary sessions, real-time translation displayed on screens beside the speakers greatly facilitated communication and interaction among participants. Overall, the system worked well, although there is still room for improvement. Several panels conducted in Portuguese offered valuable experiences and insights, yet following the translated text on the screen was occasionally challenging. Recent advances in artificial intelligence offer promising opportunities to further improve multilingual communication, particularly through a new generation of AI-powered headphones capable of providing simultaneous translation.

At present, interaction between Brazil and the Spanish-speaking countries of Latin America remains relatively limited, despite its enormous potential.¹ Expanding these exchanges will become increasingly important as both the region and the broader international community place growing emphasis on addressing the challenges of climate change and promoting sustainable development.

One of the achievements of this colloquium was to remind us—through a combination of intellectual rigor, creativity, and genuine warmth—of the importance of fostering deeper dialogue among Europe, Brazil, and Hispanic Latin America.

¹ Of the 9.3 million international tourists who visited Brazil in 2025, 3.4 million came from Argentina. Visitor numbers from other Latin American countries were significantly lower: 802,000 from Chile, 525,000 from Uruguay, 194,000 from Colombia, 175,000 from Peru, and 122,000 from Mexico. These figures suggest substantial opportunities for deeper regional integration and exchange.