

Education Review

Reseñas Educativas



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Inteligência Artificial e Educação Superior [in English, *Artificial Intelligence and Higher Education*] edited by Iara de Xavier and Max Damas stands as a landmark contribution to educational scholarship. The editors assert correctly that the current moment is an authentic historical “turning point” in higher education. At a time when artificial intelligence (AI) has ceased to be a promise and has become the “invisible infrastructure” of society, the book proposes an epistemological reconfiguration of the educational act. The central thesis of the work is that true educational innovation is not technological, but eminently human, requiring higher education institutions to develop technology to learn with us, not for us.



The structure of the work reflects remarkable diversity, bringing together nine interconnected chapters that examine the macro—public policy and regulation—and micro—curriculum and classroom—dimensions. In the first chapter, Bruno Coimbra and Rodolfo Cabral examine the regulatory dimension, positioning the state as a safeguard of quality against mercantilist deregulation pressures. The authors highlight the revolutionary potential of using state Big Data to formulate evidence-based policies, while they vigorously warn of the challenge of the “black box”: the algorithmic opacity that can intensify structural biases in the absence of transparency and oversight.

¹ This book is open access and available at <https://edux21consultoria.com.br/wp-content/uploads/2025/12/livro-IA-educacao-superior-web.pdf>

In the subsequent chapter, Gabriel Goldmeier and Ronaldo Mota approach the 21st-century educational transition through the lens of metacognition. The authors argue that the age of AI requires the development of reflective skills that transcend the execution of routine tasks, which are already performed better by automated systems than by humans. Metacognition, they assert, represents the “final frontier” of human distinctiveness, allowing individuals to monitor their own mental processes in highly complex environments. Their discussion of the MENACE experiment offers an accessible bridge between machine learning principles and the cultivation of cognitive autonomy.

In the third chapter, Rui Fava portrays a dialogue between classical wisdom and the “Intelligent Age,” contrasting the Prussian model of education, centered on hierarchy and memorization, with Jacotot's Panecástica and the Socratic method. Fava proposes “Digital Socratic Maieutics,” where AI tutors guide students through provocative questions, forcing the creation of autonomous knowledge rather than the passive consumption of information. The proposal for “mastery learning,” where proficiency is constant and time is variable, breaks with the industrial logic that permits advancement despite cognitive gaps.

The applicability of AI in medical education, discussed by Itamar Gonçalves and Luiz Claudio Pereira in the fourth chapter, serves as a case study of the limits of automation. By introducing concepts such as Trusted Professional Activities and the Centaur and Cyborg modes of collaboration, the authors demonstrate that future physicians must be literate in order to audit algorithmic recommendations. This training, based on the 2025 National Curriculum Guidelines for Brazil, reaffirms that technology should augment, not attenuate, the human dimension of clinical practice.

Luiz Cláudio Costa, in the fifth chapter, reframes teaching by proposing the repositioning of educators from transmitters of knowledge to curators of experience. The author criticizes the “productivity paradox,” comparing the shallow adoption of AI in higher education to installing electric motors in Victorian factories without changes in architecture. Costa advocates the creation of “living ecosystems” composed of clinics and studios where theory merges with social practice.

Institutional strategy and ethical governance are addressed by Maurício Garcia and Daniel Cavalcante in chapters six and seven. Garcia emphasizes the need for an “Institutional Plan for the Responsible Use of Artificial Intelligence” which integrates ethics, security, and inclusion using proprietary data from institutions. Cavalcante, in turn, complements the Brazilian system with the European AI Act and the UNESCO Recommendation, arguing that digital compliance and Algorithmic Ethics Committees are essential to protect students' “digital existence” against discrimination.

The text concludes with discussions of the “Multimodal Revolution” and technological sovereignty led by Ana Valéria Reis, Fábio Reis, Rodrigo Marudí, Bárbara Modesto, and Iara de Xavier. They point out that AI acts as a “cruel mirror,” revealing the mechanical nature of much traditional teaching. From a decolonial perspective, they urge the Global South to resist the “data

colonialism” of big tech companies and to develop national AIs aligned with local realities.

De Xavier and Damas’s volume is a remarkable contribution for its rejection of naive optimism and a paralyzing Luddite mentality. The contributors reject superficial critiques of AI in education while proposing the redesign of curricula based on “Life Intelligence.” What might be missing from their thoughtful rethinking of AI’s role? Perhaps a more forceful critique of public funding and state bureaucracy would be welcome; a critique that still treats innovation as an addendum rather than the center of the civilizing project. As the editors persuasively conclude, the success of this journey will depend less on the speed of algorithms and more on the depth of human judgment guiding them.

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About the Reviewer

Harlen Cardoso Divino is a PhD candidate in knowledge engineering and management at the Federal University of Santa Catarina (UFSC), Brazil. He holds a master’s degree in education (UFSC) and degrees in religious studies and pedagogy, along with specializations in distance education and higher education teaching. He is a member of the EduMídia – Education, Communication, and Media Research Group at UFSC. His academic work focuses on education, digital culture, and the governance and ethical use of artificial intelligence in educational contexts. He has experience in higher education teaching and tutoring, instructional design, and teacher education, and has worked in the development of academic materials and training programs in both on-site and distance education.



About the Book Editors

Iara de Moraes Xavier Braga (Iara Xavier) holds BA and MA degrees in nursing and a PhD in public health from ENSP/Fiocruz. She is a former Full Professor and served as Pro-Rector and Vice-Rector at the Federal University of the State of Rio de Janeiro (UNIRIO). She also held senior leadership positions at INEP/MEC, including coordination of national higher education evaluation instruments. She is a retired professor from the University of



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Max Damas holds a PhD in production engineering, a master's degree in systems and computing, and a degree in computer engineering. He has over two decades of experience in higher education, working in teaching, academic management, and educational consultancy. Since 2013, he has served as an evaluator for Brazil's Ministry of Education (MEC/INEP), contributing to institutional and program evaluation processes.



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