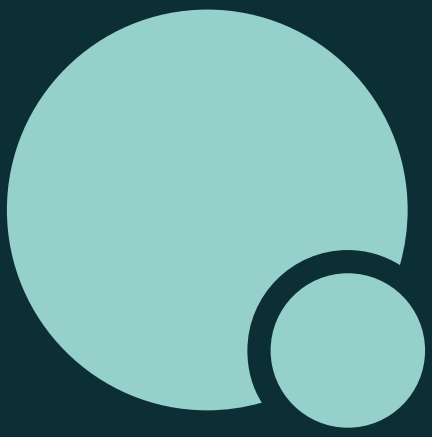
15th - 16th October 2026

Salón de Actos de la Escuela Técnica Superior
de Ingeniería Informática. Edificio 1H.
Universitat Politècnica de València (UPV)

II PRECISION Event

PRECISION VOICES

Children, Communication and Digital Safety



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PRECISION VOICES: Children, Communication and Digital Safety[1]

Salón de Actos, Building 1H, Escuela Técnica Superior de Ingeniería Informática

Day 1 - 15th October 2026

10:00 am – 10:30 am Registration and refreshments

10:30 am – 10:45 am Conference Official Opening
María del Rosario Escrig Llinares, General Director of Educational Innovation and Inclusion, Valencian Region Government (Department of Education, Culture, Universities, and Employment)

10:45 am – 11:00 am PRECISION Overview
Prof. Nuria Lorenzo-Dus, PI Project PRECISION, Universitat Politècnica de València (Spain)

11:00 am – 11:30 pm Elia Arrametapongsa Brines, Universitat de València (Spain)
References to children in abusive partner interactions: A case-study approach to potential vicarious violence

11:30 am – 12:00 am Dr. Sergio Maruenda-Bataller, IULMA/Universitat de València (Spain)
Representing risk, harm and protection: A Corpus-assisted study of media discourses on children's digital safety

12:00 pm – 12:30 pm Dr. María Aloy Mayo, Universitat Politècnica de València (Spain)
Discourse Analysis of Children's Online Interactions: Exploring Communicative Strategies in WhatsApp Conversations

12:30 pm – 13:30 pm PLENARY TALK
Prof. Santiago Escobar Román, Universitat Politècnica de València (Spain): Secure by Design: Navigating Software Quality Standards and Regulations

13:30 pm – 14:30 pm LUNCH

14:30 pm – 15:00 pm Carlos Minguet-Mocholí, Universitat Politècnica de València (Spain)
Comunicación digital escuela-familia e inclusión lingüística del alumnado de incorporación tardía: riesgos, mediación y apoyos en Educación Primaria

15:00 pm – 16:00 pm PLENARY TALK
Prof. Antonio García-Gómez, Universidad de Alcalá (Spain): Beyond the Like: Gendered Discourses, Sexual Scripts, and Risk in Instagram Dating Cultures

16:00 pm – 17:00 pm ROUND TABLE
Voces digitales y relaciones socioafectivas en la infancia y adolescencia
[Digital voices and socioaffective relations during childhood and adolescence]

CHAIR: Dr. Vicente Cabedo Mallol, Director of Childhood and Adolescence Chair, Childhood and Adolescence Chair & Universitat Politècnica de València (Spain)
Luis Abad Mas, Red CENIT (Spain)
Carmen Esteban, British College La Cañada (Spain)
Beatriz Martínez Aranda, Faculty of Teacher Training, Universitat de València (Spain)
Remei Ibáñez Alcocer, IES Serpis (Spain)

17:00 pm – 17:30 pm Dr. Vicente Cabedo Mallol, Director of Childhood and Adolescence Chair, Childhood and Adolescence Chair & Universitat Politècnica de València (Spain)
Cátedra de Infancia y Adolescencia y Red de Universidades por la Infancia y la Adolescencia

20:30 pm DINNER at Restaurante Tria
Plaza Porta de la Mar, n. 6, 46004, València

[1] English session Spanish session

Day 2 - 16th October 2026

9:00 am – 9:30 am Francisco Naharro Núñez, Universitat de València (Spain)
Agresiones sexuales a menores a través de entornos digitales: la STS 447/2021, de 26 de mayo, como punto de partida

9:30 am – 10:00 am Susana García de la Puente Molinero, Universitat Politècnica de València (Spain)

Inteligencia artificial y evaluación humana en la interpretación de contenido relacionado con autolesión e ideación suicida en TikTok: El papel del algospeak

10:00 am – 11:00 am PLENARY TALK
Dr. Agustín Reyes Torres, Universitat de València (Spain): Leer y aprender en la era digital: cuando la formación docente es también prevención

11:00 am – 11:30 am COFFEE BREAK

11:30 am – 12:00 pm Dr. Giovanna Donzelli, Swansea University (Wales, United Kingdom)
Designing child-centred digital environments for heritage language education: developing a multilingual platform to support identity, engagement and safe participation

12:00 pm – 12:30 pm Dr. Atrin Kavyanicherati, Universitat Politècnica de València (Spain)
Enhancing Children's Cultural Awareness with Storytelling in Digitally Mediated Classrooms: Towards Child Centered Approaches to Digital Safety

12:30 pm – 13:00 pm Prof. Magdalena Szczyrbak, Jagiellonian University (Poland)
The (de)construction of causation in legal and investigative proceedings: AI chatbots, social media and minors

13:00 pm – 14:00 pm PLENARY TALK
Katariina Leivo, Senior Specialist at Protect Children (Finland): "No one ever actually touched me but I still felt violated" – Comparing the Long-Term Impacts of Online and Offline Child Sexual Abuse

14:00 pm – 15:00 pm LUNCH

15:00 pm – 15:30 pm Official Launch: Technology-Assisted Harm Prevention and Protection of Youth Laboratory (TA-HAPPY Lab) and associated funding portfolio:
PRECISION
StopOnSexGroom
CHILDSAFE
Prof. Nuria Lorenzo-Dus, Prof. Carmen Pérez-Sabater, Universitat Politècnica de València (Spain), and team members

15:30 pm – 16:00 pm Dr. Vicent Ahuir, Universitat Politècnica de València (Spain)
Del análisis lingüístico a la inteligencia artificial: cómo preparar conversaciones de niños, niñas y adolescentes para entrenar sistemas de seguridad digital

16:00 pm – 16:30 pm Lisa Werner, Universitat Politècnica de València (Spain)
Between Perceived Risk and Experienced Harm: Educators and Young People Online

17:00 pm – 17:15 pm CLOSING WORDS

Keynote speakers



Prof. Santiago Escobar Román has been a Full Professor at the **Universitat Politècnica de València** since 2023. He obtained his PhD in Computer Science from the same university in 2003.

He has been awarded four five-year research periods and four six-year research evaluations (with the most recent still active). He has supervised five completed PhD theses and is currently supervising three more, as well as over 50 undergraduate and master's dissertations. He has published more than 100 journal articles and conference papers and has served on over 50 scientific conference committees, acting as chair on more than 10 occasions. He has delivered over 50 invited talks at research centres, conferences, and international schools. He has undertaken several research stays in Europe, Japan, and the United States, some lasting up to six months. He has also been principal investigator on regional, national, and international projects, including those funded by the European Union, the US Air Force, and NATO.

Abstract of his keynote *Secure by Design: Navigating Software Quality Standards and Regulations*:

In today's hyper-connected digital society, software security is no longer a questionable option and becomes a foundational requirement. Relying solely on post-development testing or vulnerability discovery tools becomes unsettling. Modern software quality standards and certifications collide with European regulations such as the Network and Information Security Directive (NIS2) and the enforcement of the Cyber Resilience Act (CRA). Similarly, software solutions for detecting and restricting underage internet users under the newly unveiled EU KIDS Act face new challenges. In this talk, we will shed some light on the different software standards and regulations.

Prof. Antonio García-Gómez is a Full Professor of English Philology at the **Universidad de Alcalá** (UAH), specialising in discourse analysis and discursive psychology. His research focuses on gendered and sexualised communication in digital and youth contexts, with a particular interest in conflict talk, relational aggression, and identity construction in new media environments.



His scholarly work has made significant contributions to the study of gender, aggression, and adolescent digital cultures. In particular, he has examined relational and cyber-aggression among teenagers, exploring how gender shapes hostile interactions and social positioning online. He has also analysed masculine identities, feminine devaluation, and femmephobia in digital environments, as well as gendered violence and aggression in social media discourse. His research extends to youth practices such as sexting and online identity negotiation, highlighting how gendered norms influence teenage communication and behaviour.

Abstract of his keynote *Beyond the Like: Gendered Discourses, Sexual Scripts, and Risk in Instagram Dating Cultures*:

Social media platforms have become increasingly embedded in young people's intimate lives, blurring the boundaries between social networking, flirting and dating. Instagram, although not designed primarily as a dating platform, is informally used to initiate and negotiate romantic and sexual encounters and has been associated with sexual health concerns, emotional distress and technology facilitated gender based violence. This study examines how heterosexual young women in Spain connect Instagram profiles and Instagram initiated encounters to sexual and mental health concerns. The qualitative study is based on researcher moderated online group discussions analysed from a feminist discourse analytic perspective. Sixty heterosexual young women aged 15 to 17 years took part in 20 online group discussions conducted between April and June 2025. Participants responded to anonymised Instagram profile material containing explicit sexual references and discussed retrospective accounts of encounters initiated through Instagram. Interaction was analysed by attending to positioning, evaluative language, humour, reported speech, hedging and disagreement, with particular attention to how meanings were collaboratively constructed in peer talk. Three interrelated themes were identified. First, explicit and aggressive forms of sexualised self-presentation were frequently treated as ordinary features of online interaction, normalising sexual scripts that could shape expectations about condom use and boundary negotiation. Second, encounters involving condomless sex commonly coexisted with discomfort, intoxication or persistent pressure, yet were frequently framed as matters of personal responsibility rather than coercion, with implications for STI and pregnancy anxiety and emotional distress. Third, friends and group chats played a central role in monitoring danger, validating experiences of harm and, at times, reinforcing self-blame. Instagram therefore emerges not simply as a site of self-presentation or communication, but as a discursive environment in which young women learn to interpret, negotiate, normalise and sometimes resist gendered sexual scripts that extend from online interactions into offline encounters. The findings highlight the need for sexual health promotion to address the normalisation of potentially harmful sexual scripts in digitally mediated intimate cultures, attend to pressured consent, and recognise the safety work that young women already perform through peer networks and everyday digital practices.



Katariina Leivo works as a Senior Specialist at **Protect Children Finland** and as a trauma-focused CBT-therapist treating children and young people affected by sexual violence including CSAM crimes.

Katariina worked for 17 years in London in a multicultural environment, promoting the well-being and recovery of vulnerable children and families. In recent years she has focused on protecting children from childhood sexual violence and supporting victims and their families of such crimes.

She actively contributes to various governmental and international expert working groups, leveraging her extensive clinical expertise in supporting victims/survivors of sexual violence and their families. Katariina regularly speaks at international events, conferences, and panels, sharing her expertise and advocating meaningful change to advance children's rights on a global scale.

Abstract of her keynote *"No one ever actually touched me but I still felt violated" – Comparing the Long-Term Impacts of Online and Offline Child Sexual Abuse*:

Drawing on the global Our Voice survivor survey, including responses from Spanish-speaking countries, this presentation compares the long-term negative impacts of online child sexual abuse with offline abuse. It highlights survivors' experiences, providing insights to guide prevention and deliver survivor-centred support for those affected by technology-facilitated child sexual abuse.

Dr. Agustín Reyes Torres is an Associate Professor in the Department of Language and Literature Education at the **Universitat de València**. He has taught a wide range of courses and undertaken research stays at the University of Virginia, Boston College, Middlebury College, and Columbia University. His current research focuses on promoting multiliteracies through multimodal resources, the teaching of additional languages, and the education of future teachers.



He has published articles in national and international journals on multicultural and postcolonial literature, as well as on language pedagogy and the use of multimodal resources in the foreign language classroom. He is co-author of the books *AI-Supported Teaching for Multilingual Learners: A Multimodal Approach to Literacies* (Teachers College Press, 2026*), Multiliteracies, Multimodality and Learning by Design in Second Language Learning and Teacher Education* (Routledge, 2025), and *Didáctica del español como 2/L en el siglo XXI* (ArcoLibros, 2021).

Abstract of his keynote *Leer y Aprender en la Era Digital: Cuando la Formación Docente Es también Prevención*:

En la sociedad digital actual los textos ya no son solo palabras. Con frecuencia, las imágenes, los sonidos, los emojis y los mensajes diseñados para generar confianza conforman el paisaje comunicativo cotidiano de la infancia. En ese mismo contexto opera la ciberviolencia sexual contra NNA, un fenómeno en crecimiento que explota la incapacidad de los menores para leer críticamente los discursos digitales que los rodean.

Desde una pedagogía socioconstructivista y multimodal, esta charla propone entender la prevención del abuso sexual online de los niños y niñas como un desafío pedagógico de primer orden. Leer y aprender, en sentido amplio, son procesos activos de construcción de significado, y es precisamente esa capacidad crítica la que puede proteger a los menores en entornos digitales.

Sin embargo, esa capacidad no surge sola. Requiere docentes formados para analizar los discursos multimodales, para trabajar la comunicación socioafectiva en el aula y para crear vínculos de confianza que hagan posible que rompan su silencio cuando son acosados. La formación docente no es, por tanto, un paso previo a la prevención: es la prevención misma. De esta manera, formar docentes que sepan leer el mundo digital debe ser hoy una prioridad para proteger a la infancia.

Round table panellists

Luis Abad Mas

Luis Abad Mas lleva al frente de los Centros de Desarrollo Cognitivo Red CENIT, especializados en trastornos del neurodesarrollo desde hace más de 16 años. Dirige un equipo multidisciplinar de 30 personas, formado por psicólogos, pedagogos, psicopedagogos, neuropsicólogos, terapeutas ocupacionales, maestros y logopedas. Compagina la dirección de Red Cenit con una de sus ocupaciones predilectas: la docencia, que imparte en el Máster de Desarrollo Infantil y Atención Temprana de la Universidad de Valencia y ADEIT, concretamente el módulo de Funciones Cerebrales Superiores y en el Máster de TDAH en la Universidad de Vic, en el módulo de diagnóstico e intervención neuropsicológica. Asimismo, es miembro de la Junta directiva del Colegio Oficial de Pedagogos y Psicopedagogos de la Comunidad Valenciana donde asesora en temas de sanidad y donde trabaja para que esta titulación sea reconocida en el ámbito sanitario.

Carmen Esteban, British College La Cañada

Es psicóloga sanitaria especializada en la etapa perinatal, infantil y adolescencia. De vocación muy temprana, trabajó durante diez años con familias, brindando acompañamiento terapéutico y emocional. Actualmente es psicóloga y orientadora en el colegio British College La Cañada en la etapa de secundaria y bachillerato y responsable del departamento de Bienestar y Protección Infantil del colegio. Además, imparte charlas de psicología dirigidas a familias en colegios, escuelas infantiles, ayuntamientos y plataformas online. En su tiempo libre le gusta compartir su pasión por la psicología en sus redes sociales. Su cuenta de Instragram (@mipsicologainfantil) suma ya más de 200K seguidores. Es autora de los libros *Bienvenida adolesc(i)encia, Educar con Paciencia y cuentos infantiles Consentimiento, Te quiero a rabiar* y *Me hablo bonito*.

Remei Ibáñez Alcocer

Es doctora en Biología y especialista en didáctica de las ciencias aplicadas. Cuenta con una sólida trayectoria que combina la docencia en la educación pública secundaria en el IES Serpis con la formación universitaria de futuros profesionales de la educación en la Facultad de Formación de Profesorado de la Universitat de València.

Beatriz Martínez Aranda, Facultad de Formación del Profesorado, Universitat de València

Beatriz Martínez Aranda es graduada en Educación Primaria con mención en Inglés y estudiante del Máster en Investigación de Didácticas Específicas en la Universitat de València. A raíz de la realización de su TFG, descubrió líneas de investigación relacionadas con la enseñanza del inglés como lengua extranjera, como la multimodalidad y la multiliteracidad, que sigue desarrollando en su actual etapa de formación como investigadora. Su trabajo se centra específicamente en la agencia del alumnado, la literacidad visual y la multimodalidad, explorando cómo estas pueden ser herramientas para crear alumnos autónomos que se expresen sin miedo en un mundo hiperconectado.

Abstracts (in programme order)

Elia Arrametapongsa Brines, Universitat de València (Spain)

References to children in abusive partner interactions: A case-study approach to potential vicarious violence

Vicarious violence, understood as harm inflicted on children in order to hurt their mother, often surfaces in the words of the aggressor and in the accounts of those who lived through it. This paper presents a methodological proposal for analysing references to children in abusive partner interactions, drawing on Positioning Theory (Davies & Harré, 1990; Harré & van Langenhove, 1999) and Bamberg's (1997, 2004) three-level model of narrative positioning. The proposal is piloted on one episode of the Spanish docuseries *Amores que duelen*, which brings together the testimony of a survivor of domestic violence and that of her teenage daughter. The corpus consists of selected excerpts from both testimonies and of the aggressor's reported speech, which reaches the viewer through three channels: quoted by the survivor, quoted by the survivor and then dramatised, and dramatised by the production. Each excerpt is coded in an analytical grid that records who is positioned, the position assigned, the storyline, the social force of the utterance and key linguistic resources (reported speech, agency and naming). Comparing the three voices and the three channels makes it possible to examine how children are positioned as witnesses, as instruments of threat or as co-victims, and how the series itself acts as a co-narrator. The pilot illustrates how the grid captures differences between the mother's, the daughter's and the production's constructions of the same events. The study offers a replicable, small-scale design for exploring potential vicarious violence in mediated testimonies, with scope for extension to further episodes and corpora.

Dr. Sergio Maruenda-Bataller, IULMA/Universitat de València (Spain) and Prof. Nuria Lorenzo-Dus, Universitat Politècnica de València (Spain)

Representing risk, harm and protection: A Corpus-assisted study of media discourses on children's digital safety

News reporting helps shape public understandings of online child sexual exploitation and abuse (OCSEA), including who is represented as vulnerable, responsible for harm, and capable of providing protection. Yet media research on OCSEA remains predominantly quantitative, with limited attention to the linguistic representation of the social actors involved. This study examines how Spanish-language news constructs children and adolescents, alleged offenders, and institutional actors, and considers the implications of these representations for digital-safety prevention and protection.

The study draws on the Spanish component of the SJ-DISGEN_OCSAE_news corpus, comprising 621 hard-news articles published between 2021 and 2025 by ElDiario.es (Spain), La Nación (Argentina), El Universal (Mexico), and El Tiempo (Colombia). Corpus-assisted discourse analysis combines a lexical profile of the four outlets with a pilot, term-matched comparison of ElDiario.es and La Nación. Extended concordances for five comparable terms were qualitatively coded using three complementary instruments: a Sensationalism Index, a Harm-Minimisation Index, and a social actor representation framework examining genericisation and individualisation, nomination and categorisation, and functional and moral labelling.

The lexical analysis identifies the continued prominence of pornografía infantil, a contested label that can background abuse and exploitation, alongside an uneven shift towards harm-centred alternatives. In the pilot comparison, sensationalism levels are broadly similar across the two outlets, whereas La Nación displays higher harm-minimisation scores and stronger genericisation. ElDiario.es more frequently relies on individualised, case-bound representations. These patterns suggest different constructions of OCSEA: institutional and category-based reporting may reduce case-specific exposure, while individualisation may heighten salience but also increase identification and intrusiveness risks. Genericisation, however, is not intrinsically protective, since it may abstract children's experiences unless accompanied by adequate contextualisation.

The findings demonstrate that responsible reporting requires attention not only to terminology but also to how children, alleged offenders, and institutions are positioned within news narratives. Social actor analysis can therefore inform evidence-based journalistic guidance and prevention-oriented communication that foregrounds harm, safeguards affected children, and clarifies institutional responsibility.

Dr. María Aloy Mayo, Universitat Politècnica de València (Spain)

Discourse Analysis of Children's Online Interactions: Exploring Communicative Strategies in WhatsApp Conversations

According to a report published by El Observatorio de la Infancia (June 2026), based on a sample of 1,509 students aged 10 to 17, social media usage reaches 85.5% among secondary school students and 52.5% among primary school students. This empirical evidence underscores the exponential growth of internet use among minors, a phenomenon that triggers the development of novel communicative strategies while simultaneously exposing children to digital threats, including online sexual abuse.

Within this context, the interdisciplinary project Stoponsexgroom brings visibility to the harmful dynamics of Online Child Sexual Grooming (OCSG) through the analysis of online conversations, ultimately seeking to develop an Artificial Intelligence-based detection model. As an initial phase, the proof of concept of the project requires a rigorous analytical approach, applying the framework established by Lorenzo-Dus et al. (2020) and Lorenzo-Dus (2023) across two distinct corpora in Spanish: child-to-child and groomer-to-child interactions. This consistent analysis of both corpora by expert linguists will be used to train the automated grooming detector.

As a first step, the present preliminary exploratory study analyzes a corpus of children's online conversations comprising a total of approximately 104,735 words. The primary objective is to identify and examine the predominant communicative strategies used in children's digital discourse, establishing baseline patterns of online behavior that will subsequently serve as a benchmark against cyberharassment interactions.

Carlos Minguet-Mocholí, Universitat Politècnica de València (Spain)

Comunicación digital escuela-familia e inclusión lingüística del alumnado de incorporación tardía: riesgos, mediación y apoyos en Educación Primaria

La inclusión lingüística y cultural del alumnado de incorporación tardía procedente de sistemas educativos extranjeros constituye un reto educativo que no puede reducirse al aprendizaje inicial de la lengua de escolarización. En contextos plurilingües, la acogida, el acceso al currículo, la participación familiar y la coordinación entre agentes escolares configuran una respuesta educativa compleja, especialmente en Educación Primaria. Desde este planteamiento, la comunicación digital entre escuela y familias adquiere una relevancia creciente, al mediar buena parte de la información institucional, académica, socioeducativa y vinculada a la acción tutorial que condiciona la integración escolar del alumnado.

Este trabajo presenta una propuesta teórico-metodológica orientada a analizar la comunicación digital escuela-familia como dimensión de la inclusión lingüística. El marco de referencia toma como punto de partida la legislación educativa valenciana sobre equidad, inclusión y respuesta educativa, en relación con recomendaciones europeas sobre aulas multilingües, participación de familias migrantes y aprendizaje de la lengua de escolarización (European Commission, 2015, 2017; Decreto 104/2018; Orden 20/2019). Asimismo, incorpora el debate sobre inteligencia artificial, traducción automática, protección de datos, privacidad, sesgos y verificación humana en el ámbito educativo (INTEF, 2025).

La comunicación propone una matriz de análisis transferible a otros contextos escolares, organizada en cinco dimensiones: accesibilidad lingüística, organización institucional, mediación intercultural, seguridad digital y participación familiar. Se sostiene que las herramientas digitales, incluidas las basadas en IA, pueden favorecer la comprensión de la información escolar, la coordinación docente y la personalización de apoyos lingüísticos y curriculares, siempre que se integren con criterios éticos, pedagógicos y lingüísticos, sin presuponer la disponibilidad individual de dispositivos por parte del alumnado. La aportación principal consiste en delimitar riesgos y apoyos para diseñar prácticas comunicativas digitales más inclusivas, seguras y sensibles a la diversidad lingüística del alumnado de incorporación tardía.

Francisco Naharro Núñez, Universitat de València (Spain)

Agresiones sexuales a menores a través de entornos digitales: la STS 447/2021, de 26 de mayo, como punto de partida

Hasta la STS 447/2021, de 26 de mayo, el Tribunal Supremo ya castigaba como agresiones sexuales conductas en las que el victimario obligaba a la víctima, mediante violencia o intimidación, a mostrar su cuerpo o realizar determinados tocamientos sobre el mismo sin necesidad de que el autor fuera quien ejecutara la acción de manera física y directa. Sin embargo, esta sentencia fue pionera en condenar por agresión sexual un ataque a la libertad sexual cometido íntegramente a través de entornos digitales, concretamente a través de una red social. La resolución judicial adquiere un interés todavía superior al constatarse que la víctima del delito de agresión sexual es una menor de 12 años. De esta forma, la sentencia sienta un precedente muy importante para la tutela de la libertad sexual de los menores, especialmente en el ámbito de los entornos digitales, a los que, en la era de la tecnología digital, se ven continuamente expuestos.

Susana García de la Puente Molinero, Universitat Politècnica de València (Spain)

Inteligencia artificial y evaluación humana en la interpretación de contenido relacionado con autolesión e ideación suicida en TikTok: El papel del algospeak

La ideación suicida y las conductas autolesivas constituyen un importante problema de salud pública, especialmente entre adolescentes. En este contexto, TikTok se ha consolidado como uno de los principales espacios de expresión del malestar psicológico en población joven. Paralelamente, la implementación de sistemas de moderación automatizada ha favorecido la aparición de formas indirectas de comunicación orientadas a evitar la detección algorítmica. Este fenómeno, conocido como algospeak, plantea importantes desafíos para la identificación de señales de riesgo en entornos digitales.

El presente estudio analiza la concordancia entre las valoraciones realizadas por cuatro profesionales de la psicología y las generadas por un sistema de inteligencia artificial (IA) multimodal en una muestra de 50 vídeos de TikTok relacionados con autolesión e ideación suicida. Los vídeos fueron evaluados mediante diversas dimensiones vinculadas a la expresión del sufrimiento psicológico, incluyendo mensajes de recuperación y resiliencia, normalización de conductas autolesivas, accesibilidad para público joven, estetización del malestar y uso de códigos de evasión o censura (algospeak).

Las puntuaciones generadas por la IA se compararon con las valoraciones humanas con el fin de examinar hasta qué punto se situaban dentro de la variabilidad observada entre evaluadores. Asimismo, se incorporaron métricas de interacción de la plataforma, visualizaciones, “me gusta”, comentarios, compartidos y guardados, para contextualizar la difusión y visibilidad del contenido analizado.

Los resultados muestran que la IA alcanza mayores niveles de concordancia en dimensiones relacionadas con elementos explícitos y visualmente observables, mientras que presenta mayores dificultades en categorías que requieren interpretación contextual, comprensión simbólica y conocimiento de códigos comunicativos propios de las comunidades digitales. Estas diferencias resultan especialmente evidentes en la identificación del algospeak y de formas implícitas de expresión del malestar psicológico.

Los hallazgos ponen de manifiesto tanto el potencial como las limitaciones actuales de la IA para la detección de contenido sensible relacionado con salud mental en redes sociales. Asimismo, subrayan la necesidad de incorporar el contexto comunicativo y cultural de las plataformas digitales en el desarrollo de herramientas automatizadas orientadas a la prevención y la seguridad digital de adolescentes.

Dr. Giovanna Donzelli, Swansea University (Wales, United Kingdom)

Designing child-centred digital environments for heritage language education: developing a multilingual platform to support identity, engagement and safe participation

Digital environments increasingly shape how children engage with languages, express their identities and participate across home, school and community contexts. Across the UK and internationally, classrooms are becoming increasingly linguistically diverse, with children bringing diverse linguistic repertoires and cultural experiences into educational settings. Yet digital resources designed for young heritage language (HL) learners remain limited, with existing approaches often placing greater emphasis on linguistic outcomes than on the broader socio-affective dimensions of multilingual development, including identity, belonging and connections with family and community.

This paper responds to this gap by presenting the design approach underpinning the development of a multilingual digital platform for Spanish HL learners and the wider educational ecosystem supporting their learning.

Building on previous AHRC IAA-funded research exploring children's multilingual identities through theatre-based pedagogies in community schools, the project extends this work into the digital domain by developing child-centred resources that can be used across home, community and mainstream educational contexts.

Rather than presenting evaluation findings, the paper examines the pedagogical, technological and ethical considerations shaping the platform at its early stage of development. Drawing on participatory design workshops, stakeholder consultations and iterative platform development, the paper analyses the tensions and opportunities involved in creating multilingual digital environments that balance educational goals, identity affirmation and children's online safety.

Informed by translanguaging pedagogy and previous theatre-based work with HL learners, the project explores how digital environments can move beyond monolingual assumptions by valuing children's full linguistic repertoires and creating opportunities for multilingual engagement, creativity and self-expression. Drawing on theatre as a space for storytelling, role exploration and identity work, the platform seeks to support children in developing more positive and agentive relationships with their HLs while recognising diverse pathways of participation, including uneven and emerging language use.

Particular attention is given to designing safe and inclusive digital experiences, with consideration of children's privacy, consent, safeguarding and the ethical use of multimodal contributions such as voice recordings, storytelling and other multimodal forms of expression.

The paper offers emerging design principles for digital environments that support HL development while contributing to more inclusive, multilingual and culturally responsive educational practices.

Dr. Atrin Kavyanicherati, Universitat Politècnica de València (Spain)

Enhancing Children’s Cultural Awareness with Storytelling in Digitally Mediated Classrooms: Towards Child Centered Approaches to Digital Safety

This paper explores how children’s cultural awareness is enhanced in a digitally mediated storytelling setting, and how their perspectives can inform child centered approaches to digital safety. It draws on phase 4 of a multi phase PhD study on storytelling in English as a Foreign Language (EFL), involving focus groups with children in Spain and Iran. In both settings, participants engaged with an illustrated story about cultural journeys created by the researcher. The hand drawn illustrations were scanned, digitally edited, and assembled with the story text in PowerPoint slides for classroom projection, creating a digitally mediated, multimodal storytelling experience.

The study draws on research that views multimodal storytelling as a holistic, child-centered approach that engages learners with social and ethical issues (Furu et al., 2021) and on scholarship that supports learners in interpreting meaning through linguistic, visual, and oral resources (Lim et al., 2022). After the story session,

children discussed the narrative in focus groups in their first language. The analysis explored how they defined cultural awareness and diversity, and how they expressed responses to differences.

The findings showed that children in both contexts could identify cultural differences, relate stories to their own traditions, define diversity in their own words, and express their feelings toward other cultures. The paper argues that the value of this activity lies not in increasing screen time but in using technology carefully and in moderation. In line with recent neuroscientific critiques of screen-heavy classrooms (Horvath, 2025), the story was presented through illustrated, non-gamified slides embedded in face-to-face discussion, so that technology supported rather than displaced attention and learning. By combining multimodal storytelling with a deliberately low-tech design, the study contributes to debates on how children's voices can guide the creation of safer, more human-centered digital environments in education (OECD, 2024, 2025).

Prof. Magdalena Szczyrbak, Jagiellonian University (Poland)

The (de)construction of causation in legal and investigative proceedings: AI chatbots, social media and minors

This paper examines causation and its linguistic (de)construction in legal and investigative proceedings regarding the use of AI chatbots and social media by minors. Using a dataset of litigation documents and US congressional hearings, the study demonstrates how accusers (institutional speakers, plaintiffs' attorneys and victims' parents) and respondents (tech executives and corporate defence attorneys) linguistically construct or deconstruct causation in their communications regarding digitally-mediated harm. Drawing on the linguistic notions of causation (Levshina, 2022) and transitivity (Halliday & Matthiessen, 2004), the analysis uncovers divergent linguistic tactics employed by opposing parties. Whereas accusers frame AI chatbots as active agents that shape user behaviour and cause foreseeable harm, respondents argue that AI output is merely part of system-driven operations. In addition, the study examines "prompting" through the lens of speech act theory – considering the relation of prompting to 'user causation' and 'system causation' – and exposes the limitations of traditional pragmatic concepts in analysing human-AI interaction. Finally, the paper looks at several US legal measures, such as user-generated content protections and product design-defect laws, assessing their implications for the online safety of minors (Burke, 2025). In sum, the study illuminates the linguistic framing of blame and its significance for establishing legal causation. It highlights the interpretive challenges arising in human-AI communication and invites critical reflection on how to improve online platform and product safety for minors.

Dr. Vicent Ahuir, Universitat Politècnica de València (Spain)

Del análisis lingüístico a la inteligencia artificial: cómo preparar conversaciones de niños, niñas y adolescentes para entrenar sistemas de seguridad digital

Los sistemas de inteligencia artificial que protegen a niños, niñas y adolescentes en entornos digitales aprenden de ejemplos de conversaciones analizadas previamente por personas. Para que ese análisis lingüístico sirva para entrenar un sistema, hay que llevarlo a cabo de forma que su resultado sean datos utilizables. A partir de nuestro propio trabajo de anotación, explicamos qué debe ofrecer una herramienta para analizar conversaciones con ese fin y por qué las herramientas existentes no se ajustaban a nuestras necesidades. Presentamos la herramienta que hemos desarrollado, gratuita y de código abierto. Por último, planteamos cómo los modelos de lenguaje podrían agilizar la anotación sin sustituir el criterio de quien analiza.

Lisa Werner, Dr. Andrea García-Montes, and Prof. Nuria Lorenzo-Dus, Universitat Politècnica de València (Spain)

Between Perceived Risk and Experienced Harm: Educators and Young People Online

Technology-assisted child sexual abuse (TA-CSA) presents growing challenges for child safeguarding. Educators play an important role in recognising and responding to TA-CSA, yet their perceptions are still mostly unknown and, moreover, may not fully reflect children's reported experiences. This exploratory study examines educators' awareness of TA-CSA and their assessments of the potential harm it poses, with a focus on AI-generated sexual imagery and the non-consensual sharing of intimate images.

The study draws on the PRECISION Educator Survey (N = 203), examining perceptions of online risks, behaviours, and anticipated harm involving adolescents aged 14–17. Findings are descriptively contextualised using Fundación Mutua Madrileña's (2024) study of digital sexual violence against children and adolescents in Spain, acknowledging differences in sampling, geographical coverage, age groups, and measurement.

Although survey respondents estimated children's exposure to sexual content with reasonable accuracy, they significantly underestimated the prevalence of TA-CSA. Respondents also anticipated substantial harm from intimate imagery, with 97% considering nude sharing harmful and 99% expressing this view regarding deepfake nudes. However, reported impacts among victimised adolescents varied, suggesting a distinction between anticipated harm and lived experience.

These findings highlight potential gaps between professional awareness, perceived risk, and adolescents' experiences. Further research using comparable measures is needed to clarify these patterns and support the development of evidence-informed, non-judgmental educational responses to TA-CSA, such as those developed within the PRECISION Kit.

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