

Human bridge between knowledge and kindness: tribute to the professor Andrés Marió Casanova



Source. Portrait of Professor Andrés Mario Casanova.
Graphic technique on fabric. UMCE

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In the heart of the Metropolitan University of Educational Sciences (UMCE), between the halls of the centennial Ex-Pedagogical Building and the air that envelops the Macul campus, the serene and luminous presence of Professor Andrés Isidro Marió Casanova remains. His departure, after 62 solar cycles, was not a final farewell, but a transformation: he left us, yes, but he also stayed with us.

He remained encapsulated in the air of our micro-world at the Department of Pedagogical Training, amidst dreams that remain awake, still writing his legacy as an academic. He remained on the blackboards that still bear his writing, in the books that cite his thoughts, and in the consciences, he awakened with his teachings. He remained in the grasses, trees, and hallways of the UMCE and its surroundings, within the lucid gaze of those who once immersed themselves in his wise teachings about the human soul and psyche, the learning that transforms, and the wounds that educate.

An Educator Who Taught with His Soul

Before becoming an academic, psychologist, librarian, doctor of Education, and master's degree holder in three different fields, Andrés Marió was a student at the Valentín Letelier High School. He sweetly said that his birth had instilled in him a vocation for knowledge and its teaching. A grateful son, he remembered his origins fondly, as one remembers one's first homeland, not for its glory, but for being the root, the foundation, and the clay of the maker.

However, his was not a race for applause, so often vain and sterile; instead, it was the journey and shipwreck of the soul, an exercise in responsibility toward human suffering, which he touched with his gentle gaze and assertive voice, contributing to its transformation. Beyond the degrees that certify his knowledge, he was a teacher who taught from the core, with a passion that was not satisfied with the act of thinking, but instead demanded living what one thought and loving what one taught. His teaching was not a job, but a commitment. For more than two decades, he taught Developmental and Educational Psychology, Neuroscience, and Educational Research, but his classes were not limited solely to specialized content; instead, they were transformative experiences.

"Thank you for believing in me when I did not even believe in myself," wrote one of his former students, reflecting the kind of impact that only great teachers achieve. His pedagogy was critical, sensitive, and deeply human. During the times of the civil-military dictatorship that rose in Chile, when the words of emancipatory pedagogy were hidden and ideas had to be hidden and tiptoed, he opened a public library in Cerro Navia, because he was convinced that reading—like freedom of thought—is an inalienable right. He founded the College of Librarians, not to embellish his name, but to give a name to the voiceless, the neglected, the marginalized, and to organize the dispersed knowledge, illuminating from the margins.

A Generous and Close Human Being

Those who shared his time with him describe Andrés as a man of openness, an active listener, and a silent but powerful presence. He corrected articles with the dedication of a monk, knew the different versions of APA standards like someone who memorizes the routes home and offered guidance without looking at his watch. His warm demeanor and humility made him a human reference, beyond the academic. His presence was modest, far from vain. For more than twenty years, he taught, from the depths of his lectures, to think with the heart and feel with the intellect.

"I will never forget our conversations, your sense of humor, and your ability to make me feel valued," wrote a close friend. His quiet ethics, his unflagging kindness, and his ability to make the classroom a place of hope made him a bridge between

generations, disciplines, and knowledge.

A Legacy That Flourishes

He coordinated the Master's in Education program with honors, elected by his peers, and did so with the serene simplicity of someone who does not seek to shine, but rather to help others shine, thus achieving accreditation of excellence. Nevertheless, beyond his institutional stewardship, those who shared his time with him remember his warmth, his sense of humor, his prudence, and his silent support for those in pain.

She was responsible for the project "Building Bridges between Neuroscience and Pedagogy"—as a metaphor for her own life—since Andrés was a bridge himself, whether between knowledge, between people, between disciplines, or between generations. Her research touched the fibers of contemporary humanity, from educational psychology, gender, sexuality, childhood, and teacher resilience. She left behind shared articles, among which we can highlight the most recent work: *Beginning Teachers: Resilience and Reflections on Emergency Teaching* (Vergara et al., 2021).

Andrés did not investigate from a distant lens, but rather from a place deeply committed to reality, without boasting, since he did not need to talk about himself, since his presence spoke for him. His smile made the world he walked through in those seconds a habitable paradise, and when he taught, he awakened consciences.

"His departure hurts even more in such a hostile society, where people like him. They gave us hope that good people exist," said a colleague, since he was never one to speak up to be right.

That is why his legacy is not limited to his written works or his academic achievements. Andrés lives on in every student who found inspiration in his classes, in every colleague who learned from his professional ethics, and in every person who felt supported by his presence. "Your light continues to shine in each of us," reads one of the most moving messages in the condolence space.

A Thank You That Does Not Close the Grief

This memorial is not intended to lift the veil, but rather to open a space for gratitude. Thank you, Professor Andrés Marió Casanova, for teaching us that knowledge without humanity does not transform and that proper Education begins with respect and vocation. Your memory accompanies us, and your example guides us.

As long as the wind blows through the park and the walls of the UMCE, as long as someone opens a book to teach, as long as a teacher stands on a chair because they are passionate about the idea they are explaining, Andrés will be there, no longer as a memory, but as a presence.

TENTH FOR ANDRÉS

Peña, C. (2025).

Your departure is surprising.
This baggage is painful.
In the light, you embark on a journey
This procession mourns you.
With your eyes up
It reminds you of who saw you
Who shared with you
Son, teacher, companion
With this sincere verse
Goodbye Andrés Marió.

References

- Hernández-Vergara (2025). Retrato del Profesor Andrés Mario Casanova. Técnica Gráfica sobre tela. UMCE.Chile
- Peña, C. (2025). *Excerpt from the verse in a quarter by Andrés Marió*. Department of Pedagogical Training, UMCE. Chile.
- Villalobos V., P., Romero-Jeldres, M., Araya Cortez, E. y Marió Casanova, A. (2021). Profesores principiantes: resiliencia y reflexiones de cara a una docencia de emergencia. In M. Romero Jeldres y S. Tenorio Eitel (comp.), *La educación en tiempos de confinamiento: Perspectivas de lo pedagógico* (pp.137-167). Fondo Editorial UMCE.