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## Digital Education between Democratic and Inclusive Opportunities in the Years around the Covid-19 Pandemic. Impulses from Selected Articles from Italian Educational Journals

### Didattica Digitale tra Opportunità Democratiche e Inclusive negli Anni attorno alla Pandemia Covid-19: Impulsi da Articoli Scelti di Riviste Pedagogiche Italiane

Call

This article examines selected articles from a number of Italian educational journals from the years 2019 to 2023 around the pandemic to reflect on the issue of digital education in schools, with reference to national and European regulations. The links between the digital world and democracy on the one hand, and inclusion on the other, which have come into the debate in recent years, are highlighted. The articles examined show how the use of technology is becoming an accelerator of democratic processes, an opportunity for renewal and transformation, as well as a promoter of digital citizenship based on a critical and conscious use of information media. In terms of inclusion, the digital world has increased the opportunities for participation of people with disabilities, promoted the most innovative pedagogical approaches based on the participation of all and the valorisation of differences, and enabled the construction of a new educational ecosystem.

**Keywords:** digital world | digital and inclusion | digital and democracy | digital citizenship

Questo articolo prende in esame articoli selezionati da alcune riviste didattiche italiane degli anni dal 2019 al 2023 intorno alla pandemia per riflettere sul tema dell'educazione digitale nella scuola, con riferimento alle normative nazionali ed europee. Vengono evidenziati i legami tra mondo digitale e democrazia, da un lato, e inclusione, dall'altro, che sono entrati nel dibattito negli ultimi anni. Gli articoli esaminati mostrano come l'uso della tecnologia stia diventando un acceleratore dei processi democratici, un'opportunità di rinnovamento e trasformazione, nonché un promotore della cittadinanza digitale basata su un uso critico e consapevole dei mezzi di informazione. In termini di inclusione, il mondo digitale ha aumentato le opportunità di partecipazione delle persone con disabilità, ha promosso gli approcci pedagogici più innovativi basati sulla partecipazione di tutti e sulla valorizzazione delle differenze e ha permesso la costruzione di un nuovo ecosistema educativo.

**Parole chiave:** mondo digitale | digitale e inclusione | digitale e democrazia | cittadinanza digitale

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## 1. Introduction

This paper highlights issues of democratic education and inclusion in relation to digital education between 2019 and 2023. This refers to the utilization of digital technologies in educational institutions as a catalyst for innovation, with the objective of facilitating and enhancing teaching and learning. It should be noted that when the period of the Covid-19 pandemic is discussed, distance learning is also included. The proposed reflections on this concept are wide-ranging, particularly in relation to broad and articulated themes such as democracy and inclusion. This explains the usage of the term 'digital world' in reference to the extensive array of IT tools that can be employed in educational settings, including their integration within the classroom environment.

The articles selected for this review were written in the years immediately preceding and following the onset of the pandemic. This period saw a significant advancement in the discourse on digital didactics and democratic education within the Italian pedagogical landscape. The temporal scope of the review is therefore limited in its timespan, but dense with content.

This provides an opportunity to analyse texts that engage in a critical examination of the topic of digital. From this, the following research questions can be formulated: to what extent can the confrontation with the digital be a positive opportunity for renewal and redefinition of democratic education? How much, moreover, can it contribute to a broadening and extension of the concept of inclusion? To what extent did the pandemic serve as a litmus test for the emergence of elements of democratic inclusion, such as the idea of participation, the critical awareness in dealing with technology or democratic exclusion?

This overview is not intended to be exhaustive; rather, it represents a preliminary investigation into pivotal and complex matters, particularly in light of the temporal proximity to the timeline under consideration.

## 2. Methodology and limitations

In terms of methodology, a keyword search was initially conducted in Google Scholar, entering both Italian and English terms related to digital education in Italy and digital inclusion in Italy from 2000 to 2024. Following the retrieval of only 17 results, a manual search was carried out in the principal open-access journals, including *Formazione e Insegnamento*, *Orientamenti Pedagogici*, *Italian Journal of Special Education for Inclusion*, *Studium Educationis*, *Pedagogia più didattica*, *Form@re*, *Q Times*. In addition, the *Journal of Education*, *Technology and Social Studies* and *Senza Zaino* were consulted. The open access nature of these journals permitted a more extensive and detailed search. Upon entering the term 'digital,' 60 results were obtained. From the reading of the 60 articles, it was possible to extrapolate thematic bands such as technology and the development of inclusive practices, educational experiences and planning, technology and opportunities for democratic education, technology and the digital divide, and teacher training issues.

Given the prominence of these themes in 10 articles written around the time of the pandemic, they were selected for analysis. The articles were subsequently classified into distinct categories, including those pertaining to democratic education, risks to be managed, inclusion, and practical examples. Having identified the key themes, this paper proceeds to address them.

One potential limitation of this study might be an over-optimistic view of the digital world, which fails to acknowledge the risks and dangers to which it exposes individuals. Similarly, the study may have an excessively utopian image of the digital world and its potential for use, as well as an overly narrow focus. These limitations are explained by the intention to align the digital world with democratic values to the greatest extent possible, also considering important national and international legislative references on the subject. It is anticipated that this approach to the issue will serve as a catalyst for the design and development of more personalised, interactive and difference-aware teaching methods. Furthermore, the



study's narrow focus allows for a more detailed examination of the concepts of democratic education and inclusion.

### 3. Digital world and democratic education

The relationship between digital didactics and democratic education is supported by a substantial body of authoritative normative references. In fact, the link between digital didactics and democratic education can be traced back to the *Reference Framework of Competences for Democratic Culture*, published by the Council of Europe in 2018. This document delineates principles for the affirmation of justice in educational settings across Europe. The concept of democratic education is based on a number of key dimensions, including an appreciation of differences, an attitude of openness, a set of skills related to the emotional sphere, and a critical knowledge and understanding of oneself and the world (Council of Europe, 2018).

It is noteworthy that the correlation between the digital realm and these crucial abilities is also rapidly emerging. Indeed, these skills are evidenced through interactions and debates, not only through face-to-face exchanges, but also through computer-mediated communication such as social networks, forums, blogs, e-petitions and emails. For this reason, the Framework is relevant not only to the education of democratic citizens, human rights advocates, and those engaged in intercultural exchange, but also to the kind of education defined as education for digital citizenship (Council of Europe, 2018, p. 32). In particular, individuals are encouraged to engage in this form of citizenship by opposing hate speech and employing the requisite critical thinking skills to respond to potential provocations. (Council of Europe, 2018, p. 34).

The document also proposes the appropriate utilisation of digital media sources as a tool for the practice of autonomous learning skills. These are defined as the skills that individuals require in order to pursue, organise and evaluate their own learning without being prompted by others. (Council of Europe, 2018, p. 46). In more specific terms, the document identifies media literacy and critical understanding as part of a broader category, namely “knowledge and critical understanding of the self.”

This category encompasses a number of different aspects, which are listed immediately below. Firstly, the knowledge of how digital media content is produced, including an awareness of the intentions of those who create or reproduce it. Secondly, the knowledge and understanding of the effects that mass media and digital media content can have on individuals' judgement and behaviour. Thirdly, there is mention of the knowledge and understanding of the production of political messages, propaganda and hate speech in mass and digital media. This includes the identification of these forms of communication and the protection of individuals from their effects. (Council of Europe, 2018, p. 56)

It is of interest to note the temporal proximity to the 2019 Italian law reforming the teaching of the old subject of civic education, which has been transformed into citizenship education. This includes digital citizenship, to which article 5 is entirely dedicated. The article sets out the essential skills to be developed in school curricula, progressively and taking into account the age of the pupils. Digital citizenship is understood as the ability of individuals to use virtual media in a conscious and responsible way (Law 20 August 2019, article 5).

The development of this ability in the context of the Internet, with students who are already immersed in its use and encounter the proposed topics on a daily basis, has a dual purpose. It enables the acquisition of information and skills useful for improving this new and deeply rooted way of being in the world, while also making young people aware of the risks and pitfalls of the digital environment. In this way, the law is very close to the European document, but closer still when affirming that practising digital citizenship also means exercising its principles in a competent and consistent way, with respect for the integrated system of values that governs democratic life.

Another aspect of digital that is closely related to democracy is the digital divide, the digital gap between those who have access to the Internet and those who do not. Exclusion from its benefits has socio-



economic and cultural implications. Those who are excluded from the digital divide are more likely to belong to a disadvantaged social class and be unable to exercise their rights online and participate in the digital society. The concept of this new form of social inequality caused by non-use of the Internet gained significant traction as early as the 1990s. On 29 May 1996, Al Gore first employed the term 'digital divide' to describe the disparity between those who have access to information and those who do not, particularly in the context of the K-12 education programme. He subsequently referenced this concept in subsequent speeches, including in 1998 (Gore, 1998). The groups most at risk of digital exclusion are the elderly (intergenerational digital divide), women who are not working or are in special circumstances (gender digital divide), migrants (linguistic-cultural digital divide), the disabled, people in prison and those with low levels of education. In general, those who are unable to use IT tools properly are also at risk.

These considerations provide an opportunity to examine the extent to which the concepts developed can be found in significant contributions made during and immediately after the pandemic, and how they unfolded and developed.

#### 4. Digital transformation as an opportunity for renewal

This section examines those contributions that, in part or as a main focus, have the innovative potential of the digital world in common.

In 2019, Alessio Fabiano wrote an article entitled *Digital School and Life Project. The central question for a new democratic school*. This article was featured in the journal *Formazione & Insegnamento*, where the author presents a vision of education in the digital age. This vision represents a shared path of cultural, organisational, social, and institutional innovation. The goal of this innovation is to reinvigorate democratic processes, foster new connections, and create new possibilities for democratic schools. In this essay, the author attempts to define a vision of the 'digital' as a fundamental tool and theory for transforming both schools and society. This is achieved by focusing on the deep connection between technology, education and didactics and the role that digital technologies in schools can play in creating a new life project for digital natives in democratic schools. A 3.0 school can and must serve as a foundational laboratory for a new democracy, in which digital citizenship skills are increasingly essential. In another article, entitled *For a New Life Project. From Digital Literacy to Digital Citizenship*, the same author emphasizes the value of democracy in 2020. School is regarded as an optimal starting point for the conceptualisation and aspiration of a potential reinvigoration of democracy through the formation of a "well-informed mind" that equips students, future citizens, with the capacity to discern critically between information, facts and circumstances. Furthermore, the utilisation of technological media can be regarded as a therapeutic intervention. It is therefore argued that schools must foster relationships through digital media in order to overcome the syndrome of the lonely global citizen in a fluid society.

School as an institution which has a particular focus on digital media, should be regarded as a centre for training the "citizens of tomorrow" and as a tool for human and social progress. Another article, written in 2022 shortly after the pandemic, establishes a connection between democracy and inclusion. This contribution proposes that the realisation of inclusion is inextricably linked to better social justice of democracy. The article establishes a correlation between inclusive schools, digital education and artificial intelligence. The advent of AI is perceived as an opportunity for educational institutions to embrace a new inclusive educational paradigm. In the same year, Silvestro Malara published an article, also in *Formazione & Insegnamento*, entitled *Digital Oceans: Technology Proficiency and Educational Strategies for Citizenship*, which established a connection between the teaching of the subject 'citizenship education' in Italian schools and the renewal of this subject that began with the enactment of Law No. 92 of 2019. The essay examines the potential of digital tools in education, with a particular focus on their capacity to facilitate interaction. Furthermore, the article examines the potential of gamification for teaching citizenship education. The tool's focus is on the ludic aspect, with the objective of developing collaborative modalities that can facilitate harmonious civic coexistence among stakeholders.



This theme is developed further in Francesco Pizzolorusso's article from 2022 in the same journal, entitled *Citizenship education during digital transformation*. The post-pandemic period is regarded as an opportune moment for pedagogical reflection on the concept of an 'on-life' civic experience.

The author identifies a stalemate in the relationship between the school and technology. As modern society becomes increasingly interactive, schools appear to be struggling to consider the active and somewhat healthy role of technology. The pandemic has made this even more challenging, as action has had to prevail over reflection.

He identifies the potential for growth and change in the context of the ongoing transition, particularly in the area of political education. In the context of the new reality, schools must provide students with an education for digital citizenship that is firmly grounded in a tangible understanding of humanity and a commitment to the common good. This education must be capable of fostering the social processes of fraternity and justice that define modern political charity. He is referring to Pope Francis' encyclical *Fratelli Tutti*, published in 2020. The correlation between the encyclical's values of peaceful civil coexistence and the digital world is significant when one considers that the encyclical instead refers to a rather negative image of the digital world itself (Fratelli tutti, 2020).

The role of pedagogy is to facilitate the integration of digital citizenship education within the broader context of the classroom, taking into account the relational dynamics of the learning environment and the value of 'on-life' experiences. It is of the utmost importance that these two seemingly polar opposites engage in mutual recognition and constructive exchange.

In the introduction to the December special issue of the *Italian Journal of Special Education for Inclusion*, entitled *Cultures of Accessibility for an Inclusive World. Trajectories for Living Environments, Didactics and Technology*, by Serenella Besio, Nicole Blanquin, Mabel Giraldo and Fabio Sacchi (Besio et al., 2023), the digital world is regarded as a privileged and now indispensable tool for achieving participation of people with disabilities. It is also given a central role when the authors reaffirm the importance of the *UN Convention on the Rights of Persons with Disabilities*. The document does indeed make several references to new technologies as logistical and educational tools for breaking down barriers (UN Convention, 2006, 4-10, 14-24). The authors then link this document to Universal Design, an approach that includes products and design features that can be used by as many users as possible. They highlight democracy, equity and equal citizenship for all users involved in learning. (Besio et al., 2023).

A particular focus on the relationship between democratic education and the use of digital media is worthy of an article published in *Senza Zaino [Without Rucksack]*, a periodical inspired by the pedagogical approach of the same name. Entitled *Tempi digitali. Alleanze di prossimità [Digital times, close alliances]*, it was written by Giuseppina Rita Jose Mangione. The Senza Zaino school model places great emphasis on the organisation of the educational environment. It is assumed that the pedagogical-didactic model that one wishes to propose and adopt, and the relational model that underpins the relationships between the school actors, depend on the organisation of the educational environment. The various elements that intervene in the school are intertwined, as the school experience as a whole is formative. Therefore, it is necessary to plan the school experience in its entirety, leaving nothing to chance. The rucksack is a metaphor for an object that is unique to the school environment. Pupils are equipped with these rucksacks to attend school, yet they often perceive them as a useless burden and choose to leave them behind. This premise is important to understand the message conveyed by the article. In fact, it speaks of a new environment, a technological one, created during the pandemic, defined as a digital ecosystem. This ecosystem has been able to foster active citizenship and intervene in various territorial gaps, creating a network of small schools that place the digital world in the context of "militant education" (Tomarchio & Ulivieri, 2015). This solution is not limited to the emergency of the pandemic, which was a contingency, but rather it prompts us to rethink the school as a common good and as a means of guaranteeing processes of growth in remote territories, such as those in the mountains, on islands or in the most isolated areas of the country. The network of small schools conceives the digital world as an educational hub of connection, a space of widespread presence capable of reaching those who have the greatest difficulty





in accessing it. Consequently, the network of small schools is capable of overcoming the digital divide by utilising the network of relationships and the educational and human alliance as a means of cohesion.

This micro-analysis demonstrates that the potential for innovation and transformation manifests in various forms. These include a form of democratic education that, in itself, provides education for critical thinking and discernment in the context of an overwhelming abundance of information. Furthermore, it is a transformation that aims to establish social justice by offering all individuals the opportunity to act within a framework of humanism and pursuit of the common good.

## 5. Digital and inclusion

In addition to the aforementioned considerations, the articles also define and develop the concept of inclusion.

In his 2019 contribution, Fabiano addresses the issue of inclusive schooling, with particular reference to the inclusion of students with disabilities and the role of digital didactics as a tool to promote inclusion. The author posits that this is a complex issue that requires in-depth studies, novel experiments and, above all, the development of new scientific hybrids, precisely because of the new paradigm linked to the digital world. The centrality of this issue is also reflected in Malara's article on civic education. Here, criticism of the teaching of civic education before the new law of 2019 is used as an opportunity to analyse strategies and methodologies for the training of teachers in the development of digital competences. This is also in line with what is indicated in the European recommendations for the optimisation of teaching/learning processes and for the promotion of the interaction of educational contexts that are fully inclusive.

It is also worth mentioning the contribution by Dimitri Argiropoulos in the article *The role of digital connectivity and smartphones in migration and inclusion processes*, published in 2020 in the *Italian Journal of Education for Inclusion*. This article considers the role of mobile phones in facilitating communication and connectivity among individuals and migrant groups, with a particular focus on smartphones, which are powerful mediators and offer significant advantages for self-organisation, information gathering and decision-making throughout the migration process. The smartphone is perceived as an enabler of migrants' autonomy, growth and integration processes, as a versatile tool and as a mediator of multimedia. It is noteworthy that the smartphone amplifies multimedia and ICTs, thereby reducing (or increasing) the distance between migrants and their perceived or real reality. The data analysed reveals the extent of the technology's diffusion and its impact on a multitude of domains, including global development, specific contexts and individuals' needs. (Argiropoulos, 2020).

In the article *Promoting Inclusive Processes at School with Digital Storytelling* by Luca Ferrari and Marco Nenzioni, published in the same issue, the authors argue that digital storytelling can be an effective didactic tool. The efficacy of technologies is contingent upon the utilisation of appropriate methodologies and techniques by educators. The European project Roma Inclusive School Experiences (RISE), coordinated by the University of Bologna, was conceived with the objective of addressing one of the most significant educational challenges: combating all forms of social discrimination and school burnout of students from different cultures. The objective of the project was to promote the academic and social inclusion of Roma children in Italian, Portuguese and Slovenian primary and secondary schools. In order to achieve this, research training courses for teachers and policy-makers were established, as well as art, computer and craft workshops for pupils in the participating classes. The article presents the results of an exploratory survey designed to identify the impact of digital storytelling activities on the pupils. The data collected indicates that the workshop had a positive impact on both school levels studied. Nevertheless, the study also revealed significant differences in the degree of habitual utilisation of collaborative learning opportunities in the classroom, where digital technologies are employed to enhance the learning process, contingent on the educational level.

The article by Michele Baldassarre and Lia Daniela Sasanelli, entitled *UDL and Inclusive Technologies. State of the Art and Models for Implementation*, published in *Q Times, Journal of Education and Social*



*Studies* in 2021, focuses on the ecological integration of inclusive technologies in the pedagogical framework of Universal Design for Learning. The article addresses a number of research questions. These include the design and implementation of equitable and inclusive didactics, the pedagogical paradigm to be employed in order to achieve this, and the manner in which technologies can enhance differences, while simultaneously personalising students' learning paths. The objective is therefore to design and implement flexible and equitable educational pathways for all (UN, 2015), in which barriers to learning are reduced and levels of participation are increased (WHO, 2015). Technologies are employed in the traditional dual capacity of assisting and compensating. The article's most valuable contribution from a scientific point of view is its reflection on two implementation models: authoring, developed by Cottini in 2019, and the multi-tiered system of support, developed by Fuchs and Malone in 2017 and widely used in US schools and universities. It can be concluded that both models are valid because they adopt both strategies to ensure that curricula and teaching materials are accessible to all.

In light of the aforementioned article by Besio et al., which has already been discussed in part from the perspective of democratic implications, it becomes evident that technology is regarded as a pivotal factor in the construction of accessibility, understood as an opportunity for participation and inclusion. The technology in question is situated within the context of the so-called 'built environment'. This concept has been shaped by the idea of accessibility, which is understood in terms of the removal of architectural barriers. However, this approach challenges the elements of democracy and equity that have already been highlighted. The argument put forward is that an environment becomes accessible and therefore inclusive when it recognises and welcomes differences, allowing all subjects to participate in all situations in an equal, self-determined and autonomous way. A new collective commitment is required to recognise that inclusion is not achieved through assimilation, but through the recognition of the specific differences of each individual in a society that provides an enabling environment. Technological advances, encompassing information and communication technologies (ICT) and assistive or educational technologies, have the potential to expand the possibilities for individuals with disabilities to participate in social life in ways that were previously unthinkable. In addition to the more common and widespread tools such as educational software, the Internet of Things is mentioned. This enables the design of smart homes that are functional to support independent living projects through algorithms generated by artificial intelligence. A comparison is made with the independent living movements of the 1970s, which were regarded as a solution to achieving full autonomy and fulfilment. The liberating and transformative potential of technologies is thus defined, provided that they themselves are accessible to all. At this juncture, it is natural for the authors to inquire about this kind of accessibility. Given that the scientific literature has historically provided partial and fragmentary definitions of the accessibility of technologies, it is necessary for them to identify a more unambiguous answer to this question while preserving the multifaceted nature of the concept. The answer can be found in the semantic dimension, given that the term 'technology' is derived from the Greek word τέχνη [tèchne], which translates to 'art and craft.' This etymological root provides a framework for understanding the multifaceted nature of the concept of technology. It is logical to propose a definition of technology based on the process of making, given that the term 'technology' is defined as 'discourse on art and craft.' This process encompasses all stages of the production cycle, from the initial concept to the final product. From an operational standpoint, this implies that a technology must be developed with approaches that consider human differences from the outset, and that the accessibility of a product must be questioned throughout its construction, not only at the end. In this way, the authors emphasise that technology developers should adopt a cultural attitude inspired by the principle of accessibility and capable of continuous revision before arriving at the final product. This novel approach to the problem, as presented in this article, necessitates a shift in perspective, as it enables the monitoring of the various stages of learning, the identification of progress, and the documentation of any relapses and restarts.

The following key concepts emerge from this brief discussion: digital as a stimulus for finding a hybrid definition of inclusion, as an aid for innovative methodological approaches, as an ally for social inclusion and protection against burnout, as a facilitator of accessibility and finally as an accompanist of processes.



## 6. Conclusions

The articles examined, representing an initial sample, demonstrate the multifaceted nature of the digital world, which can be grouped into a few categories. Firstly, it can be observed that the digital world serves as an accelerator of democratic processes (Fabiano, 2019, 2020, 2022; Pizzolorusso, 2022; Mangione, 2023). Furthermore, it serves as an innovator and transformer, identifying itself with digital citizenship and recalling relationships, interactions, and the desire to recover a sense of humanity and fraternity. Consequently, it is regarded as an extension of democratic citizenship. (Malara, 2021; Pizzolorusso, 2022; Mangione, 2023).

Moreover, it facilitates the participation of individuals with disabilities, extending beyond the mere removal of barriers to encompass innovative pedagogical approaches (Ferrari & Nenzioni, 2020; Baldassarre & Sassanelli, 2021; Besio et al., 2023).

Furthermore, the digital environment can be conceptualised as a digital ecospace, which replicates the polyhedrality of the educational ecosystem (Bronfenbrenner, 1981) with its intersection of relationships, environments, values and institutions (Mangione, 2023).

In the context of the ongoing pandemic, the digital environment has emerged as a valuable ally in the pursuit of inclusion. It has the potential to facilitate the identification of pedagogical solutions that are inclusive of all stakeholders (Argyropoulos, 2020; Malara, 2021). Reflections on inclusion prompt a departure from traditional approaches and align with the idea of redefinition of paradigms. In the context of the multimedia and multifaceted nature of digital elements, there is a need to create a scientific hybrid (Fabiano, 2019) and to seek solutions within a semantic linguistic framework that allows for a shift in perspective, from the product to the process (Besio et al., 2023).

When discussing the advantages and disadvantages of contact with the digital world, the issue is always presented from both sides, with the positive and negative aspects of technological means being highlighted. It is unusual for there to be a clear dichotomy or Manichaeian approach to the implementation of a digital school. Instead, the potential benefits of digital technology are emphasised, provided that it is used in an appropriate manner. This period saw a surge in the conceptualisation of key democratic values, including equality, inclusion and participation. One potential explanation for this phenomenon is the emergence of concrete challenges during the pandemic. These included geographical disparities, lack of training for teachers, who were among the oldest in Europe and therefore unaccustomed to digital tools, and pupils unable to engage in physical contact with their peers (Di Iorio & Murdica, 2020). The pandemic also demonstrated that Italian classrooms still exhibited deficiencies in the organisation of a teaching method that would enhance the centrality of the learner (Fioretti, 2019), personalisation and differentiation (Porcarelli, 2017). Consequently, research was initiated to identify new solutions (Ferrari & Nenzioni, 2020; Baldassarre & Sassanelli, 2021). Moreover, the temporal link with the law on the reform of civic education and the construction of the concept of digital citizenship promoted by this document has fostered the confrontation of this concept and accentuated its interest (Fabiano, 2020; Pizzorusso, 2022; Mangione, 2023). Furthermore, the emergence of the pandemic compelled action to take precedence over reflection (Pizzolorusso, 2022). This inversion of the temporal sequence, which can be considered a kind of hysteron-proteron on the temporal axis of the pandemic, thus violently broke the deadlock in which the school found itself in the face of an increasingly interactive society.

In conclusion, it can be stated that the recommendations and solutions proposed by the articles on digital didactics in schools are largely consistent with the broader democratic competencies of valuing differences, fostering open attitudes, devaluing emotionality, and enhancing critical capacities presented at the beginning of this paper.

This brief study offers an opportunity to investigate the actual and effective use of digital technology in schools, beyond mere propaganda slogans. This approach would allow for the identification of teachers' needs and pupils' and the verification of the extent to which digital technology contributes to the construction of truly personalised and differentiated didactics. This would also facilitate a shift away from an





overly optimistic perspective on the issue and towards a more nuanced understanding of the risks and potential abuse of IT in educational settings.

This contribution could also serve as a starting point for further review-based studies. A critical reflection of the impact of the digital world at school from the perspective of pedagogical journals would be necessary, encompassing a greater time span, so that changes, evolutions and turning points can be verified and discussed in greater depth.

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