

## **EDITORIAL**

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The issue deals with some salient educational issues, such as the relationship between new media and learning, between universal design and acquisition processes, between play and knowledge, between personal epistemologies and didactics, between sustainable development goals and inclusion, up to considering emerging aspects such as those related to competences that lead the subject to autonomy and self-determination. A fruitful debate that sees in the intersection of historical, theoretical, methodological and empirical elements the reconstruction of a complex scientific framework that testifies to the importance assumed by education in a society that promotes the values and principles of inclusion.

An inclusive and culturally advanced society cannot disregard the appropriate use of technologies, which have considerable potential to support quality education for all and qualitatively appreciable inclusive processes that pay special attention to disabled and fragile persons and minorities. Donatello Smeriglio's contribution goes in this direction. In his contribution "Social reading and digital literacy", he focuses on the relationship between new media and learning, also in relation to the COVID 19 pandemic emergency. He emphasises the influence of everyday digital practices on acquisition processes, through which individuals access knowledge, produce knowledge, share information, develop and nurture social relationships.

It then pauses to consider the transformations produced by the digital universe, which also involve the space of teaching action, both in terms of instrumental equipment and the classroom setting, prompting reflection on the influence that technologies have on literacy processes and on the set of skills that the individual must acquire in order to exercise active citizenship. In this context, the relationship between virtuality and corporeity is also important, within which ludiform corporeity, in its various formative dimensions, expresses all its inclusive potential, as is well documented in Antinea Ambretti and Fabio Orecchio's contribution entitled "Corpus ludiformis and inclusion". Along the same line of interpretation are the other two contributions by the same authors, "The Inclusive Role of Traditional Play" and "Universal Design for Learning and Motor-Sporting Activities for Inclusive Education", which see the idea of a "transformative" education as the key from which the change in society begins. In this sense, the first contribution investigates, in a multi-perspective, interdisciplinary and multi-disciplinary sense, the evolutionary relationship of play in its various human dimensions and complexities, which over time has led to a necessary rethinking of the role and functions performed by schools and other educational agencies. The second, on the other hand, focuses on the role taken on by the Universal Design for Learning perspective in relation to educational processes, which, rooted in inclusive design, places the person and his or her needs at the centre of the design process, structuring accessible and stimulating environments that respect his or her characteristics, also in line with the development goals referred to in Agenda 2030.

The transformative action of education is linked to the important commitment to the Sustainable Development Goals, which today underpin the paradigms of knowledge, awareness and responsibility, essential conditions for creating a peaceful and sustainable society (and world). Fabrizio Schiavo and Giovanni Arduini's contribution, "The long and winding road to an inclusive and sustainable culture", goes in this direction. It highlights the challenge that mankind, societies and communities are called upon to face in the coming years, on a cultural, educational and environmental level, also in a transnational sense, if we want to rethink education and training systems in a sustainable way to promote a global society oriented towards cooperation, respect for people and safeguarding the planet. This interpretative logic calls into question the reasoning on the nature of knowledge, whose approach must be adequately rethought, also starting from the personal convictions and conceptions that individuals have on knowledge itself and on the way of knowing. Diletta Chiusaroli's contribution is placed in this direction, "Personal epistemologies, latent epistemologies, implicit epistemologies: the state of the art", which, by examining the constructs of Personal Epistemology and Epistemological Belief, investigates the relationship between personal epistemologies and didactics, starting from the idea that teachers should give space in the school context to considerations and reflections of an epistemic nature in order to create habits of mind in students that can also be activated outside school, with obvious benefits in terms of cognitive autonomy and critical

evaluation of information. Within the repertoire of skills and knowledge possessed by an individual, elements such as autonomy and the capacity for self-determination are indispensable conditions for him to pursue his goals, assess his progress, live in society and create and maintain good relationships with others. This horizon of meaning presupposes the recognition and appreciation of personal and social factors, which together contribute to determining positive learning outcomes.

Thus, the contribution by Valeria Minghelli, Lucia Pallonetto, Rosanna Perrone and Carmen Palumbo, “Self-determination from the child’s intentional behaviour. The observation of psychomotor choices from an ICF perspective in pre-schools”, closes the circle of the reasoning carried out in this special issue, focusing attention on a number of factors belonging to a society that aspires to become inclusive, starting from childhood and the key institution that deals with it. Indeed, the pre-school performs the fundamental task of providing for the overall education of the child, promoting the integral development of the person, pursuing the principles of bio-psycho-social well-being and nurturing self-determination to improve the quality of life. Exploiting the use of technologies, the contribution focuses on the observation of psychomotor behaviour as an indispensable tool for an effective inclusive design that, through tools such as the ICF, allows for the identification of emerging competences and favours the planning of intervention processes that envisage the use of strategies that enable learning. This is in compliance with an indispensable principle, that of self-determination, which sees in the need for autonomy, the need for human competence and the need for relationships, the central trinomial to enable the individual to adopt self-regulated behaviour aimed at change. A starting point and not an arrival point, this special issue, without claiming to be exhaustive, serves to lay the foundations for subsequent and targeted reflections on a still open debate that needs further and more in-depth analysis. In the hope that this will happen and that this debate will expand, hopefully involving scholars from different fields in an inter- and trans-disciplinary perspective, it becomes important to maintain rigorous and well-defined scientific processes in order to collect and analyse data for the correct resolution of problems and the advancement of knowledge. The contributions in this special issue give us hope for the future!