

ISSUES RANGING FROM TECHNOLOGICAL PERCEPTION TO SPECIAL NEEDS AND TEENAGERS' EDUCATIONAL CONTEXTS

Self-organized seminar by the CAPTED-Next Group "Dgital ID"

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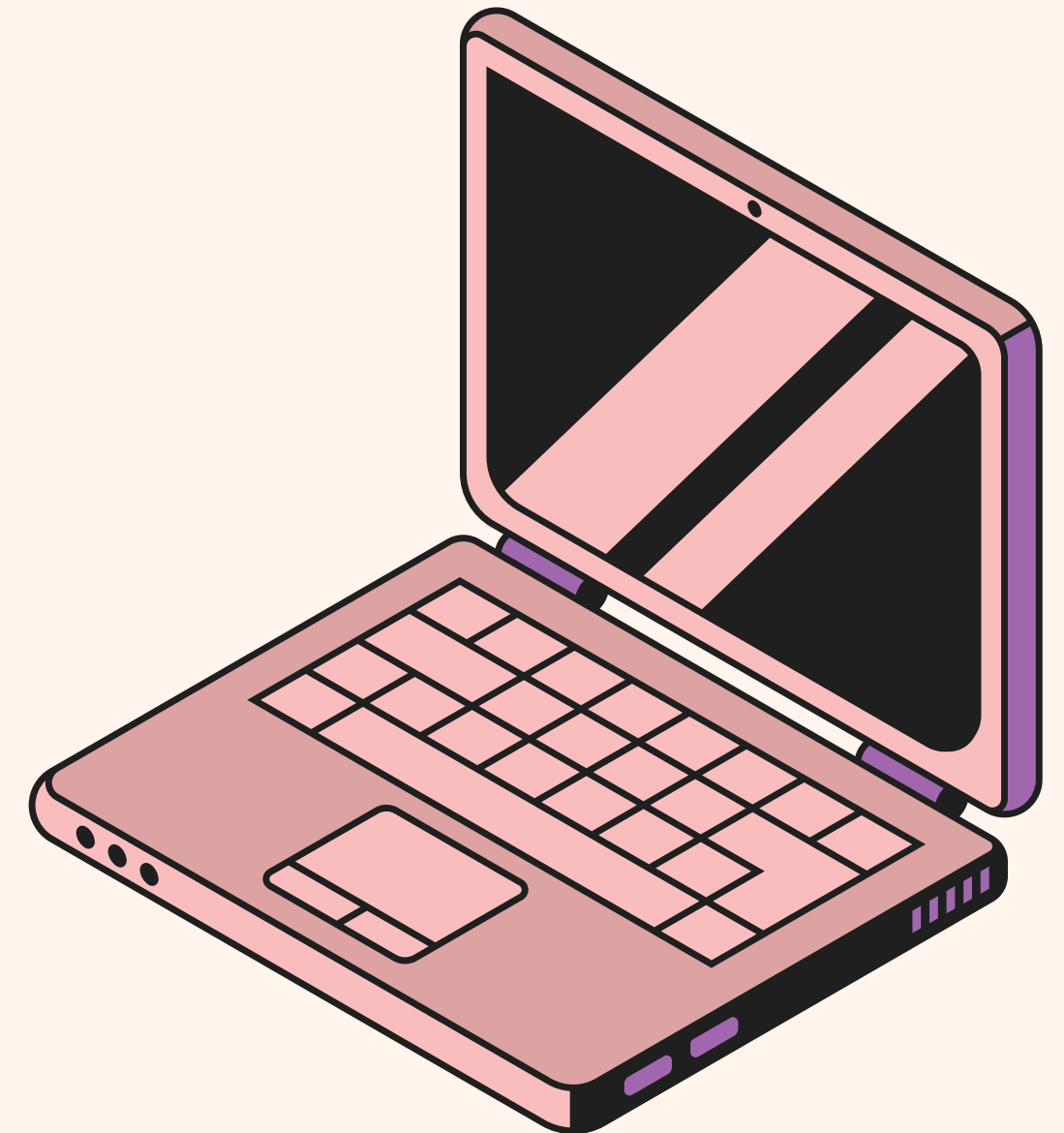


INTRODUCTION: WHY THIS ROUNDTABLE?

Sharing thoughts and questions about:

- accepting technology
- digital skills for inclusion
- changes in educational relationships

UTENZA → TECNO → UTENZA
(“USERS” → TECHNO → “USERS”)

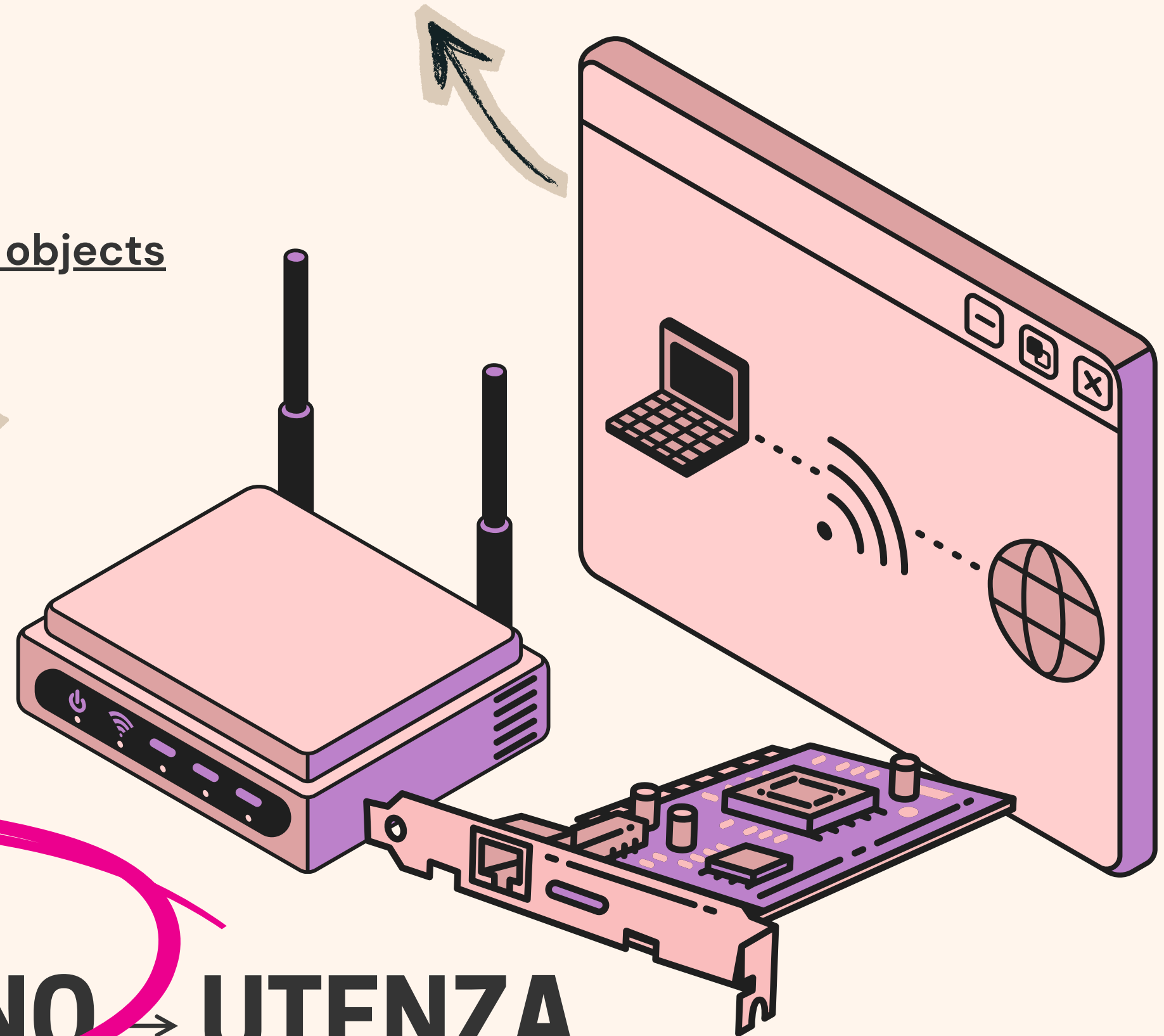


PERCEPTIONS OF TECHNOLOGIES

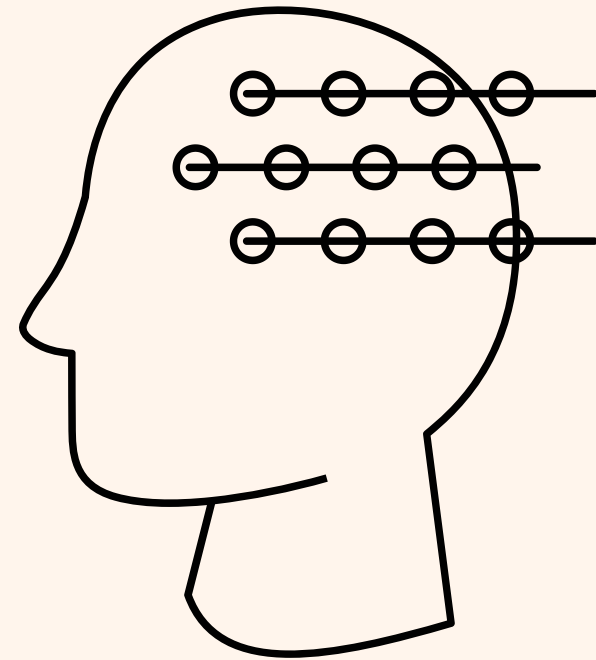
What does it allow us to do?
How does it work?
How efficient is it?

Technologies are not just tools, but symbolic objects

Progress vs. Control
Opportunity vs. Risk
Inclusion vs. Exclusion
Autonomy vs. Dependence



UTENZA → TECNO → UTENZA



Acceptance
as
legitimacy in practice



No competence development
without
acceptance



PERCEPTION → TRUST → ACCEPTANCE → COMPETENCE

UTENZA → TECNO → UTENZA

IDENTITY AND RESISTANCE

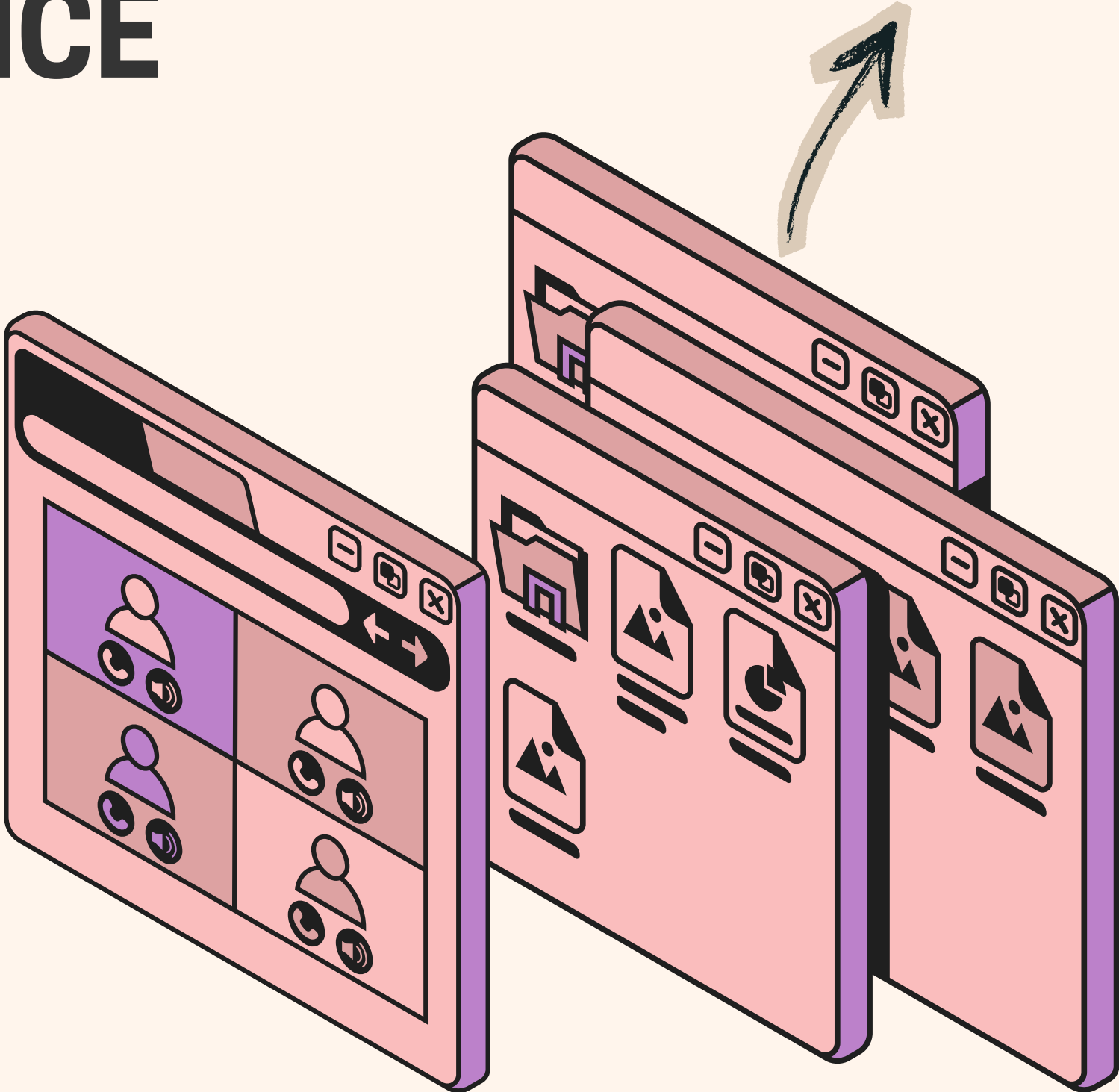
Resistance

Acceptance

When is a technology perceived as:

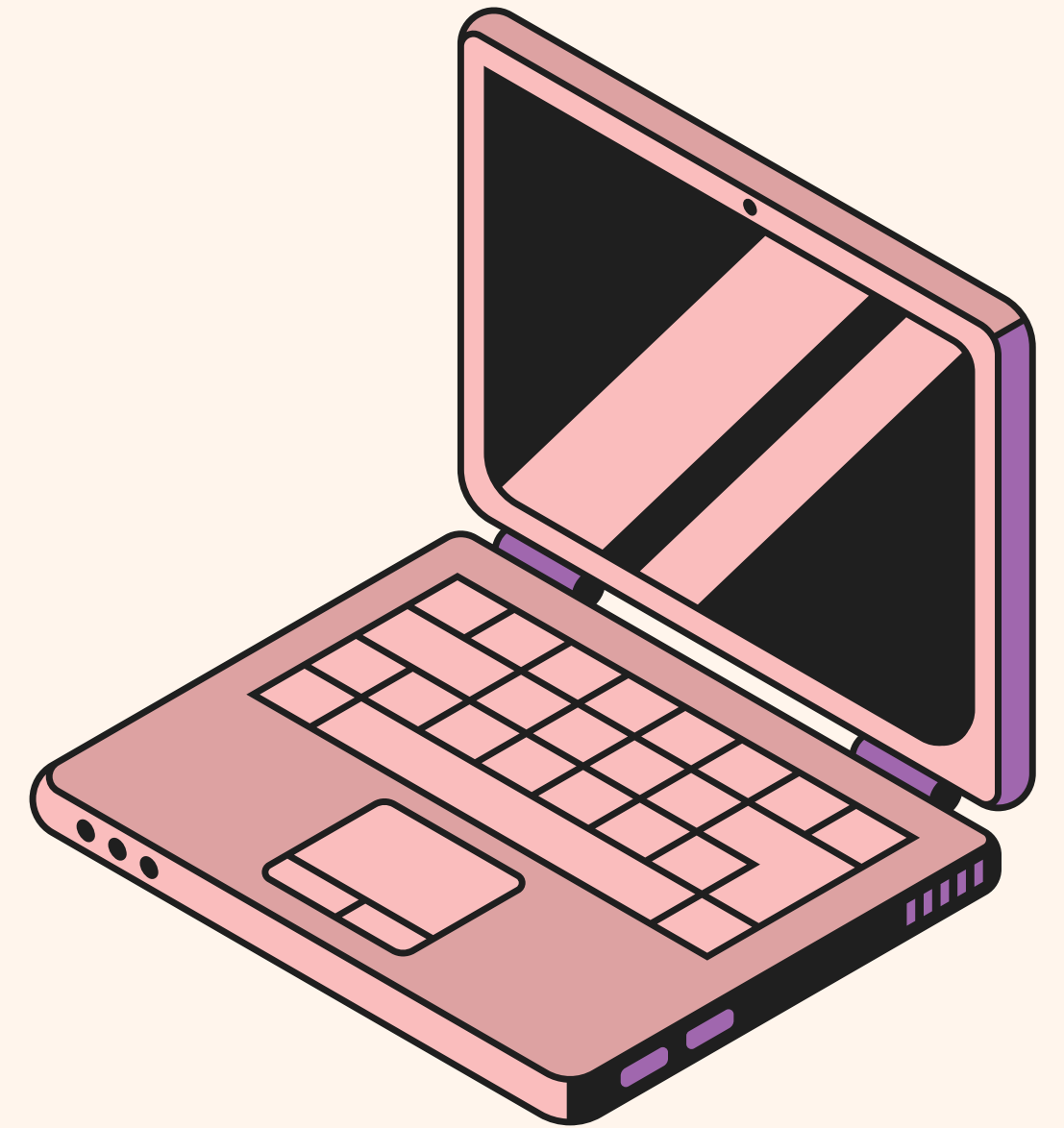
A resource → inclusion, agency, control

A threat → exclusion, loss of autonomy, opacity



Educators as active subjects

UTENZA → TECNO → UTENZA



**ARE DIGITAL TECHNOLOGIES FOSTERING INCLUSION,
OR REDEFINING NEW FORMS OF EXCLUSION IN EDUCATION?**

DigCompEdu and Inclusion

Area 5–Empowering learners

Area 2–Digital resources

- adaptation, creation and accessibility
- use of **assistive technologies**: key to ensuring **participation**, **inclusion** and **equity** in digital environments



Area 1 – Professional Engagement and Reflective Development

e.g.: choice of digital tools → **reflection** on educational effects and inclusiveness



Area 6–Facilitating Learners’ Digital Competence

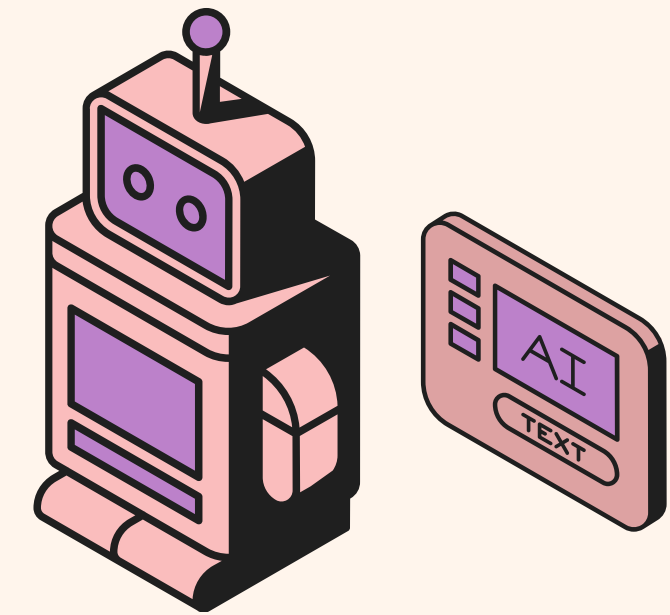
Promoting the development of **digital skills of users**: functional and conscious use of technologies, digital autonomy

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DIGCOMPEDU IN ACTION: DIGITAL COMPETENCES SITUATED IN THE EDUCATIONAL RELATIONSHIP

Digital competence in education, beyond technical training, means knowing how to choose, adapt or reject a technology based on **pedagogical reflection** on:

- users' **needs**
- **contextual** and **relational** dynamics
- **inclusion** and **participation**
- when **assistive technologies** are essential to access, participation and autonomy



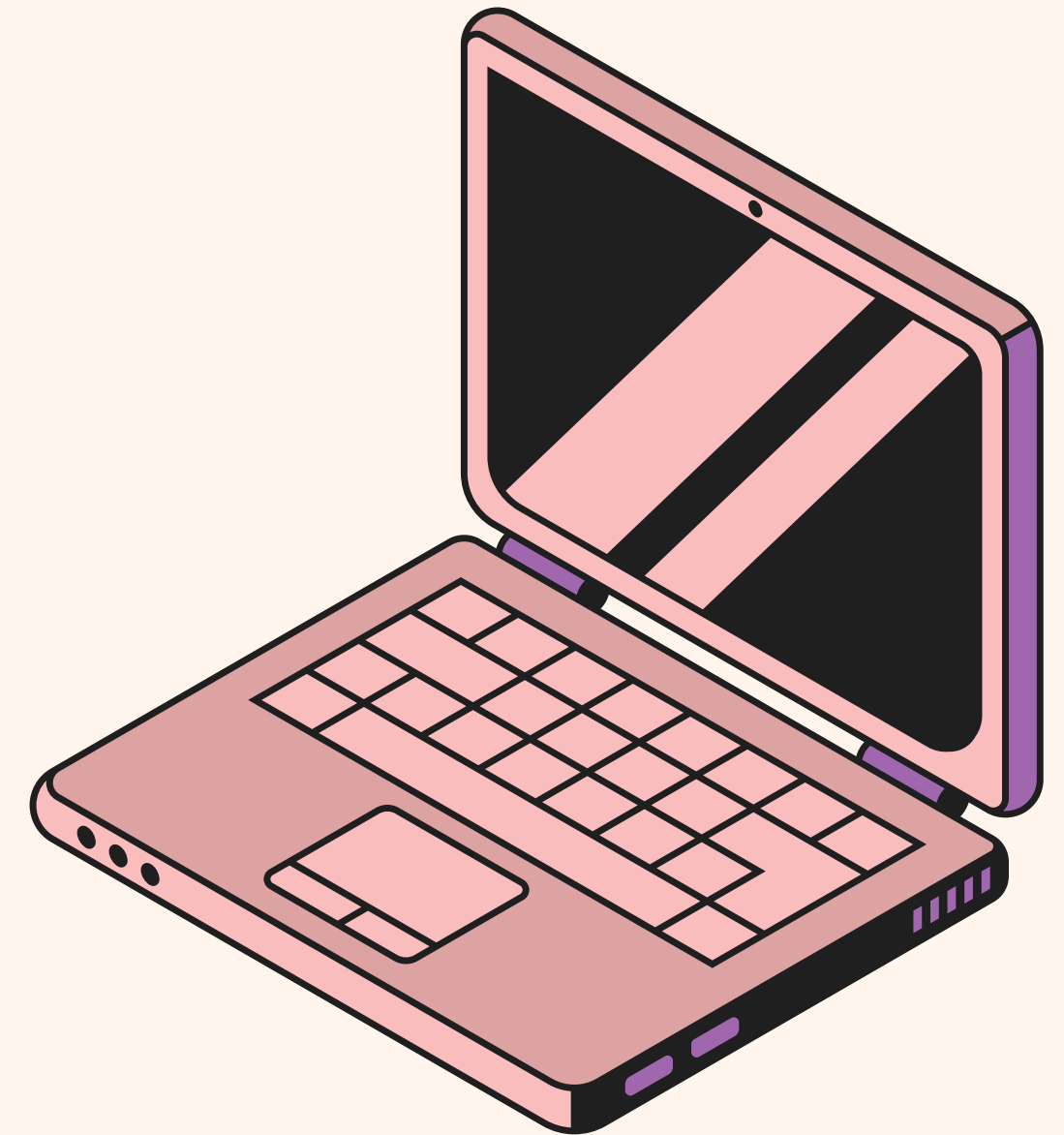
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SOCIAL WORKERS' DIGITAL PROFESSIONAL IDENTITY EMERGES FROM THEIR ABILITY TO ADAPT AND CRITICALLY REFLECT ON TECHNOLOGY USE WITH USERS.

WHAT DO YOU THINK?

HOW MUCH AND IN WHAT WAYS DOES THIS ABILITY AFFECT THE POSSIBILITIES FOR INCLUSION THROUGH DIGITAL TECHNOLOGY?



HOW DOES TECHNOLOGY ENTER INTO THE EDUCATIONAL RELATIONSHIP?

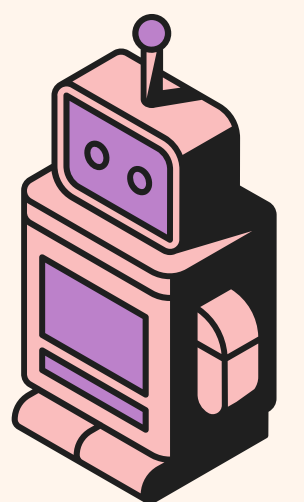
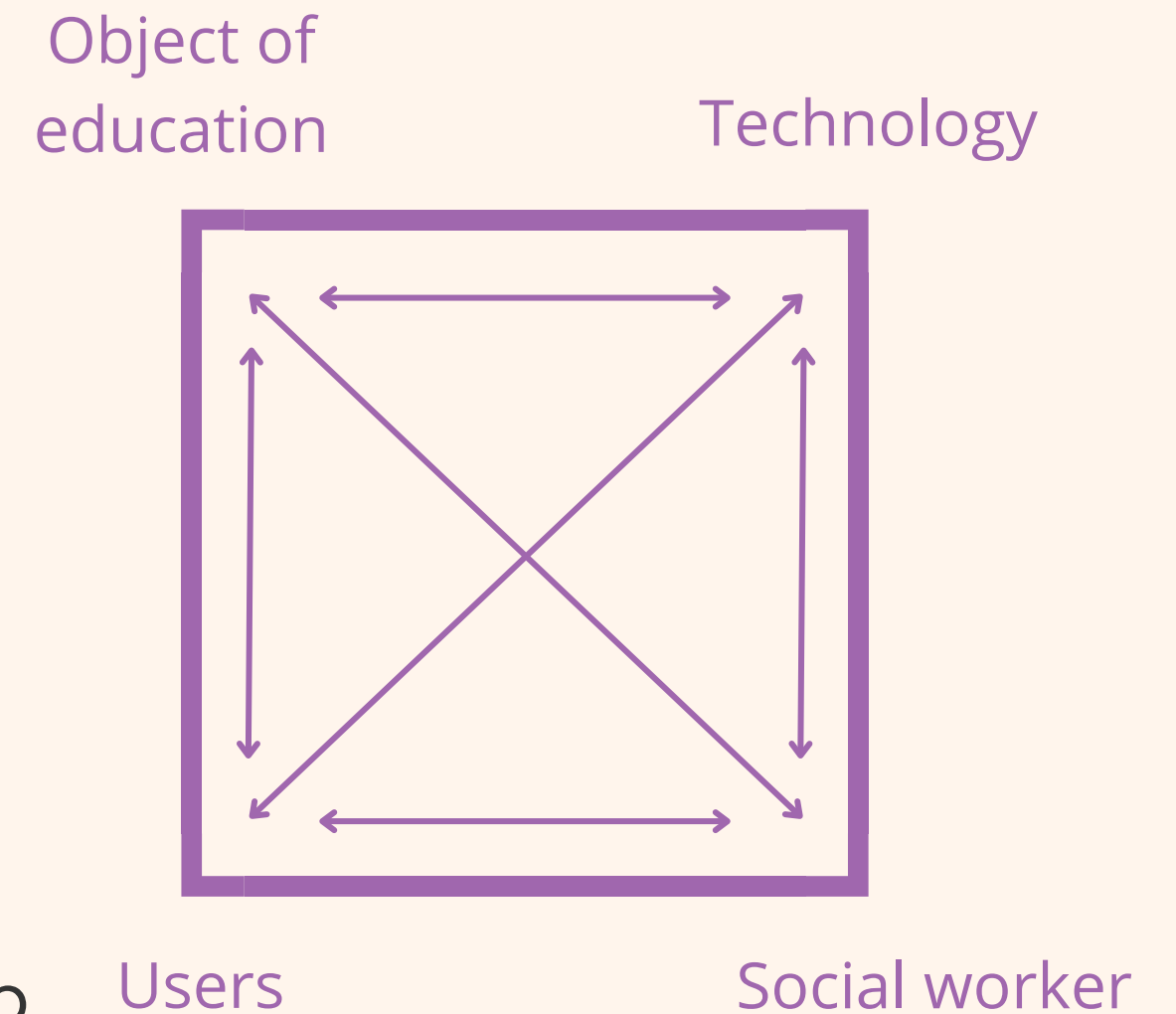
PROPOSAL: From the "educational triangle" (Mari, 2019) to the "EDUCATIONAL SQUARE"

WHY? Pervasiveness of technology
Indispensability
Use of technology by those involved in the educational relationship

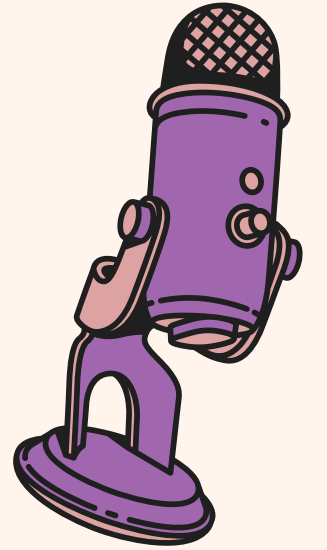


HOW IS TECHNOLOGY USED IN THE EDUCATIONAL RELATIONSHIP (WITH TEENAGERS)?

WHAT SKILLS "MUST" SOCIAL WORKERS WORKING WITH (ADOLESCENTS) DEVELOP?



FROM LITERATURE TO DIGCOMP 3.0



RESEARCH (Spinelli A., 2024)

Where: Cross-country research (Portugal and Italy)

Who: 12 social workers(6 in Italy and 6 in Portugal) and 16 teenagers (9 in Italy and 7 in Portugal)

Why:

- Social workers → training in peer education and digital storytelling methodologies
- Teenagers → promotion of youth participation and leadership in vulnerable teenagers

What: Production of narrative material on digital media

How:

- Theme: the desirable future
- Methodology: peer education and digital storytelling
- Role of social workers: mediators and facilitators

area 2:

COMMUNICATION AND COLLABORATION

area 6:

FACILITATING LEARNERS' DIGITAL COMPETENCE

OUTCOMES

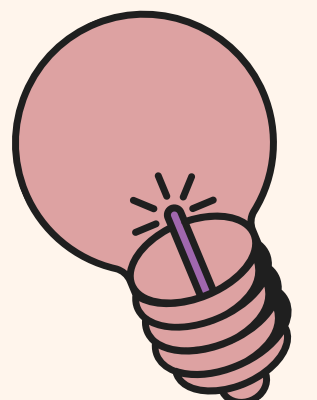
- Promotion of digital and transversal skills
- Competences as a “path of personal growth”
- Awareness of opportunities to deal with the external environment
- Possibility of changing the environment through own actions and interaction with it

area 5:

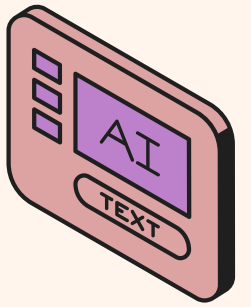
PROBLEM IDENTIFICATION AND SOLVING

area 4:

SAFETY, WELLBEING AND RESPONSIBLE USE



INITIAL QUESTIONS...



Understanding how **technology can be functional in responding to needs** it's a pedagogical question

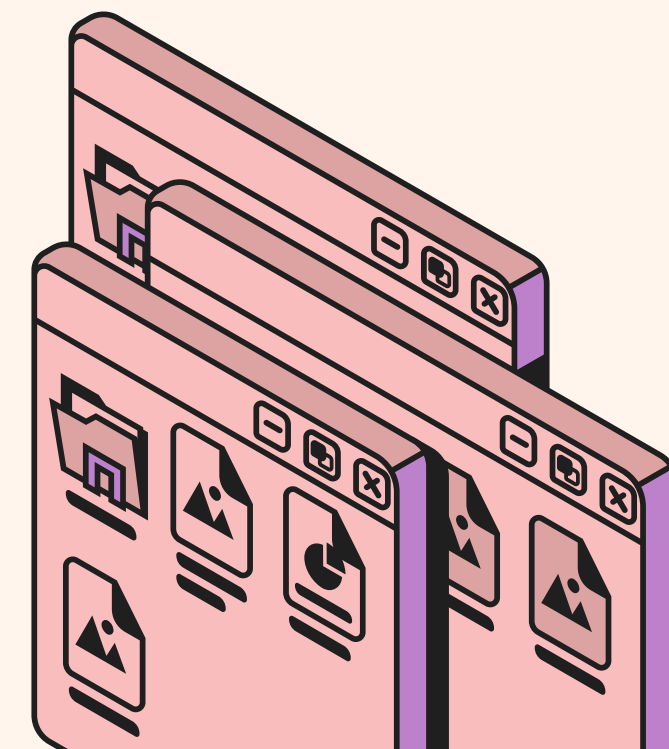
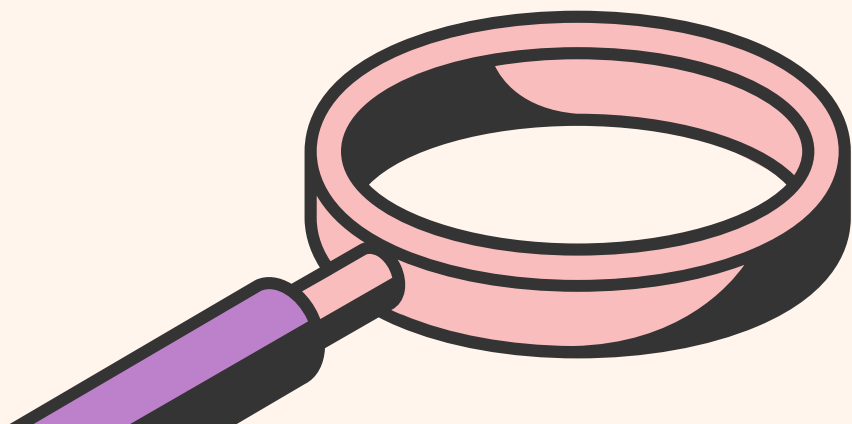
- Who am I **using** technology **for**? In what **context**? With what **effects**?
- What is **simplified** and what is made more **complex**?
- How much **autonomy** is left to the user?
- What **barriers** are reduced or created?

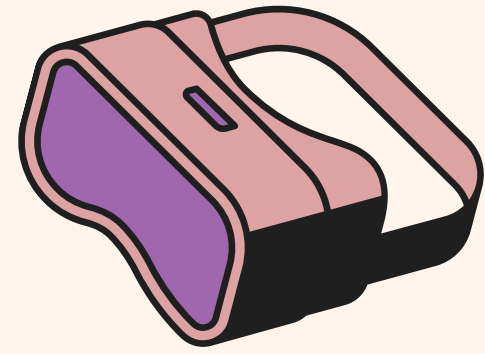
On the concept of **social workers' professional identity**:

- How could I **integrate technology** into **my daily job**?
- Can the **implementation of technology** be **functional** in relation to my users?
- How do I evaluate the use of technology in my practice?

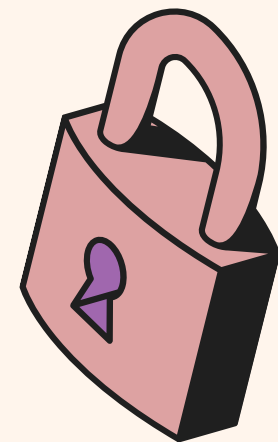
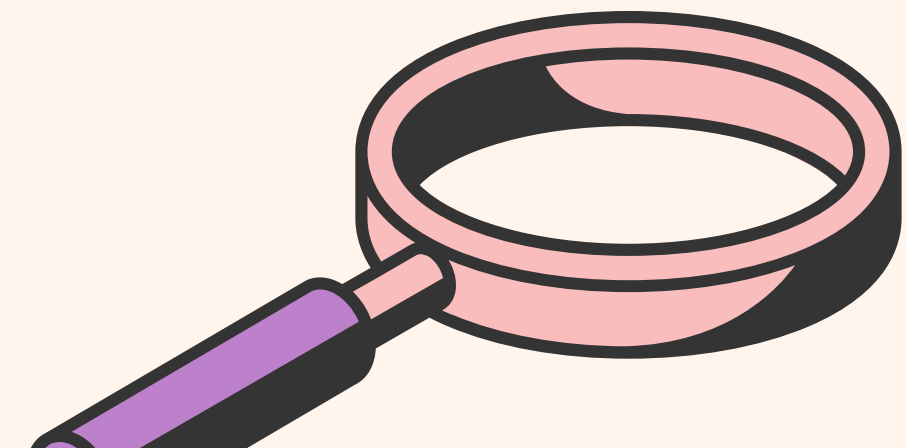
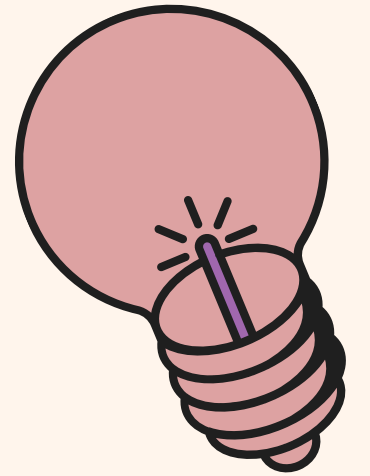


THE USE OF TECHNOLOGY AND
TECHNICAL SKILLS IS
INTERTWINED WITH EDUCATIONAL
SKILLS AS THEY BECOME
REFLECTIVE AND SITUATED.





THANK YOU



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