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

DIGITAL IDENTITIES

AN ONGOING INQUIRY ON
SOCIAL WORKERS' USE OF ICTS



Research Design and Objectives

Research object

The study analyses the **role of digital technologies in the construction of the professional identity of socio-pedagogical educators in training**, with a specific focus on students enrolled in the Bachelor's Degree in Education Sciences, who are undertaking individual placements within organizations (second-year internship).



Research Design and Objectives

Research focus

- What are the main ICTs through which and for which these students access information and engage in learning?
- How do they use these ICTs?
- How do they use ICTs to inform and shape their future professional identity?



Research Design and Objectives

Method

A **mixed-methods** approach is adopted, combining qualitative and quantitative methods, interviews and questionnaires.

Population

Approximately 520 students enrolled in the Degree Programme.





Research Phases

01

Exploratory qualitative phase

- Preliminary semi-structured interviews (approx. 10 participants).
- Aim: refine research questions and key dimensions.

02

Questionnaire development

- Construction of an online survey based on qualitative results.
- Pilot testing and final adjustments

03

Quantitative phase

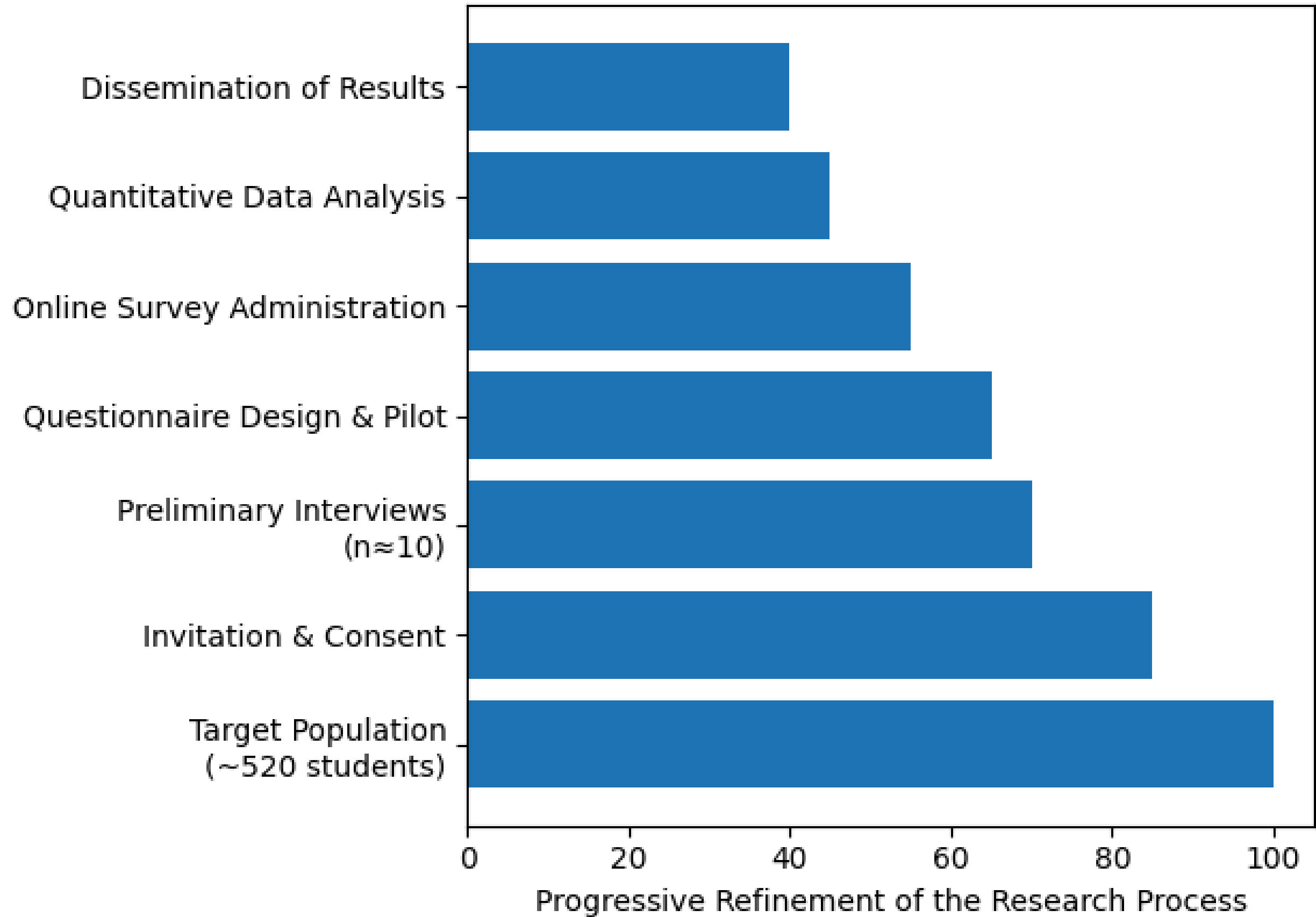
- Online survey administration to the target population.
- Statistical analysis of collected data.

Current Status of the Research

- The research design has been fully defined.
- Interview guidelines and questionnaire framework have been drafted.
- The study is currently awaiting ethical approval.
- Data collection will start immediately after authorization.



Research Design Funnel



Socio-pedagogical educators.

A Regulatory Framework in Progress

2018 Budget Law (Law no. 205/2017, paras. 594–601)

- Defines the educational qualifications required to practice as a socio-pedagogical professional educator and pedagogue.

Legislative Decree no. 65/2017 – Integrated education system (0–6 years)

- Strengthens the regulation of training for educators working in early childhood education, requiring the acquisition of at least 55 ECTS credits in subjects related to early childhood in order to work in this field.

Law no. 55/2024

- Introduces provisions on the regulation of pedagogical and educational professions and the establishment of professional registers (Albo Professionale).

The Decreasing Attractiveness of Care Work

- A growing sense of resignation affecting care professions.
- The increasing professionalization of educational roles.
- These professionals often remain invisible and marginalized.

New research questions

- How is it possible to support these professionals from the very early stages of their training?
- How are technologies integrated into their educational learning path and how do they contribute to supporting quality in educational practice?



Digital Technologies in Italian Population

Recent data show a widespread use of the internet in the Italian population.

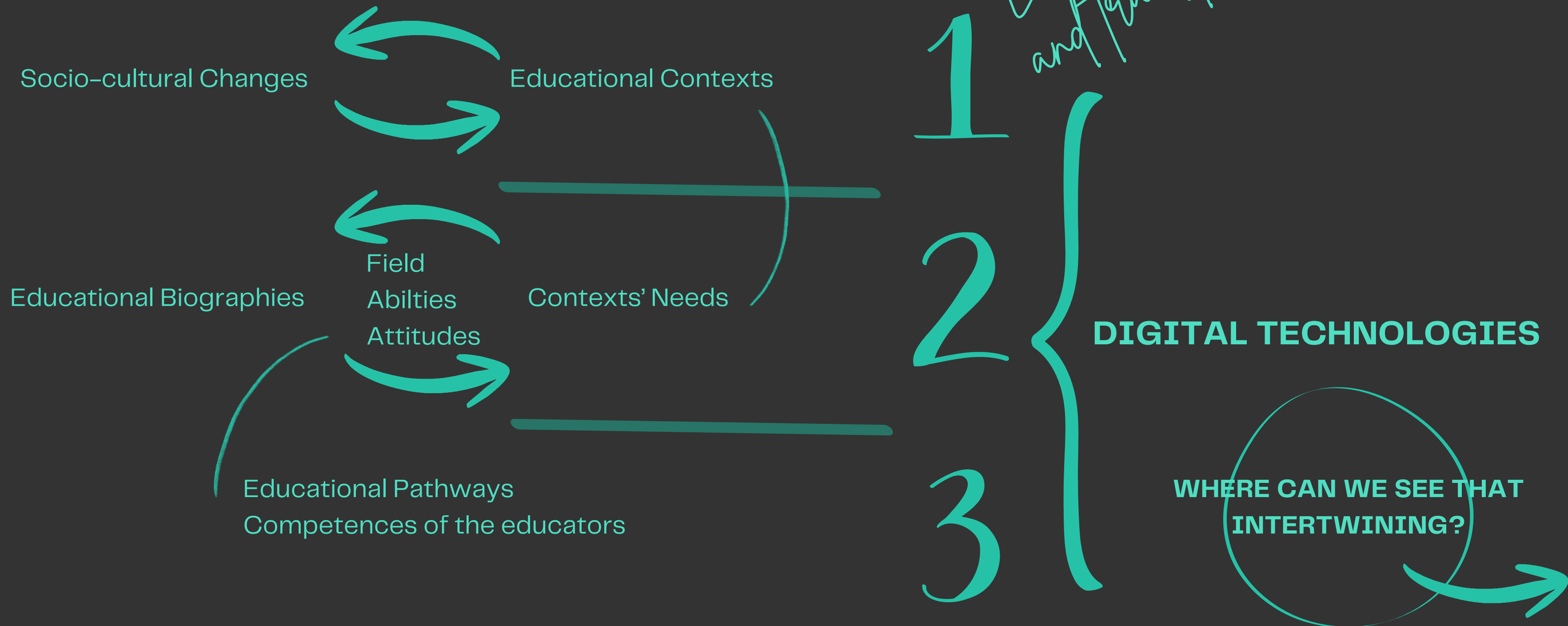
- In 2023, 87% of the population accessed the internet, while in 2024, 71.2% reported active use of social media.
- Adults (45–54 years) and young adults (20–24 years): convergence in the most common online activity: sending and receiving emails (82.2% and 89%, respectively).
- Among adults, this is followed by searching for **health-related information** (65.2%), whereas for young adults the second most frequent activity is **participation in social networks** (e.g. creating profiles, posting content) (82.1%).

Digital Technologies and socio-pedagogical work (NASW, 2017)

- Technologies are used to: deliver services, create new forms of interaction and communication.
- Digital technologies also support the continuing professional development of social and educational practitioners.
- Professional standards to: guide the integration of technology into practice, enhance practitioners' ethical awareness and responsibility, inform professionals, employers, and the public about appropriate uses of digital devices



The Intertwining of Digital Technologies and Professional Identity



→ The Internship

MAKING THE
MATERIALISATION
APPARATUS (BARAD, 2007)
VISIBLE IN THE
DEVELOPMENT OF
PROFESSIONAL IDENTITIES
THROUGH TECHNOLOGIES

HOW?

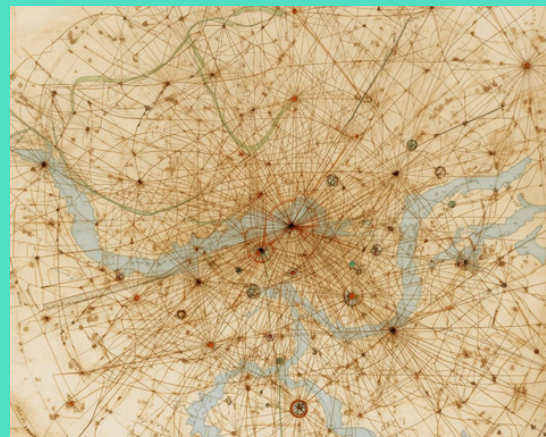


The internship is recognised as a key educational device for supporting students' **professional identity development**. The internship is therefore understood as a situated space where learning, reflection, and identity formation intersect. Its function goes beyond task completion and focuses on:

the acquisition of
professional
competencies

the processes through
which these
competencies are
developed

Dimensions of Professional Identity.



**NEEDS ANALYSIS
AND CONTEXT
MAPPING**



**PLANNING AND
DESIGN**



**OPERATIONAL
IMPLEMENTATION**



**INTERVENTION
DELIVERY**

Following Frabboni (reworked by Olivieri, 2019), the study identifies core dimensions and transversal elements of professional identity formation.

The focus is on how digital competencies emerge and are mobilised throughout the entire educational working process.



EVALUATION



**DOCUMENTATION,
MONITORING, AND
ASSESSMENT**

and...

Digital
Competences?

Pass the
torch

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