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Monographic section

Digital narratives: between literary experience and digital literacies

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In recent years, digital technologies have profoundly transformed the way narratives are experienced, understood, and produced, redefining structures, languages, and practices, while opening new horizons for aesthetic experimentation, meaning-making, and active reader participation (Rivoltella, 2020). Within this context, digital storytelling has represented a fundamental shift: children and adolescents have become consumers, authors, interpreters, and co-creators of literary worlds, experimenting with non-linear pathways, multiple endings, and new strategies of self-representation (Basaraba et al., 2021; Tarigan, 2024). The rapid advancement of artificial intelligence, augmented reality, immersive media, and co-design platforms has further contributed to the development of digital narratives in which children, adults, and algorithmic agents interact in increasingly sophisticated ways to create stories, settings, and identities. These changes are situated within new digital ecologies, characterized by increasingly hybrid and complex narrative practices (Dylan Yamada-Rice, 2021; Rowsell, 2025; Ye et al., 2025).

In this context, it is essential to critically examine how these new digital ecologies are redefining the educational, aesthetic, and relational functions of storytelling for children and adolescents. Central to this process is the need to recognize, transform, and enhance literary experience and the role of narrative in the era of media hybridity, while considering both the potential and the challenges posed by these new digital environments.

The issue 1/2026 of «Scholé. Rivista di educazione e studi culturali» aims to explore this transition - from the early forms of digital storytelling to hybrid, co-created, and algorithmic narratives. The special issue will feature work in the following areas:

- Analyze the specific features of new digital narrative forms for children and adolescents, bringing into dialogue languages, structures, and emerging expressive modes, as well as the continuities and discontinuities with narrative and literary tradition.
- Examine how emerging technologies (artificial intelligence, augmented reality, immersive media and generative algorithms) are shaping the construction, personalization and consumption of narratives, and how they are influencing co-creation processes among children, adults and digital agents.
- Reflect on how children and adolescents construct identities and develop narrative agency within new digital ecologies, documenting strategies of self-representation and the affirmation of personal voice in the creation or reinterpretation of stories.
- Explore the collaborative and negotiation dynamics between human and non-human agents in narrative production, as well as the evolving roles of author, narrator, reader and co-author in digital environments.
- Propose theoretical frameworks, analytical tools, and methodologies to understand and evaluate these hybrid narratives in their literary, educational, aesthetic and ethical dimensions.
- Investigate how the relationship between digital storytelling and digital literacies has evolved, and what new interpretive, critical, and creative skills are now required to navigate, understand, and produce complex narratives;
- Investigate how the relationship between digital storytelling and digital literacies has evolved, and what new interpretive, critical, creative, and symbolic competences are now required to navigate, understand, and produce complex narratives;
- Describe educational practices and methodologies that integrate literary experience, digital literacies, and inclusivity, valuing the participation of children and adolescents from diverse cultural and linguistic backgrounds.

The contributions can be written in English, Italian, French, Spanish or Portuguese (particular consideration will be given to texts in foreign languages). They must follow the author's guidelines available on <https://www.morcelliana.net/3064-schole>. The final paper length should be between 20,000 and 30,000 characters, spaces included.

Abstracts for the monograph should be sent to: Tiziana Mascia (tiziana.mascia@uniurb.it) and Jennifer Rowsell (j.rowsell@sheffield.ac.uk) with an email with "Scholé 1.2026" in the subject line. Please attach your proposal in a word format including:

- name, surname, affiliation, e-mail;
- title, abstract (100-150 words), 5 keywords, 10 references (title, abstract and keywords, if in another language, must also be translated in English).

Deadlines:

- 30/07/2025: deadline for sending abstracts;
- 30/08/2025: authors informed of whether they can proceed to submission of a paper;
- 30/11/2025: final date for manuscript submission, formatted following the editorial guidelines, anonymous and without references that could make the author identifiable by the reviewers.

The articles that pass the double-blind refereeing process will be featured on the 1/2026 issue of "Scholé. Journal of Education and Cultural Studies", that will be published on April, 2026.

The Journal is classified by Anvur as Class A for Area 11 (Historical, Philosophical and Pedagogical sciences), Sectors 11/D1, 11/D2.

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