

Sezione monografica

Postdigital Intercultures  
Interculture Postdigitali

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## Abstracts

Stefano Pasta, Davide Zoletto, *Postdigital Intercultures*

This contribution introduces the topic of this special issue (Postdigital Intercultures) as an interdisciplinary field of research and intervention in which pedagogical-intercultural and media-educational reflection intertwine. Through a systemic approach, this enables a better understanding of the innovations that are currently emerging in social phenomena and educational processes. After briefly reconstructing the historical connections between media, technology and migration, the contribution explores, on the one hand, the ways in which the contemporary rethinking of media education impacts on intercultural reflection and, on the other hand, those with which the importance of the interweaving with digital media has emerged in intercultural pedagogical research. The contribution then dwells on how unprecedented scenarios of research and intervention have emerged from the intersection of these processes and dimensions and call for a broadening of our traditional “research imaginary” also in the field of pedagogy. The contribution concludes with the identification of some research trajectories that have hybridised the pedagogical-intercultural and media-educational perspectives within the Italian context with the presentation of the articles featured in the special issue.

**Keywords:** Interculture, Postdigital Intercultures, Intercultural Pedagogy, Media Education, Citizenship.

Isabella Rega, Julian McDougall, *What are we thinking about when we talk now about media literacy and / for citizenship?*

Media literacy and citizenship are both contested ideas and “problem spaces”. In our research, across Cultural Studies, Education, Media Literacy and Digital Activism, we have come to understand differently how sociocultural heterogeneity and techno-cultural transformations both enable new intersections of

media literacy and citizenship and compel a more, and a *differently* more, diverse media literacy and a re-negotiation of what we are thinking about when we talk about a more diverse citizenship. This article presents a reflexive account of our research in these fragile traverses between things that made us discover how a more dynamic kind of media literacy can be developed, motivated for positive social change and the intercultural negotiation of a more diverse civic intentionality. However, we have also come to understand that such a shift is epistemological. This realisation raises profound questions for our positions as researchers and writers, which we start to address in this article.

**Keywords:** Media Literacy, Citizenship, Cultural Studies, Activism, Epistemology.

Chiara Pancioli, Pier Cesare Rivoltella, *Can an Algorithm be Fair? Intercultural Biases and Critical Thinking in Generative Artificial Intelligence Social Uses*

«As an AI language model, I do not have feelings or emotions, so I cannot be “fair” or “unfair”. My responses are based on the algorithms and programming used to create me, which aim to provide informative and accurate answers to the best of my ability. However, like any machine learning model, my responses may be influenced by the quality and quantity of the data used to train me, as well as any biases in that data. Therefore, it is important to use critical thinking and consider multiple sources of information when making decisions or drawing conclusions based on my responses». This is ChatGPT answer to our question: “Is Chat GPT algorithm fair?”. And this is also the starting point of this article, aimed to discuss if it could be possible to talk about fairness/unfairness of AI, especially in the case of intercultural biases. After a brief definition of the concept of fairness, we’ll refer about a research on cross-cultural prejudice in Chat GPT use. The aim of the article is to stress the importance of Critical Thinking, both for designers in coding activity and people using applications.

**Keywords:** Artificial Intelligence in Education, Generative AI, AI fairness, Critical Thinking, AI and intercultural prejudice.

Pietro Corazza, *La Media Literacy Education di fronte alla diffusione delle piattaforme digitali: il contributo dei Cultural Studies e della Scuola di Francoforte*

Today, the world of technology is characterised by a phenomenon that is having significant effects on many areas of our lives: the spread of digital platforms, a new type of organisation based on the accumulation of large

amounts of data. Being able to understand their rapid evolution and to use them with awareness is a fundamental prerequisite for being active citizens, and therefore represents a fundamental objective for contemporary Media Literacy Education. In view of this goal, it is possible to take up some purposes and practices of two of the major schools of thought that oriented Media Education in the second half of the 20th century, namely Cultural Studies and the Frankfurt School. From the Frankfurt School it is possible to take up the dimension of critical analysis of the economic-political dynamics underlying the technological and cultural industry. From Cultural Studies it is possible to take up the dimension of creative production and the valorisation of socio-cultural diversity. The conclusion of the article will suggest a possible way of integrating these two perspectives through the methodology of *Philosophy for/with Children*.

**Keywords:** Cultural Studies, Frankfurt School, platformisation, Philosophy for/with Children, Onlife citizenship.

Lisa Stillo, *Cittadinanza interculturale digitale. Interconnessioni pedagogiche e nuovi paradigmi interpretativi*

This paper aims to explore the connections and deep intersections existing between interculturality studies and the onlife perspective, highlighting their epistemological and interpretative/procedural similarities. The current world context is characterised in a plural and digital sense, however, configuring itself as strongly unequal, leading to forms of exclusion resulting from educational and digital poverty, as well as intolerance and discrimination. In the face of this, it appears necessary to perform various educational-pedagogical tasks, in which the intercultural perspective becomes an interpretative and transformative tool through which to reconfigure the digital environment, deconstructing toxic imaginaries and narratives, decolonising the gaze, depowering existing asymmetrical relations and enhancing plurality and subjectivity. To this end, therefore, the paper focuses on categories of subjects, as the so-called second generations immigrants, and specific contexts with an intersectional perspective, identifying strategies and training devices useful for promoting inclusive and participatory processes, in order to build spaces for exercising real citizenship, which have to be configured in a global, intercultural and digital sense.

**Keywords:** Onlife, Citizenship, Intercultural education, Digital literacy, Intersectionality.

Gabriella D'Aprile, Glenda Platania, *Media education and interculturality: hybridization processes and new scenarios for citizenship education*

The article proposes a pedagogical reflection on the construction of a digital citizenship and the promotion of digital skills within the new multicultural training contexts. The media pose new challenges to the renewal of reality and to the construction of individual and social identity, also strongly affecting the contexts in which the digital divide is significant. It is essential to evaluate which intercultural and digital skills are necessary for educational professionals, so that the new generations grow up with the ability to actively participate in the changes of today's society. From this point of view, the hybridization between Media Education and interculturality can represent an opportunity to innovate educational and training processes from an inclusive perspective and to promote new frontiers of citizenship.

**Keywords:** Media education, Interculturality, Digital skills, Digital divide, Citizenship.

Luiza Jessen Lima, Magda Pischetola, *Negotiating feelings for connection: a case study on Global Citizenship Education in Denmark*

Global Citizenship Education (GCE) is a project promoted by UNESCO and embraced in the last decade by many educational institutions worldwide. It resonates with the onlife perspective on the contemporary hyperconnected human reality, where individuals are constantly in relation to each other. Our study focuses on the implementation of a GCE program at a Danish Secondary School and explores how feelings are involved in the GCE-related practices. Drawing on participant observations, interviews, and focus groups, the study sheds light on the relationship between discourses and narratives about the hyperconnected global citizen and their materialization in the school's activities. Affect theory and the concept of *happy objects* by Ahmed (2010) are employed to analyze the empirical material. The findings show that globalization is generally presented as a narrative related to sense of belonging, while 'good' feelings of responsibility and individual agency are constantly negotiated between practitioners and students.

**Keywords:** Global Citizenship Education (GCE), Onlife manifesto, Hyperconnected reality, Affect theory, Denmark, Secondary school.

Luca Agostinetto, Lisa Bugno, Gaia Moretto, *STEM per l'intercultura. Formazione su competenze digitali e di robotica come piattaforma di inclusione*

Nowadays, multiculturalism must be seen as part of a complex framework of super-diversity (Ambrosini 2017). Socio-cultural heterogeneity, as well as its intersectionality (Dietz 2007), offers opportunities to connect in educative ways dimensions different and distant (Zaman 2021; Schietroma 2019; Zoletto, Tommasi, 2021). According to the intercultural perspective, inclusion occurs through the concrete activation of positive participatory processes (Fiorucci, 2020). Hence the research question: is it possible to promote participatory and inclusive dynamics in highly heterogeneous socio-cultural contexts by training students in STEM and digital competencies, especially through workshops on practical dimensions such as robotics? The study is carried out through participant observations, a questionnaire, and an interview with teachers. Moreover, the four classes engaged are settled in Padua, among which two present high-density and two low-density migratory backgrounds.

**Keywords:** Interculture, Inclusion; STEM, Robotic, Superdiversity.

Alessandra Musi, *Practices of onlife citizenship in superdiverse adult education contexts. Student voices from an Italian CPIA*

Provincial Centers for Adult Education (CPIAs) are adult education contexts where the students' *superdiversity* challenges and, concurrently, contributes to the renewal of contemporary citizenship, with both arising from intercultural and digital perspectives. Though the construct of digital citizenship is explicitly referred to in these institutions' guidelines on civic education, at the same time, it is less evident how everyday pedagogical practices manage to enhance existing competences and resources from an *onlife citizenship* interpretation. Drawing from a survey and biographical interviews with CPIA students with migratory backgrounds, the study aims to explore citizenship practices and meanings between online and face-to-face dimension and their potential for activating transformative processes of citizenship education inside CPIAs. The research findings shed light on both the barriers and the potentials in the direction of digital citizenship education in a transformative and intercultural sense, thus, based on the interweaving of real-life and online experiences, in local and global contexts.

**Keywords:** Adult education, Superdiversity, Onlife citizenship, Intercultural citizenship, Digital citizenship education.

Rosita Deluigi, Laura Fedeli, *Narrare la pedagogia interculturale attraverso le tecnologie. Un laboratorio per educatori professionali socio-pedagogici*

The framework and strategies of intercultural pedagogy are too often reduced to hyper-conceptual communications or uncritical exemplifications of the complex experience of inhabiting plural contexts. In order to foster greater awareness among future socio-pedagogical educators, a coteaching activity was implemented between the Intercultural Pedagogy and Educational Technology courses of the L-19 bachelor's degree program (a.y. 2022-2023). The students reinterpreted some of the core contents of the intercultural approach thanks to media resignification and transcoding processes carried out in small groups. The research for new alphabets in the didactic pathway made use of multiple languages and technologies that supported shared learning in a process in which digital artifacts (conceptual maps, storyboards) accompanied the development phases of a video project. Decentralised narratives were thus articulated and placed in a logic of contextual deepening of terms that became generative themes of co-constructed knowledge.

**Keywords:** Decentralized narratives, Intercultural experiences, Critical pedagogy, Co-teaching, Media education.

Michele Marangi, *Il digital storytelling come pratica interculturale per l'emersione delle percezioni sociali*

Digital design and production practices can deal with intercultural themes, revealing themselves as intercultural practices, allowing not only the emergence of different points of view on the reality in question, but also the comparison between heterogeneous perceptions and the reflection on one's own ways of meaning of the reality. Declining some central concepts in the current reflection on digital media - specifically Community Technologies, post-mediality, remediation and digital plenitude - the article analyzes the potential of digital storytelling not only in a narrative and technological way, but as socio-cultural production process that brings out one's perception of social contexts and themes, promoting both dynamics of coding and decoding on an aesthetic level, and meta-reflection on the over-representation of some cultural aspects to the detriment of others, at an individual and social level. The article analyzes the dynamics that emerged in some field experiences implemented in the processes of collective knowledge and narration of intercultural themes, carried out in

three different years by the students of the Master in Intercultural Competences of the Catholic University of Milan.

**Keywords:** Digital Storytelling, Interculture, Community Technologies, Remediation, Digital Plenitude.

Elena Pacetti, *Active citizenship and digital media: exploring opportunities with university students*

In a multicultural society that is increasingly complex and difficult to interpret, in which global and local, real and virtual intermingle and economic, political, cultural and social processes are more and more interconnected, it is necessary to provide all citizens with the competences to understand and govern this complexity and to be able to operate actively in the contemporary world. This contribution illustrates the process carried out within the course “Citizenship education and active participation” at the University of Bologna, a course in English mainly aimed at exchange students who, on average, come from 10 different countries. The students’ group works on some fundamental concepts of citizenship education and active participation (identity, community, belonging, stereotypes/prejudges, to cite some of them) and how digital media can influence these concepts: starting from this, they focus on the role of the student and her/his engagement in civil society, school and university contexts as a “training gym” to exercise her/his citizenship rights and duties. Through active methodologies, students develop an awareness of how and why diversity can enable them to develop as flexible and creative (digital) citizens and professionals, and digital competences contribute to the construction of their identity as individuals and community.

**Keywords:** Citizenship education, Digital media, Active learning, Transversal competences, Community.

Nadia Carlomagno, Maddalena Marasco, *Digital connections. ManyCam Live streaming software as a community device*

In today’s society in which the vital, relational, social and communicative dimension is *onlife*, technologies are no longer merely functional tools, but forces that increasingly transform the concept of reality and the real essence of the human being, as well as his relationship with reality and with others. From an intercultural perspective, a responsible digital communication can represent an opportunity for the construction of a *third space of cultural performance*.



## Abstracts

In particular, *ManyCam* live streaming software, tested during the pandemic period in the Master TPD, can become a critical space of knowledge, action and relationship linked to the concept of community, where personal *playtelling* is enriched and expanded in acting with others, during live streaming.

**Keywords:** Onlife, Third space, Community, Digital playtelling, Intercultural experience.