



Young generations' development within hyper-technological ecosystem: innovative educational models for pedagogy of adolescence

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01. Background

The human being during adolescence faces a transformation that cannot be compared to any other age of life in biological, psychological and social terms (Lucangeli & Vicari, 2019; Lucangeli, 2020; Mancaniello, 2018). In our time, digital innovation and ICT influence the subject's habits, emotions, ways of socialising and ways of conceiving and interacting with reality (Floridi, 2009; Chalmers, 2022; Lavanga & Mancaniello, 2022). Subjects' learning patterns, influenced by technologies, are changing profoundly along with their cultural and educational ones (Rivoltella, 2020). Pedagogy of adolescence has a duty to develop new educational models to respond to the needs of new generations, in order to overcome the risk of the *drift of the human being* (Morin, 2015).

02. Research Question

What are the necessary elements (strategies, tools, guidelines, etc.) to be implemented for the development of new educational models for young generations within the *onlife* dimension?

03. Main research aim

Development of an innovative and flexible pedagogical model that responds to adolescents' new educational needs and learning patterns.

04. Literature Review

Aim of the LR:

To investigate, with an interdisciplinary approach, the biological, psychological and social transformations of adolescents in the hyper-technological context and to detect the experimental adoption of new digital technologies in educational contexts in order to understand the impact on the development of self and identity.

Research strategy:

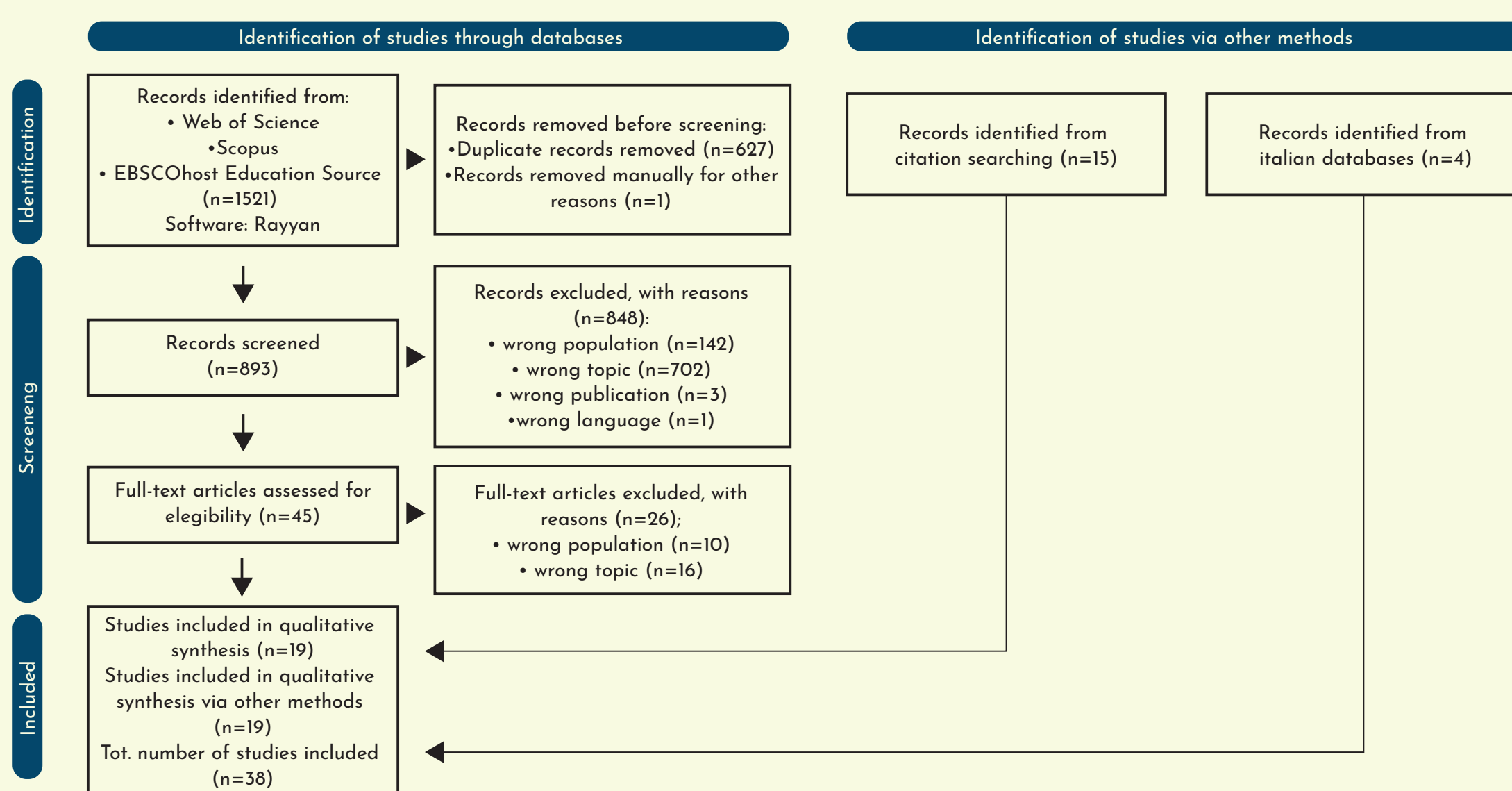
Research through scientific databases (Scopus, Web of Science, EBSCOhost Education Source):

- Language: english;
- Year of publication: 2017-2023;
- Type of publication: peer reviewed scientific articles;
- Population: 14-18 yo;

II) search through references of selected articles;

III) search through Italian databases.

05. Literature review flow chart



06. Discussion

The results show how the intersection of physical and virtual reality is profoundly transforming the development and learning processes of adolescents. In addition, a complex framework emerges with respect to the development of self and identity and an ongoing attempt by researchers to share results with an approach to digital split into opportunities and risks related to the use and impact of digital technology.

08. References

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- Morin, E. (2015), *Manifesto per cambiare l'educazione*, Milano, Raffaello Cortina Editore.
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07. Findings concept map

