



ISSN: 2038-3282

Pubblicato il: 30 Aprile 2015

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Registrazione Tribunale di Frosinone N. 564/09 VG

**Recensione a Stefania Capogna, *At school of social media*, Roma: Aracne, 2015,
pp. 176**

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The author, social researcher, expert in education and distance learning, has been interested in education systems, training and employment for years. This volume aims at stimulating a careful reflection on the role of the school in the network society to those who work in the communication field in general and, in particular, to trainers and teachers sensitive, and not, to teaching innovative methods.

Starting from the e-learning Garamond course “Teaching and Learning with Social Network” (2010), the book takes the form of an updated edition of the work “Socializing with Social media. Social processes and communication” (2011).

¹ Translation of Valeria Buccilli

The emergency in education today must take into account the profound changes of the information society and communication generating new inequalities. Social media, technology, high socio-relational density, require cross cultural and cognitive, high and complex skills. In an Italy, lingering on traditional educational models, a challenge is necessary which goes beyond the generation gap between digital immigrants and digital natives, or in other words, a deep internal revision of the practice and educational thought. Discussing new technologies or information literacy is not enough, we need to promote multimedia and social skills, to express ourselves in and through the network in an autonomous, aware and responsible way, without being exposed to dangerous conditioning.

It is a responsibility of the school to pursue the critical communicative competence in order to promote self-socialization paths in the network. Since the advanced technologies in the relationship with the other (extra-personal communication) change our cognitive systems, it is necessary that new educational paradigms favor the construction of an identity (intrapersonal communication / subjective reflection) through a conscious use of multimedia languages.

Educators should know the young and understand how for digital natives it is increasingly important to be able to find, sort, analyze, share, discuss, criticize and create information. They should also know the mechanism of self-based online learning and those which rely on collaboration among peers, as well as the dynamics of mutual consideration, and those which lead to the acquisition of new skills and abilities other than the media languages. The attention of the educator, therefore, should be directed to the widespread practice of sharing and cooperating related to the involvement of users in the digital media ecosystem.

And it is for this reason that the author gives the results of a case study in which they observed the dynamics of communication and interpersonal different techno-social environments, because social media are not simply tools but real interactive environments. Assuming that the participating cultures expand converging content in a continuous flow of movement and sharing, the experience of Garamond is divided into activities that cross a variety of media platforms that allow the simulation of a multi-dimensionally located, practical–experiential learning.