

Digital Learning Environments for Transformative Education and Intercultural Learning

**** Abstract ECER ****

Luisa Conti

In the postdigital globalized society, the digital realm seamlessly intertwines with our analog lives, becoming an integral extension of our lifeworld, reminiscent of Negroponte's foresight that "like air and drinking water, the digital will be noticed just by its absence and not its presence" (Negroponte 1998). This hyperdigitalization has significantly impacted the way we perceive and engage in learning, calling for innovative educational design (Bolten 2024). The need for a transformation in education is also linked to the "time of complexity" (Ceruti, 2018), in which we live. It requires citizens who can constructively cope with various challenges and create new, sustainable cultures. In this historical context, education takes on the imperative role of being transformative, offering an experience that goes beyond imparting knowledge and actively shaping individuals with the capacity to consciously transform the reality they live in (UN 2015).

This ignite talk aims to provide insights into two innovative learning environments that leverage digitalization to promote intercultural dialogic learning, placing learners, their diversity, equal rights, and their lifeworld at the center (Author 2022).

The first format is a multilingual platform fostering peer-learning (buddy system) and experiential learning; the second is a simulation game that brings students from different countries together and promotes their collaboration.

Drawing from previous experiences with this format, I expect the ignite talk to facilitate a sharp focus on how these learning environments successfully transform education into an intercultural, transformative experience. It allows for concise highlighting of the core characteristics that led to their success as well its weaknesses.