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Editorial

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Nick Clegg, Vice President of Global Affairs at Meta, recently wrote (April 12nd, 2023) an editorial in which he describes some of the company's plots with respect to the declinations of the metaverse in education. The editorial, published by Corriere LOGIN exclusively for Italy, is accessible in Italian at the link: shorturl.at/isDHU.

Four elements can be highlighted. The first refers to the *normalization of technology*, thinking about the integration of touch screens, mobile devices, Apps. The second is, according to Clegg, the *limitation of 2D technologies* that do not allow to deliver the «vital sense of presence» that the metaverse guarantees, along with the social dimension of learning and the importance of learning by doing (he says, «it is much easier to remember having done something, than to have heard it»). The third element refers to the possibility of *moving without physical size*, for example with the reconstruction of the Globe Theater and the virtual staging of the year-end show carried out by a school not located in London or the reconstruction of a chemistry laboratory, which is the exact digital transposition of a university lab at Morehouse College in Atlanta, with an increased attendance and student engagement. The fourth refers to the *anxiety* linked to "presence": «students suffering from agoraphobia or post-traumatic stress disorders have reported having difficulty interacting in person, but have found themselves comfortable in the virtual classroom», Clegg reports.

So far, potential and descriptors of positive trajectories emerge. The question then is: will the metaverse be able not to dig the gap between students living in different social conditions and places?

These elements vibrate in the appointment organized by the University of Cassino and Lazio Meridionale in November 2023, the third edition of the conference "Ubiquity, Presence, Distance" dedicated to the theme "Metawelt: Bodies, Interactions, Educations". This is the second number of the *Journal of Inclusive Methodology and Technology in Learning and Teaching* dedicated to the Conference.

The issue entitled *Ubiq 2022- Metawelt: between ecology of the virtual and phenomenology of experience* returns a dialogue between practical experiences and critical reflections that urge the reader to read the forms of virtuality and digital learning possible today (from social networks to 3D simulations, at Metaveso) through the lenses of inclusion, corporality, competence.

The great crises that have characterized the school in recent years (from the pandemic to the war in Ukraine and the reception of many foreign children) push the scientific community to reflect on some conditions that virtual environments must be able to contemplate in order to guarantee inclusive processes. Inclusive educational itineraries require starting with special

educational needs and placing them at the center of the teaching/learning process. The work of Rosa Sgambelluri, Massimiliano Lo Iacono (The Mediterranean University of Reggio Calabria) *Educational technologies and inclusive curriculum for student valorization* reflects on the potential of digital teaching in proposing to the student creative and divergent, immersive, and emotionally engaging learning trajectories such as to enhance their potential. Acceptance and group work, underlined in the work *Storytelling: Pedagogy of Care and Inclusion of the Nai* by Giovanna Caridei (University of Cassino and Lazio Meridionale) strengthening the individual identity of the students they allow collaborative work inspired by well-being and the overcoming of conflicts. Distance learning, integrated digital learning, and artificial intelligence significantly influence our classrooms, promoting new possibilities for building a new school model. How will the Italian school be compared to this educational paradigm? We focus on the elements that have decreed the success of well-known experiences and the points of contact with the Metaverse, as in the contribution by Salvatore Messina (University of Bologna) *From Sloodle to Metaverse. Teaching and learning in the third space: infrastructure and opportunities.* The paper titled *Metaverse and new educational and inclusive paradigm. Some reflections* by Alessio Fabiano (University of Basilicata) indicates some solutions that schools could adopt to make their classrooms more digital and inclusive, also experimenting with new spaces and learning environments. Innovative scenarios emerge which require rethinking fundamental aspects such as data accessibility and privacy, as stated by Gianmarco Bonavolontà, Daniele Bullegas, Ilaria Tatulli, Antioco Luigi Zurru, and Antonello Mura (University of Cagliari, University of Siena) in the contribution *Metaverse Between Object And Metaphor: Possible Scenarios For Inclusion.*

The onset of a dualism between the real and the virtual body is addressed in the contribution by Alice Iannaccone (University of Cassino and Lazio Meridionale) *The "liked" body. The role of physical activity in the dualism between the real and the virtual body* with attention to the need for a positive connection between being and the body which is also taken up with a view to lifelong training by Alessandro Cudicio, Agnese Graticola, Valeria Agosti (University of Brescia, University of Bergamo) in *The body and movement in the elderly: towards a lifelong learning approach.*

Digital environments and the Metaverse represent spaces for change also from the perspective of new skills such as those in the field of creative processes and consumption logics represented in the work of Alfonso Amendola (University of Salerno) *The metaverse between cinema and gaming. Two sociocultural intrusions or for the development of key skills in university education as told* by Alessandro Pepino, Alessandro Ciasullo (University of Naples Federico II) in *Health information systems course and practice-based learning: methodological.*

It becomes essential to try to look at the integrated and digitally enhanced educational scenarios by adopting an interpretative vision that overcomes some classic antinomies (real/virtual; concrete world and imaginary world) as proposed by Stefano Bonometti (University of Insubria) in *Teaching in the lab through virtual reality, assuming among the criteria that of sociality,* as proposed in the reflection of Giulia Mauti (University of Cassino and Lazio Meridionale) in *Beyond the cave: in dialogue with thought for sustainable action* as a cognitive parameter and privileged values to make educational actions sustainable.