



## Editorial

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### EDITORIAL

We are pleased to present the second issue 2024 of our scientific journal, from the University of Messina that lies at the intersection of clinical psychology, social communication sociology, and digital technology. This issue continues our mission to explore and understand the complex interactions between technology and social behavior, with particular attention to the educational implications of these dynamics.

In the article “Generational Transformations and Digital Media: Continuity and Change,” the authors examine how technological innovations have rewritten the rules of communication and shaped values across different generations. This article shows how each generation has responded to its specific technological and social contexts, from the Lost Generation to the Alpha Generation. The research highlights the role of digital media in defining generational identities, offering a detailed analysis of how these tools have both divided and connected generations.

Similarly, the article “Artificial Intelligence at School: Educating Beyond Taboo or Technicality” delves into the integration of artificial intelligence in education. Beyond discussing AI as a teaching tool, Di Nuzzo’s study critically reflects on AI as a subject of study, emphasizing the need for an education system that prepares students to understand and discuss the ethical implications of new technologies. This contribution highlights a significant paradigm shift: moving from knowledge transmission to fostering active and informed citizenship in an increasingly digital world. In the digital age, the pervasive influence of social media has reshaped daily life, causing psychological and social implications.

In the article “The Floating Duck Syndrome: The Gap Between Appearance and Reality on Social Media” illustrates the dichotomy between idealized online lives and the real challenges faced by users. This gap could be particularly harmful for vulnerable groups such as young women and adolescents, increasing body uneasiness and anxiety symptoms.



In the article “Cognitive and Communicative Challenges in Adolescence: Implications in Techno-addictive Life”, it is emphasised that excessive Internet use has become a problem for young people, with repercussions on school performance and family relationships. The study also emphasises the importance of open communication between parents, children and school. Such dialogue not only mitigates the risks of problematic Internet use, but also helps adolescents navigate responsibly, emphasising the need for targeted educational interventions to foster healthy psychosocial development.

Finally, Zaccone’s study, “Mothers Online: Perspectives of a New Motherhood in the Social Media Era,” examines the transformative role of social media in reshaping narratives around motherhood. Today, the mother figure is at the center of a cultural revolution redefining family roles and dynamics. However, this idealised representation often translates into social pressures for new mothers, contributing to phenomena such as postpartum depression and relationship difficulties. In this context, social media act as both a refuge and a platform for dialogue, highlighting the need for psychological and social support systems that help mothers face the challenges of their role. These articles invite us to reflect on educational responsibilities in an advanced technological era.

In conclusion, the evolution of digital media demands continuous reconsideration of how generations share knowledge and experiences; the rise of AI in education raises questions about how to “equip” individuals to navigate and positively influence this evolving technological landscape. With the aim of fostering a constructive and profound dialogue among researchers this issue of the journal seeks to open new paths of investigation and discussion. The challenges are manifold and complex but also rich with opportunities for those willing to explore and adapt.

We invite all our readers to engage with these studies, reflect on their implications, and contribute to the debate on how technology is reshaping not only education but society as a whole.

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