



2025

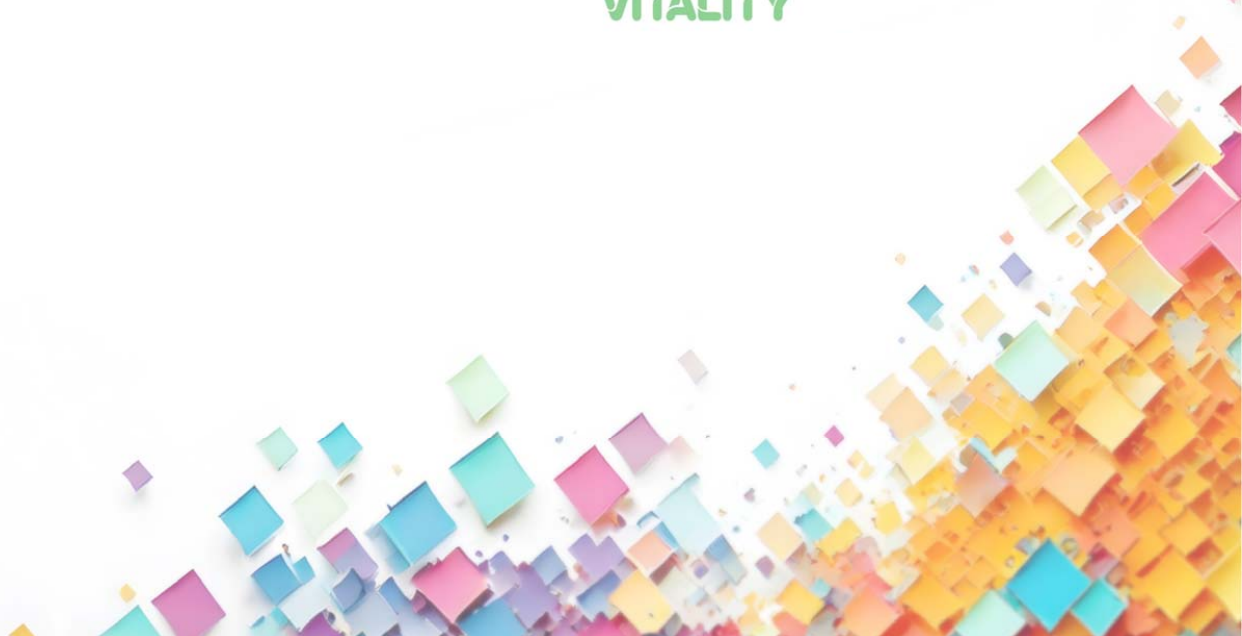
SOCiN

conference

BOOK OF ABSTRACTS



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**Rethinking Innovation:
Inclusive Practices and Interdisciplinary Perspectives
September 23-26, 2025 Macerata, Italy**

Book of Abstracts
Co-organized with



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Funded by the European Union – NextGenerationEU under the Italian Ministry of University and Research (MUR) National Innovation Ecosystem grant ECS00000041 – VITALITY – CUP D83C22000710005.

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Rethinking Innovation: Inclusive Practices and Interdisciplinary Perspectives

**Book of Abstracts
September 23-26, 2025 Macerata, Italy**

Graphic layout: Symposia and eum.

Conference logo: Cactus di Pelissero Esteban Lucas

Isbn 979-12-5704-042-0

DOI: 10.48219/PC_57040420

Year of publication: 2025

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eum - Edizioni Università di Macerata

Palazzo Ciccolini, via XX settembre, 5 – 62100 Macerata

info.ceum@unimc.it

<http://eum.unimc.it>

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Introduction

We are very pleased to welcome you to the conference “Rethinking Innovation: Inclusive Practices and Interdisciplinary Perspectives”. This year’s gathering at the University of Macerata continues ERUA’s valued tradition of convening an annual social innovation (SOCIN) conference. Scholars, academics, practitioners, and innovators are encouraged to rethink the very idea of innovation for societal benefits, exploring inclusive, interdisciplinary, and critical approaches that move beyond conventional paradigms. Since the inception of this conference series, ERUA has promoted social innovation as a way of connecting research with societal transformation, enabling universities to act not only as institutions of higher learning but also as catalysts of change.

The 2025 edition of the SOCIN conference is organised in collaboration with the Safina-Vitality project, coordinated by the University of Macerata, a project that is nested within a broader initiative, funded by NextGenerationEU and launched in 2022 with the aim to create or strengthen regional innovation ecosystems. Social innovation is a defining concept of ERUA as well as Safina-Vitality; hence the decision to join forces and generate further synergies between the research conducted in the framework of both ERUA and Safina-Vitality. It is indeed crucial for the continuation of ERUA that its programmes and activities are fully embedded in the academic life of partner universities, leveraging internal strengths and expertise. One way of doing this is by creating opportunities for scholars and researchers, involved in different projects, to congregate, exchange ideas, disseminate their findings and hopefully cultivate future collaborations.

This year’s conference also marks a significant milestone for the ERUA community. The newly established ERUA’s Research Clusters will showcase their respective projects and present preliminary results. We are thrilled to provide Clusters’ members with the opportunity to generate more visibility for their activities, to meet in presence, and to strategize about upcoming initiatives. The call for Research Clusters has garnered much interest from colleagues across all partner universities and disciplinary fields, as reflected in the variety of topics covered in the panels proposed by the Clusters. We are looking forward to the lively intellectual debates they will stimulate.

While the collaborations that have been set in place with the creation of Research Clusters are a crucial component of ERUA’s programmes, the SOCIN

conference is meant as an open forum, encouraging all researchers, at different stages in their career, to participate and promote their work. The programme of this year's conference gathers a substantial number of contributions from early career researchers as well as from more experienced scholars. The breadth of topics and approaches testifies to the vitality of research conducted within ERUA's universities and beyond. Our guest speakers, Ineke Sluiter and Ana Cristina Santos, who have graciously accepted to deliver the keynote lectures, will share the results of their path-breaking research projects that have significant bearings on some of the most central areas of investigation at the conference: innovation thinking, and ageing considered through an interdisciplinary perspective. We look forward to the profound insights their keynotes are sure to convey.

ERUA's thematic priorities are well represented in the programme, with several panels covering topics related to migration, human rights, inclusion, gender equality, the environment, interculturality, and the arts. Artificial Intelligence is garnering increased attention. Scholars explore the ramifications – ethical, ideological, economic and political – of its application in a variety of sectors, from education to elder care, creativity and authorship. Questions of ageing are brought forward not only by teams of researchers affiliated with the Safina-Vitality project, but also by scholars within ERUA who address the intersection of technology and care. Interdisciplinarity, inclusivity and innovative learning pathways are recurring themes across several presentations that assess promising methodologies and approaches, with a view to implementing desirable changes. Reflections on arts and cultural heritage also feature conspicuously, whether to address the question of business models for artists, to reconsider contentious heritage or to critically explore social innovation in relation to heritage making. Of course, while numerous presentations have taken up the challenge to rethink innovation broadly understood, others are focused specifically on social innovation, not only as the creation of new solutions, but as a practice of rethinking how knowledge is produced, how communities can collaborate, and how societies can act together to meet urgent challenges.

This book of abstracts captures the breadth and depth of the discussions that will take place in Macerata. The format of the conference, which prioritises meeting face-to-face, reflects the conviction that exchanging ideas across a table, and engaging in serendipitous conversations that happen in corridors or over lunch, is an essential part of building an intellectual community. The programme has been designed to encourage these encounters through panel sessions as well as through shared meals and networking opportunities. We are confident that the conversations begun in Macerata will continue to inspire action and collaboration well into the future.

We are grateful to all session chairs, contributors, and participants for their commitment and collaboration, and to the ERUA's Research Support Network

for providing an invaluable platform for dialogue on research management, collaboration, and future opportunities. We would like to extend our gratitude to the Scientific Committee, for their tireless work over several months, to the ERUA alliance *sine qua non*, and to the Safina-Vitality project for co-funding this event. We warmly thank the staff at Symposia whose professional support has been fundamental in all the different stages of the conference organisation. Finally, the University of Macerata and its staff deserve a big *grazie* for agreeing to host this year's event, embracing this opportunity with enthusiasm.

Silvana Colella
Giulia Bruna
Jessica Piccinini

Program at a glance

Date: Tuesday, 23/Sept/2025	
8:30am - 6:00pm	
Registration Desk - via della Pescheria Vecchia, Macerata	Registration and Information Desks Location: Registration Desk - via della Pescheria Vecchia, Macerata
9:00am - 11:00am	Networking Fair: Research Support Network Location: Aula Blu - via della Pescheria Vecchia, Macerata Barbara Chiucconi and Erica Feliziani (Unimc), <i>Enhancing the quality of research in ERUA through an improved research management. Insights from the CARDEA EU project</i> Antoine Lefebvre (Paris 8) and Genny Piotti (EUV), <i>Making ERUA's research clusters sustainable: ERUA Research Support Network presents relevant funding lines</i> - Coffee corner available in the room
11:00am - 1:00pm	Networking Fair: Feedback session: survey results and strategic dialogue on cluster development Location: Aula Blu - via della Pescheria Vecchia, Macerata - Coffee corner available in the room
1:00pm - 2:00pm	
Loggia del Grano, via Don Minzoni 22, Macerata	Light networking lunch Location: Loggia del Grano, via Don Minzoni 22, Macerata
2:00pm - 2:20pm	
Aula Blu - via della Pescheria Vecchia, Macerata	Conference Welcome Location: Aula Blu - via della Pescheria Vecchia, Macerata - John McCourt, Rector, University of Macerata, Italy - Bruna Vives, Secretary General, ERUA (TBC)
2:30pm - 4:00pm	
Aula Verde - via della Pescheria Vecchia, Macerata	PS 1a: Epistemic Justice, Social Impact, and Innovation Location: Aula Verde - via della Pescheria Vecchia, Macerata Session Chair: Arnaud Regnauld , University of Paris 8, France

2:30pm - 4:00pm	
Aula Viola 2 - via della Pescheria Vecchia, Macerata	PS 1c: Climate change, environmental migration and sustainable development Location: Aula Viola 2 - via della Pescheria Vecchia, Macerata Session Chair: Andrea Caligiuri , University of Macerata, Italy
2:30pm - 4:00pm	
Aula Rossa 2 - via della Pescheria Vecchia, Macerata	PS 1d: Language in Intercultural Communication: Tradition, Continuity and Emerging Innovations [PART 1] Location: Aula Rossa 2 - via della Pescheria Vecchia, Macerata Session Chair: Giedre Valunaite Oleskeviciene , Mykolas Romeris University, Lithuania Session Chair: Sigita Rackeviciene , Mykolas Romeris University, Lithuania
2:30pm - 4:00pm	
Aula Blu - via della Pescheria Vecchia, Macerata	PS 1e: Inclusion and Transformative Citizenship [PART 1] Location: Aula Blu - via della Pescheria Vecchia, Macerata Session Chair: Maria Elena Paniconi , University of Macerata, Italy
4:00pm - 4:30pm	
Loggia del Grano, via Don Minzoni 22, Macerata	Technical break Location: Loggia del Grano, via Don Minzoni 22, Macerata
4:30pm - 6:00pm	
Aula Verde - via della Pescheria Vecchia, Macerata	PS 2a: Justice and Memory: Toward a Shared European Identity Location: Aula Verde - via della Pescheria Vecchia, Macerata Session Chair: Dovilė Sagatienė , Mykolas Romeris University, Lithuania
4:30pm - 6:00pm	
Aula Viola 1 - via della Pescheria Vecchia, Macerata	PS 2b: Learning, education and career Location: Aula Viola 1 - via della Pescheria Vecchia, Macerata Session Chair: Gigliola Paviotti , University of Macerata, Italy
4:30pm - 6:00pm	
Aula Viola 2 - via della Pescheria Vecchia, Macerata	PS 2c: Overturning Discourses and Attitudes: Innovative Practices to Combat Anti-Migrant Perceptions Location: Aula Viola 2 - via della Pescheria Vecchia, Macerata Session Chair: Lucas Andrés Pérez Martín , ULP GC, Spain

4:30pm - 6:00pm	PS 2d: Language in Intercultural Communication: Tradition Continuity and Emerging Innovations [PART 2]
Aula Rossa 2 - via della Pescheria Vecchia, Macerata	Location: Aula Rossa 2 - via della Pescheria Vecchia, Macerata Session Chair: Giedre Valunaite Oleskeviciene , Mykolas Romeris University, Lithuania Session Chair: Birute Mockeviciene , Mykolas Romeris University, Lithuania
4:30pm - 6:00pm	PS 2e: Inclusion and Transformative Citizenship. [PART 2]
Aula Blu - via della Pescheria Vecchia, Macerata	Location: Aula Blu - via della Pescheria Vecchia, Macerata Session Chair: Nicolò Maria Ingarra , University of Macerata, Italy Session Chair: Marta Massoni , University of Macerata, Italy
6:00pm - 8:30pm	
Loggia del Grano, via Don Minzoni 22, Macerata	Welcome Cocktail Location: Loggia del Grano, via Don Minzoni 22, Macerata
Date: Wednesday, 24/Sept/2025	
8:30am - 6:30pm	
Registration Desk - via della Pescheria Vecchia, Macerata	Registration and Information Desks Location: Registration Desk - via della Pescheria Vecchia, Macerata
9:00am - 10:30am	
Aula Verde - via della Pescheria Vecchia, Macerata	PS 3a: AI, Authorship and Creativity Location: Aula Verde - via della Pescheria Vecchia, Macerata Session Chair: KRISTIAN BANKOV , New Bulgarian University, Bulgaria
9:00am - 10:30am	
Aula Viola 1 - via della Pescheria Vecchia, Macerata	PS 3b: Towards inclusivity and justice Location: Aula Viola 1 - via della Pescheria Vecchia, Macerata Session Chair: Silvia Pierosara , University of Macerata, Italy
9:00am - 10:30am	
Aula Rossa 2 - via della Pescheria Vecchia, Macerata	PS 3c: Migration as a driver of change: on policies, politics, civic engagement and the economy Location: Aula Rossa 2 - via della Pescheria Vecchia, Macerata Session Chair: Lucas Andrés Pérez Martín , ULPGC, Spain

9:00am - 10:30am	
Aula Viola 2 - via della Pescheria Vecchia, Macerata	PS 3d: Social innovation PART 1 Location: Aula Viola 2 - via della Pescheria Vecchia, Macerata Session Chair: Anastasia Constantelou , University of the Aegean, Greece
9:00am - 10:30am	
Aula Gialla - via della Pescheria Vecchia, Macerata	PS 3e: Intersectional Challenges, Innovative Responses: Gender, Parenthood, and Social Work in Transition Location: Aula Gialla - via della Pescheria Vecchia, Macerata Session Chair: Iffet Piraye Yuce , University of Paris 8, France
10:30am - 11:00am	
Catering Areas - via della Pescheria Vecchia, Macerata	Coffee break Location: Catering Areas - via della Pescheria Vecchia, Macerata
11:00am - 12:30pm	
Aula Verde - via della Pescheria Vecchia, Macerata	PS 4a: Plurilingualism, Self-Narration, and Identity Dynamics in Afro-Descendant and Diasporic Communities Location: Aula Verde - via della Pescheria Vecchia, Macerata Session Chair: Edith Cognigni , Unimc, Italy Session Chair: Cristina Schiavone , University of Macerata, Italy
11:00am - 12:30pm	
Aula Rossa 2 - via della Pescheria Vecchia, Macerata	PS 4b: Special Session SAFINA-VITALITY - Challenges of Interdisciplinary Inclusion: pedagogical and creative learning environments Location: Aula Rossa 2 - via della Pescheria Vecchia, Macerata Session Chair: Rosita Deluigi , University of Macerata, Italy Session Chair: Arianna Taddei , University of Macerata, Italy
11:00am - 12:30pm	
Aula Viola 1 - via della Pescheria Vecchia, Macerata	PS 4c: Beyond Buzzwords: Artistic Innovation and Inclusive Social Change Location: Aula Viola 1 - via della Pescheria Vecchia, Macerata Session Chair: Maria Argyriou , University of the Aegean, Greece Session Chair: Jolanta Pivorienė , Mykolas Romeris university, Lithuania
11:00am - 12:30pm	
Aula Gialla - via della Pescheria Vecchia, Macerata	PS 4d: The role of co-creation and arts-based research for engaging communities in controversial heritage contexts Location: Aula Gialla - via della Pescheria Vecchia, Macerata Session Chair: Giuseppe Capriotti , University of Macerata, Italy Session Chair: Alice Devecchi , University of Macerata, Italy

11:00am - 12:30pm	
Aula Viola 2 - via della Pescheria Vecchia, Macerata	PS 4e: Special Session SAFINA-VITALITY - Healthcare challenges Location: Aula Viola 2 - via della Pescheria Vecchia, Macerata Session Chair: Serena Mariani , University of Macerata, Italy
12:30pm - 2:00pm	
Loggia del Grano, via Don Minzoni 22, Macerata	Lunch break Location: Loggia del Grano, via Don Minzoni 22, Macerata
2:00pm - 3:00pm	
Aula Blu - via della Pescheria Vecchia, Macerata	Keynote - Ana Cristina Santos: Older, queer and proud: rethinking ageing through an interdisciplinary perspective Location: Aula Blu - via della Pescheria Vecchia, Macerata
3:00pm - 4:30pm	
Aula Gialla - via della Pescheria Vecchia, Macerata	PS 5a: Entrepreneurship and Digital Humanities Location: Aula Gialla - via della Pescheria Vecchia, Macerata Session Chair: Lorenzo Compagnucci , University of Macerata, Italy Session Chair: Francesca Spigarelli , University of Macerata, Italy
3:00pm - 4:30pm	
Aula Viola 1 - via della Pescheria Vecchia, Macerata	PS 5b: Inclusive learning Location: Aula Viola 1 - via della Pescheria Vecchia, Macerata Session Chair: Lorella Giannandrea , University of Macerata, Italy
3:00pm - 4:30pm	
Aula Rossa 2 - via della Pescheria Vecchia, Macerata	PS 5c: Every child - a full member of the community: Building an effective model for intersectoral cooperation Location: Aula Rossa 2 - via della Pescheria Vecchia, Macerata Session Chair: Antoaneta Ilieva Mateeva , Know-How Center, New Bulgarian University, Bulgaria
3:00pm - 4:30pm	
Aula Viola 2 - via della Pescheria Vecchia, Macerata	PS 5d: Social Innovation PART 2 Location: Aula Viola 2 - via della Pescheria Vecchia, Macerata Session Chair: Anastasia Constantelou , University of the Aegean, Greece

3:00pm - 4:30pm	
Aula Verde - via della Pescheria Vecchia, Macerata	PS 5e: Migration and mobility Location: Aula Verde - via della Pescheria Vecchia, Macerata Session Chair: Edith Cognigni , University of Macerata, Italy
4:30pm - 5:00pm	
Loggia del Grano, via Don Minzoni 22, Macerata	Technical break Location: Loggia del Grano, via Don Minzoni 22, Macerata
5:00pm - 6:30pm	
Aula Verde - via della Pescheria Vecchia, Macerata	PS 6a: Technological innovation in Academia Location: Aula Verde - via della Pescheria Vecchia, Macerata Session Chair: Dino Franco Felluga , Purdue University, Italy
5:00pm - 6:30pm	
Aula Gialla - via della Pescheria Vecchia, Macerata	PS 6b: Heritage making and unmaking in the global/local continuum Location: Aula Gialla - via della Pescheria Vecchia, Macerata Session Chair: Francesco Orlandi , University of Macerata, Italy
5:00pm - 6:30pm	
Aula Viola 1 - via della Pescheria Vecchia, Macerata	PS 6c: Special Session SAFINA-VITALITY - Healthcare policy and management Location: Aula Viola 1 - via della Pescheria Vecchia, Macerata Session Chair: Ramona Bongelli , University of Macerata, Italy
5:00pm - 6:30pm	
Aula Viola 2 - via della Pescheria Vecchia, Macerata	PS 6d: Social and Environmental Impact Location: Aula Viola 2 - via della Pescheria Vecchia, Macerata Session Chair: Francesca Bartolacci , University of Macerata, Italy
5:00pm - 6:30pm	
Aula Rossa 2 - via della Pescheria Vecchia, Macerata	PS 6e: Imagining Social Sustainability through Creative and Local Practices Location: Aula Rossa 2 - via della Pescheria Vecchia, Macerata Session Chair: Francoise Decortis , University of Paris 8, France Session Chair: Katia Dupret , Roskilde University, Denmark

6:30pm - 8:00pm	Transfer to dinner Pick-up at "Rampa Zara", at: 19:00 – 19:30 – 20:00
8:30pm - 10:45pm	
Le Case, Contrada Mozzavinci 16/17, Macerata	Conference Dinner Location: Le Case, Contrada Mozzavinci 16/17, Macerata
10:45pm - 11:45pm	Transfer to Macerata Pick-up at the Conference Dinner, at: 22:45 – 23:15 – 23:45
Date: Thursday, 25/Sept/2025	
8:45am - 6:30pm	
Registra- tion Desk - via della Pescheria Vecchia, Macerata	Registration and Information Desks Location: Registration Desk - via della Pescheria Vecchia, Macerata
9:00am - 10:30am	
Aula Verde - via della Pescheria Vecchia, Macerata	PS 7a: Air and the Quality of Life: Interdisciplinary and Intercultural Practices Location: Aula Verde - via della Pescheria Vecchia, Macerata Session Chair: Selusi Ambrogio , University of Macerata, Italy
9:00am - 10:30am	
Aula Gialla - via della Pescheria Vecchia, Macerata	PS 7b: Testing AI Chatbots Location: Aula Gialla - via della Pescheria Vecchia, Macerata Session Chair: Silvana Colella , University of Macerata, Italy
9:00am - 10:30am	
Aula Rossa 2 - via della Pescheria Vecchia, Macerata	PS 7c: Special Session SAFINA-VITALITY - Care and social work Location: Aula Rossa 2 - via della Pescheria Vecchia, Macerata Session Chair: Veronica Guardabassi , University of Macerata, Italy
9:00am - 10:30am	
Aula Viola 2 - via della Pescheria Vecchia, Macerata	PS 7e: Sustainability and social bias Location: Aula Viola 2 - via della Pescheria Vecchia, Macerata Session Chair: Mara Cerquetti , University of Macerata, Italy

10:30am - 11:00am	
Catering Areas - via della Pescheria Vecchia, Macerata	Coffee break Location: Catering Areas - via della Pescheria Vecchia, Macerata
11:00am - 12:30pm	
Aula Gialla - via della Pescheria Vecchia, Macerata	PS 8a: Special Session SAFINA-VITALITY - Cultural Heritage and the Arts - PART 1 Location: Aula Gialla - via della Pescheria Vecchia, Macerata Session Chair: Giulia Bruna , University of Macerata, Italy
11:00am - 12:30pm	
Aula Rossa 2 - via della Pescheria Vecchia, Macerata	PS 8b: Special Session SAFINA-VITALITY - Dimensions of Ageing - PART 1 Location: Aula Rossa 2 - via della Pescheria Vecchia, Macerata Session Chair: Ramona Bongelli , University of Macerata, Italy
11:00am - 12:30pm	
Aula Viola 1 - via della Pescheria Vecchia, Macerata	PS 8c: Special Session SAFINA-VITALITY - Smart Solutions: urban, rural and cultural Location: Aula Viola 1 - via della Pescheria Vecchia, Macerata Session Chair: Mara Cerquetti , University of Macerata, Italy
11:00am - 12:30pm	
Aula Verde - via della Pescheria Vecchia, Macerata	PS 8e: Interdisciplinarity at the edge Location: Aula Verde - via della Pescheria Vecchia, Macerata Session Chair: Gill Philip , University of Macerata, Italy
12:30pm - 2:00pm	
Loggia del Grano, via Don Minzoni 22, Macerata	Lunch break Location: Loggia del Grano, via Don Minzoni 22, Macerata
2:00pm - 3:00pm	
Aula Blu - via della Pescheria Vecchia, Macerata	Keynote - Ineke Sluiter: Their future isn't our past: the ancient world, humanities, and innovation thinking Location: Aula Blu - via della Pescheria Vecchia, Macerata

3:00pm - 4:30pm	
Aula Gialla - via della Pescheria Vecchia, Macerata	PS 9a: Special Session SAFINA-VITALITY - Cultural Heritage and the Arts - PART 2 Location: Aula Gialla - via della Pescheria Vecchia, Macerata Session Chair: Jessica Piccinini , University of Macerata, Italy
3:00pm - 4:30pm	
Aula Verde - via della Pescheria Vecchia, Macerata	PS 9b: Digital self-exclusion and Human-AI collaboration Location: Aula Verde - via della Pescheria Vecchia, Macerata Session Chair: Gill Philip , University of Macerata, Italy
3:00pm - 4:30pm	
Aula Rossa 2 - via della Pescheria Vecchia, Macerata	PS 9c: Special Session SAFINA-VITALITY - Dimensions of Ageing – PART 2 Location: Aula Rossa 2 - via della Pescheria Vecchia, Macerata Session Chair: Jolanta Pivorienė , Mykolas Romeris university, Lithuania
3:00pm - 4:30pm	
Aula Viola 1 - via della Pescheria Vecchia, Macerata	PS 9e: Upholding Victims' Rights in the Fight Against Online Fraud Location: Aula Viola 1 - via della Pescheria Vecchia, Macerata Session Chair: Anželika Banevičienė , Mykolas Romeris University, Lithuania Session Chair: Violeta Vasiliauskienė , Mykolas Romeris university, Lithuania
4:30pm - 5:00pm	
Loggia del Grano, via Don Minzoni 22, Macerata	Technical break Location: Loggia del Grano, via Don Minzoni 22, Macerata
5:00pm - 6:30pm	
Aula Verde - via della Pescheria Vecchia, Macerata	PS 10a: Transforming Academia Location: Aula Verde - via della Pescheria Vecchia, Macerata Session Chair: Isabella Crespi , University of Macerata, Italy
5:00pm - 6:30pm	
Aula Rossa 2 - via della Pescheria Vecchia, Macerata	PS 10c: Caring for Children Location: Aula Rossa 2 - via della Pescheria Vecchia, Macerata Session Chair: Veronica Guardabassi , University of Macerata, Italy

5:00pm - 6:30pm	
Aula Viola 1 - via della Pescheria Vecchia, Macerata	PS 10d: Security and AI-Driven Innovation Location: Aula Viola 1 - via della Pescheria Vecchia, Macerata Session Chair: Maria Lambrou , University of the Aegean, Greece
6:30pm - 8:30pm	
Loggia del Grano, via Don Minzoni 22, Macerata	Farewell Cocktail Location: Loggia del Grano, via Don Minzoni 22, Macerata
Date: Friday, 26/Sept/2025	
9:00am - 6:00pm	
Aula Blu - via della Pescheria Vecchia, Macerata	Meeting of ERUA Steering Committee Location: Aula Blu - via della Pescheria Vecchia, Macerata
12:30pm - 2:00pm	
Loggia del Grano, via Don Minzoni 22, Macerata	Lunch break for Steering Committee Location: Loggia del Grano, via Don Minzoni 22, Macerata

Keynote Speakers

Prof. Ineke Sluiter

Professor of Greek at the Leiden University Centre for the Arts and Society

Ineke Sluiter (PhD 1990) is a Distinguished University Professor of ancient Greek at Leiden University and the former president of the Royal Netherlands Academy of Arts and Sciences (KNAW). She is a corresponding fellow of the British Academy, and a member of the KNAW and the Academia Europaea. In 2010, she received the Spinoza Prize, the highest academic distinction in the Netherlands. In 2017, a consortium of classical scholars, historians and archeologists under her leadership won a so-called Gravitation Grant (18.8 M €), the first time a research grant of this magnitude was awarded to a Humanities consortium. The Anchoring Innovation program has shown how innovation can affect all domains of society and it emphasizes the importance of ‘the human factor’ in innovation.



Sluiter’s research has focused on ancient ideas on language, public debates in Antiquity, the study of ancient values, ancient ideas on innovation, and cognitive approaches to ancient Greek literature. She is the co-editor of the Oxford University Press book series ‘Cognitive Classics’.

Abstract: Their future isn’t our past: the ancient world, humanities, and innovation thinking

In 1900, how did people imagine the year 2000? An interesting source for answering this question will help us to highlight the importance of the Humanities and Social Sciences in thinking about innovation. Imagination, creativity, and future thinking are always anchored and situated. As a result, their year 2000 is not our year 2000. Also, the still predominant association between innovation and technological or medical inventions may obscure the importance of innovation as socially embedded action.

I will use ideas from the research program Anchoring Innovation (www.anchoringinnovation.nl) and cognition studies to take us on a tour that will include imaginings of human flight, automatic doors in Homer’s Ilias, a Greek version of a Persian drinking horn, the icons on our smart phones, and the many different human experiences that are hidden behind one gorgeous marble floor in Rome.



Prof. Ana-Cristina Santos

Centro de Estudos Sociais da Universidade de Coimbra (CES-UC)

Ana-Cristina Santos is a Sociologist and Senior Researcher with Habilitation in Human Rights at the Centre for Social Studies, University of Coimbra, where she is Co-Director of the Feminist Studies Doctoral Programme and Chair of the Democracy, Justice and Human Rights Research Line. After being awarded 2 grants by the European Research Council (in 2013 and in 2022), she now leads TRACE, centred on LGBTQI+ ageing in Southern Europe, funded by ERC. Cristina is also an elected member in her second mandate of the Executive Committee of the European Sociological Association, working in the areas of Communication, International Relations and Postgraduate Studies, and chairing the committee on Public Sociology, Diversity and Sustainability. Her most recent books are: *The SAGE Handbook of Global Sexualities* (2020); *The Tenacity of the Couple Norm* (UCL Press, Open Access, 2020); *LGBTQ+ Intimacies in Southern Europe: Citizenship, Care and Choice* (Palgrave, Open Access, 2023); and *A Research Agenda for Sexuality and Aging* (Edward Elgar Publishing, Open Access, forthcoming 2026).

Abstract: Older, queer and proud: rethinking ageing through an interdisciplinary perspective

There is no future without memory. Despite significant advancements regarding gender and sexual diversity across Southern Europe, such change does not embrace the life course, often leaving older generations in a situation of extended and cumulative vulnerability. In addition, the complexity of queer ageing is increasingly enhanced by the current climate of populism and anti-gender backlash.

My keynote address draws on experiences of ageing as LGBTQI+ people with a sense of survival, pride and joy. In recent years, we have gathered over 100 biographic narrative accounts of 60+ people in Greece, Italy, Malta, Portugal and Slovenia. A selection of these conversations constitutes the backbone of the documentary *OUTlasting – Living Archives of Older Queers* (forthcoming in late 2025), produced by TRACE – Tracing Queer Citizenship Over Time, a 5-year interdisciplinary research project funded by the European Research Council focused on queer ageing and memory.

Learning from the intersections of ageing, gender and sexual diversity is a theoretical and political gesture of the utmost importance. Today, perhaps

more than ever, ageing societies require an age-sensitive queer theoretical lens to design and implement adequate policies, encouraging innovative knowledge production and strengthening democracy in turbulent times. In the last part of this plenary session, we will watch the trailer of the documentary *OUTlasting*, as part of an ongoing conversation that, for reasons that will become evident during the talk, cannot be postponed.

Presentations

PS 1a: Epistemic Justice, Social Impact, and Innovation

Time: Tuesday, 23/Sept/2025: 2:30pm - 4:00pm · *Location:* Aula Verde - via della Pescheria Vecchia, Macerata

Session Chair: **Arnaud Regnauld**, University of Paris 8, France

As a follow-up to the panel entitled “Whither Epistemic Justice” presented at the SOCIN’24 conference in Vilnius, this panel brings together several academic contributions from diverse disciplinary fields to collectively explore the role of epistemic justice in contexts of care, education, migration, and multilingualism. The term “epistemic justice” was popularized by Miranda Fricker in her book *Epistemic Injustice: Power and the Ethics of Knowing* (2007). We will show how dominant epistemological structures can silence marginalized voices, and propose innovative practices for restoring epistemic agency and fostering socially just environments. Each contribution will underline the need to rethink knowledge production through the lenses of relationality, inclusion, and linguistic diversity, thus revealing the transformative potential of epistemic justice as both a social impact framework and a vector for innovation. Whether through epistemic care, translanguaging, or reflexive research practices, the contributors will try to answer the following questions. Can epistemic justice become a guiding principle in our collective work, helping to ensure not only a transformative impact on society, but also on ourselves, as institutions shaped by political and ethical commitments? By making room for other voices, languages, and knowledge systems, can epistemic justice become a radical act of inclusion and a platform for building more just, pluralistic, and creative societies? To what extent can rethinking power relations in knowledge lead to transformative impact—especially for marginalized communities?

Multilingualism and Epistemic Justice

Arnaud Regnauld

University of Paris 8, France

In our academic contexts, several languages coexist in the same social space dominated by our so-called national languages, which must be mastered in terms of lexicon, syntax, and pronunciation. This institutes a system of exclusion that leaves little or no space for the voices of the inaudible, the invisible, the faceless, or, to use Butler’s critique of Levinas’ universalism, that “subject that is not a subject (...) neither dead nor alive, neither fully constituted as a subject nor deconstituted in death.” (Precarious Life, 2004, 98). Such asymmetries of social position affect the formation of subjects, and this must be taken into account in the academic world as a place of knowledge production, or rather of knowledge par excellence, and where the mechanisms of domination and invisibilization at work in the way we approach linguistic differences must be interrupted, or at least questioned. This leads me to invoke the concept of coloniality developed by, among others, Peruvian sociologist Anibal Quijano, which shows how the relations of domination that organized social relations during the colonial period ensured the maintenance of racialized power structures after the decolonization process of the 50s and 60s. What interests us here is the way in which this concept also raises the question of epistemic justice, insofar as the definition of so-called legitimate knowledge passes through an eminently Eurocentric filter. Indeed, coloniality defines the boundaries of what can be said, or even thought, in the dominant language and thus made sense of, with radical otherness remaining unassimilable.

Ethics of Care and Epistemic Injustices

Silvia Pierosara

University of Macerata, Italy

In this paper, I explore the relationships between scenes of care and the production of epistemic injustices, starting from the meaning that care and scientific knowledge assume in different cultures and focusing on the situational nature of knowledge. First, this investigation defines the perimeter of care practices, not limited to healthcare, but extended to the ethics of care, assuming that care is a relational practice and dynamic: in doing so, some common traits of the experience of care-receiving are pointed out; second, this research detects and lists some forms of epistemic injustices in care contexts, with a focus on both healthcare and social care, noting that epistemic injustices can be exerted by both parties in a relation; third, this research underscores that there are forms of care that besides not solving epistemic injustices, contribute to enforcing them. Finally, I propose the idea of epistemic care as an attempt to address the risks of producing epistemic injustices in care contexts.

Therapeutic Support Work for Asylum Seekers: Creating a Just Place for Languages to Meet

Ilaria Pirone

University of Paris 8, France

I will draw on Miranda Fricker's concept of epistemic injustice, and more specifically on the notion of 'hermeneutic injustice', which Fricker uses to describe the situation of an individual who cannot account for his or her own experience of the world, to analyse the symbolic violence imposed on people in situations of forced migration when they try to claim the right to be welcomed and protected, the right to asylum, in the administrative language imposed by the 'host country' (*De l'hospitalité* 1997). This condition obliges us as clinical therapists to give voice to the language of the other and to make the encounter between languages and their untranslatables (Cassin, *Dictionnaire des intraduisibles*, 2004) a refuge, not a prison. In a way, the clinical work of supporting people in exile becomes at the same time a place of social engagement that makes it possible to do justice to another language with the support of another voice. As Jean-Luc Nancy points out in *Juste impossible. Petite conférence sur le juste et l'injuste* (2007), the idea of justice cannot be constructed without recognising the principles of equality and difference, and without thinking that justice still has to be done and sought, 'because justice is more often what is lacking and injustice what prevails, and people have a clearer vision of what is lacking in human relations than of the right way to organise them' (Ricoeur, « Le juste entre le légal et le bon », *Lectures I. Autour du politique*, 1991, p.177).

PS 1c: Climate change, environmental migration and sustainable development

Time: Tuesday, 23/Sept/2025: 2:30pm - 4:00pm · *Location:* Aula Viola 2 - via della Pescheria Vecchia, Macerata

Session Chair: **Andrea Caligiuri**, University of Macerata, Italy

The proposed panel will focus on the interconnections between climate change, environmental migration, and sustainable development, with particular reference to the mass movements that are expected to reach EU borders and could have a disruptive impact on this context from a political, social, and economic perspective. These issues must be analysed with a complex approach, involving and stimulating a dialogue between several scientific disciplines. The SOCIN Conference offers a useful platform to share provisional conclusions of individual research and receive feedback to broaden the investigation's vision.

The panel includes two papers adopting an International Law perspective as regards legal protection of "climate migrants". The first one is dedicated to "The right to enjoy a life with dignity and the non-refoulement obligation in the context of climate-induced migration" (Prof. Salvadego), while the other will focus on "Interconnections between climate change and human trafficking: what protection for victims?" (Dr. Ardito). The subject will also be explored from a narrative perspective regarding the dynamics surrounding public discourses on climate migrants, focusing on "Climate on the Move: Exploring Public Discourses on Climate-Driven Migration" (Prof. Martin, Dr. Indelicato). The last presentation will deal with "Green Human Rights as a Catalyst for Social Innovation: A Bibliometric and Qualitative Analysis" (Dr. Berniak-Woźny) and will examine how green human rights can inspire new legal instruments, social movements, governance models, and technological or cultural innovations to strengthen societies' adaptive capacity in the face of environmental crises and climate change.

Interconnections between climate change and human trafficking: what protection for victims?

Elena Ardito

University of Macerata, Italy

Despite the enormous attention paid to the traditional causes of human trafficking, the debate on the relationship between climate change and human trafficking seems to have been less explored to date.

This paper investigates this interconnection, in light of the increasingly alarming extent of climate change. This phenomenon is likely to determine new migratory routes and, in general terms, will put a strain on livelihoods, increase poverty and food insecurity, cause job losses or deteriorate working conditions. These factors disproportionately increase vulnerability to trafficking and could also worsen the conditions of those who are already victims of trafficking, reinforcing their dependence on the criminal network and undermining their chances of escape and emancipation.

After providing an overview of the actual extent of this correlation, the paper will explore whether and how this interconnection may be relevant to the legal protection granted to persons concerned in the case of irregular migrants. The discussion will begin with some Italian rulings that have recognised international protection for victims of human trafficking also affected by climate change (Tribunale di Firenze, decisions of 3 and 10 May 2023), through an evolutionary interpretation of the refugee definition provided by the 1951 Geneva Convention. It therefore seems interesting to verify if the same reasoning is equally applicable to potential trafficking victims, made vulnerable precisely because of climate-induced natural disasters, or, alternatively, what other forms of protection could be granted in such cases, within the framework of international and European law.

The right to enjoy a life with dignity and the non-refoulement obligation in the context of climate-induced migration

Laura Salvadego

University of Macerata, Italy

The non-refoulement obligation has been the object of an in-depth analysis in both International and EU Law. However, its concrete application remains uncertain in some situations including climate-induced migration. In its 2018 General Comment (GC) No 36, the Human Rights Committee (HRC) clearly stated

that environmental degradation can be brought within the scope of a violation of the right to life under Article 6 of the International Covenant on Civil and Political Rights (UN Doc CCPR/C/GC/36, 30 October 2018, para. 62). Starting from the *Teitiota v New Zealand* case (HRC, *Teitiota v New Zealand*, UN Doc CCPR/C/127/D/2728/2016, 24 October 2019), the possible role for the non-refoulement obligation in the context of climate-induced migration has been highlighted (paras 9.6-9.13). However, the HRC has established a very high threshold as regards the violation of Article 6 of the ICCPR, so that only in the direst of circumstances can an individual find concrete protection. This outcome does not seem coherent with the HRC finding according to which the right to life is not restricted to mere existence but encompasses a broader scope “to be free from acts and omissions that are intended or may be expected to cause their unnatural or premature death, as well as to enjoy a life with dignity” (HRC, GC No 36 (2018), para. 3). This paper intends precisely to explore the scope of application of the non-refoulement obligation in the context of climate-induced migration through the lens of the protection of human “dignity” in International Law.

Climate on the Move: Exploring Public Discourses on Climate-Driven Migration

Alessandro Indelicato, Juan Carlos Martín

Universidad de Las Palmas de Gran Canaria, Spain

Climate change is having a profound impact on our lives, going beyond environmental concerns to drive transformative societal changes. Although often imperceptible in the short term, its effects can be observed in statistical trends, such as the approximately one-degree rise in global temperature over the past 150 years. The frequency and intensity of extreme weather events, including hurricanes and prolonged droughts, have increased sharply, with the number of natural disasters doubling in the last two decades. These phenomena have triggered population movements, underscoring the complex interplay between climate and human mobility. Climate-induced migration can be broadly categorised into three processes: voluntary or semi-voluntary migration, forced displacement and planned resettlement. Despite its growing importance, this type of migration is often sidelined in public discourse and omitted from many climate policy agendas. The increasing frequency of climate-related disasters and the resulting migration patterns raise critical questions about societal attitudes towards these new migrants. For example, would granting formal ‘climate refugee’ status foster greater acceptance among local populations? While existing research has focused heavily on individual socio-economic predictors of attitudes towards migrants, the specific dynamics surrounding climate migrants remain underexplored. Using Latent Dirichlet Allocation (LDA) and BERT models, this paper seeks to unravel the nuanced public discourses of climate migrants in newspaper articles in Europe (Italy, Spain, Lithuania, and Finland) and the United States. The results show differences not only between the two continents, but also within European countries. Political polarisation and populist discourses were also found in the news articles.

Green Human Rights as a Catalyst for Social Innovation: A Bibliometric and Qualitative Analysis

Justyna Berniak-Woźny

SWPS University, Poland

With the accelerating degradation of ecosystems, biodiversity loss, pollution, and the escalating climate crisis, green human rights have emerged as a critical area of academic and policy discourse. Green human rights encompass the right to clean air, access to safe drinking water, preservation of biodiversity, and the responsible use of natural resources. These rights extend the scope of traditional human rights and address the urgent need for environmental justice and intergenerational equity. However, despite their growing importance, the conceptual framework and operational definitions of green human rights remain fragmented across disciplines, with varying terminologies, classifications, and interpretations.

This presentation will outline the results of a comprehensive bibliometric analysis of green/environmental human rights literature, offering insights into publication trends, key contributors, thematic clusters, and knowledge gaps. Complementing this quantitative review, qualitative content analysis will explore how green human rights are understood as potential catalysts for social innovation. Specifically, the study will examine how green human rights can inspire new legal instruments, social movements, governance models, and technological or cultural innovations to strengthen societies’ adaptive capacity in the face of environmental crises and climate change.

The originality of this research lies in its dual analytical approach, which combines bibliometric mapping with a qualitative exploration of green human rights as a driver of social innovation. Previous research has largely overlooked this perspective. Based on the findings, the presentation will propose a future research agenda to advance this emerging interdisciplinary field.

PS 1d: Language in Intercultural Communication: Tradition, Continuity and Emerging Innovations [PART 1]

Time: Tuesday, 23/Sept/2025: 2:30pm - 4:00pm · *Location:* Aula Rossa 2 - via della Pescheria Vecchia, Macerata

Session Chair: Giedre Valunaite Oleskeviciene, Mykolas Romeris University, Lithuania

Session Chair: Sigita Rackeviciene, Mykolas Romeris University, Lithuania

This panel explores the dynamic role of language and intercultural communication in addressing complex societal challenges by integrating tradition with emerging innovations. As globalisation intensifies, communication across cultures requires a nuanced understanding of both traditional and contemporary approaches to ensure inclusivity and effectiveness. Central to this discussion is the role of language policies in professional environments and Language for Specific Purposes (LSP) education in shaping intercultural dialogue and fostering social innovation.

Language is not only a tool for communication but also a conduit for cultural identification and social cohesion. This panel will examine how language policies influence intercultural communication, particularly in multicultural societies, and how they can either promote or hinder social innovation. We will explore how language frameworks can be designed to facilitate collaboration across cultures in diverse professional environments.

The panel will also explore the role of professional language education in promoting intercultural competence. We will discuss how skills of language for specific purposes enhance the competencies needed to develop innovative, culturally aware solutions. Special attention will be given to multilingual terminology and its role in knowledge communication, ensuring consistent professional communication and bridging cultural gaps.

Through case studies and research, the panel will highlight both the continuity of intercultural communication practices and the innovative use of language policies and professional language education in navigating contemporary global challenges. This discussion will be valuable for educators, policymakers, and researchers seeking to integrate cultural sensitivity with innovative responses to societal needs, fostering inclusive and sustainable solutions across diverse communities.

Language Policies and Their Influence on Intercultural Communication in Canada's Multicultural Society

Diana Yankova

New Bulgarian University, Bulgaria

Canada is globally recognised for its multicultural ethos, rooted in policies that embrace linguistic and cultural diversity. The nation's unique language framework, including official bilingualism and the accommodation of Indigenous and immigrant languages, plays a pivotal role in shaping intercultural communication. These policies attempt to foster inclusion, bridge cultural gaps, and promote mutual respect, while also presenting challenges in ensuring equitable communication across diverse communities. Canada's bilingual framework is enshrined in the Official Languages Act of 1969, which guarantees English and French as official languages, mandating their equal status in government and public services. This policy reflects the historical duality of its founding nations while promoting the coexistence of both linguistic groups.

Additionally, Canada's Multiculturalism Act (1988) underscores the country's commitment to preserving and enhancing the cultural and linguistic heritage of all its citizens. Indigenous languages hold a special place in Canada's linguistic landscape. The Indigenous Languages Act of 2019 seeks to revitalise and protect these languages, recognising their central role in Indigenous cultures and their connection to reconciliation efforts.

Data-Driven Terminology Studies for Enhancing Intercultural Communication

Sigita Rackeviciene, Liudmila Mockiene, Giedre Valunaite Oleskeviciene

Mykolas Romeris University, Lithuania

Terminology plays a vital role in specialised communication, serving as a bridge between languages and

cultures to facilitate mutual understanding and effective knowledge exchange. In today's data-driven realities, terminology studies benefit from new methodological possibilities, enabling the integration of data-driven learning (DDL) approaches.

This study presents the rationale for using DDL approaches in terminology studies, along with the methodology behind them. The key benefit of the DDL approach is the enhancement of students' autonomous learning skills. By exploring and managing language data, students become researchers independently generating knowledge through the systematisation of data and discovering trends and patterns across languages.

The proposed methodology for data-driven terminology studies encompasses a range of methods and software tools that help students to develop various skills. Corpus-building methods enable students to deepen their knowledge of the domain and publicly available representative texts. Data extraction methods allow for the exploration of data from various perspectives, such as frequency, distribution, and collocational patterns. Establishing equivalent terms across languages, along with their conceptual structuring and definition, is key to fostering an understanding of knowledge structures within the domain and the impact of cultural context on their perception, which is essential in navigating linguistic and cultural differences across different languages. Finally, compiling a termbase promotes the principles of data structuring.

The proposed methodology has proven to enhance not only students' terminology research skills but also deepen their domain knowledge and intercultural awareness, as well as develop data management skills that can be applied to other subjects.

Understanding the Language and Expression of Non-Professional Caregivers: Addressing Challenges and Support Needs in Homecare

Birute Mockeviciene, Irmantas Rotomskis

Mykolas Romeris University, Lithuania

The increasing global demand for homecare services, fueled by ageing populations, chronic health conditions, and a preference for receiving care in the familiar comfort of home, underscores the vital role of non-professional caregivers (NP-C)—typically family members, friends, or informal support networks. Although these individuals lack formal healthcare training, they provide the majority of care in home environments, offering essential support with daily activities, medication management, personal care, and emotional assistance.

This research aims to explore and analyse the language utilised by NP-C in homecare settings, focusing on how they articulate their needs, challenges, and experiences.

A qualitative study was conducted involving 10 informants who provided care for an elderly individual. The interview data were transcribed and analysed using NVivo software. The analysis of language expression is divided into four subcategories: degree of everyday language, degree of scientific terminology, imagery, and mood of language. Nursing content is examined through the following subcategories: identified problems, management of patient expectations, and the need for additional services.

The study demonstrated that the language used in communication can serve as a valuable approach to understanding the context of home care. It revealed that family members of patients who refrain from using scientific terminology tend to be more passive in their caregiving and are less motivated to explore diverse solutions to enhance their care. Conversely, caregivers who are acquainted with scientific language are generally better equipped to handle challenges, are more proactive in seeking external assistance, and are often more successful in finding help.

Generative AIs in Language for Specific Purposes: Disruptions, Multicultural Professional Integration, and Language Education

Gwen Le Cor

University of Paris 8, France

The hype around ChatGPT, and the speed at which it was adopted, put Generative AIs in the spotlight, with descriptions ranging from a fleeting mania or a technological marvel to a looming threat and even a paradigm shift. In some cases, AIs were even framed in dystopian terms as “the vampire at our door” (Heckman 2023). Yet, this overlooks the fact that machines have long been integral to professional and

scientific communication. From Computer Assisted Translation Tools (CAT tools) to machine translation, we have all been writing with machines for years. Machines have become an integral part of professional and scientific communication. The real question is not whether AIs should be used in scientific writing, but rather how to best leverage their potential. This paper explores the disruptions AIs bring to Language for Specific Purposes (LSP), particularly in the context of intercultural professional communication. It seeks to critically examine how these tools can reshape professional language practices and explores whether they have the potential to foster multicultural communication in global professional environments. It also aims to spark a broader conversation on the use of AIs in LSP education.

PS 1e: Inclusion and Transformative Citizenship. Afro-descendant Identities as Social and Cultural innovators in Contemporary Racial “Contact Zones” [PART 1]

Time: Tuesday, 23/Sept/2025: 2:30pm - 4:00pm · *Location:* Aula Blu - via della Pescheria Vecchia, Macerata

Session Chair: **Maria Elena Paniconi**, Università di Macerata, Italy

The panel's objective is to investigate the intricacies of contemporary Afro-descendant communities, diaspora movements and evolving identities from a global standpoint. The research framework will adopt a paradigm of mobility trajectories, examining the “demigrating” identities of subjects in relation to their geographical and socio-cultural mobility and aspirations. Utilising an interdisciplinary approach, the panel will explore how these collective subjects impact society in terms of inclusion, social and cultural innovation, situating itself critically between Europe, the Americas and Africa. Special attention will be dedicated to investigating how different, distant forms of Black diasporic anti-racist activism tackle past and present racism and instances of ‘White fragility’ (DiAngelo 2018) in contemporary racial “contact zones”. Adopting an interdisciplinary and intersectional approach, literary, mediatic, memorial politics and citizenship policies will be addressed in Europe (with a specific focus on Italy), the USA and Brazil.

The Tradition: Old and New Forms of Racial Violence in US Black Writing

Renata Morresi

University of Padua, Italy

In this contribution, I will focus on the explorations of racial violence in the texts of contemporary US Black poets. Using experimental styles and voices, these poets have delved into the Black experience of systemic racism, examining its traditional forms and its current transformations. These include racial profiling, microaggressions, the prohibition of specific words and theoretical approaches, and the practices of selection and control of the population exercised through federal programs, as well as the manipulation of information. The discussion will draw upon the works of Jericho Brown, Claudia Rankine, and Harryette Mullen, who have employed innovative stylistic techniques that transcend the conventional boundaries of literary genres to interrogate the pervasive influence of white supremacy on language and the imagination.

From Blackface to Colorblind Casting: A Transnational Look at White Normativity and Racial Representation in Institutional Italian Theater

Valentina Rapetti

University of Macerata, Italy

Assuming a transnational perspective, this paper reflects on recent Italian theatre productions that have employed blackface and colorblind casting, two opposing approaches to the performative representation of race that originated in the US. Blackface emerged in the 1840s in the American South, where white actors used burnt cork and greasepaint to perform denigratory black stereotypes. Beyond legitimising slavery and segregation for over a century, this dehumanising practice also granted white actors privileged access to leading black roles in mainstream theatre. Conversely, since the 1950s, colorblind casting has sought to provide black actors with equal employment opportunities by assigning them roles originally written for white actors, particularly in canonical plays. Loosely defined as casting the best actor for a role regardless of race, colorblind casting has been alternately criticised as assimilationist and praised as inclusive. As part of a transnational repertoire of racial representations shaped by the transatlantic slave trade and colonialism, blackface and colorblind casting have circulated in Italy at different times and in varying ways, reflecting the country's shifting racial identity. Examining mainstream Italian theatre productions from 2012 to 2022, this paper shows that while blackface remains largely unproblematised, the adoption of colorblind casting has been slow, sporadic, and selective. These intertwined phenomena highlight the persistence of colonial attitudes toward blackness and the resistance to transnational critical race discourses and anti-racist artistic practices that could foster the inclusion of black actors and spectators in the Italian theatre system.

Memories of slavery and colonialism: diaspora and anti-racism in Brazil

Valeria Ribeiro Corossacz

University Roma Tre, Italy

In this presentation, I will discuss how the memories of the colonial past and transatlantic slavery are conceptualised in Brazilian antiracist discourse, primarily referencing the works of Lélia Gonzalez (1935-1994) and Beatriz Nascimento (1942-1995), prominent antiracist figures and scholars whose work has significantly influenced Black feminism and the Black movement in Brazil. Both authors develop their reflections on the idea that although colonialism as a formal system of economic, legal, political, and social domination has ended, it continues to be reproduced in other forms of oppression based on race, gender, and class. Policies of genocide against Indigenous peoples, those against Africans enslaved in the transatlantic slavery system, the African diaspora, as well as anti-Black and anti-Indigenous racism, are all elements that contribute to the kind of memories of colonialism and slavery that have been largely legitimized in Brazilian national identity discourse and that erase the African and Indigenous subjectivities. Using the notion of the Amefrican archive, which is a dynamic process in which past memories, stories, gestures, and words of resistance are recovered and reactivated in the present, I intend to explore how Black communities and individuals resisted racism, sexism, and class exploitation. I will analyse the concepts of Amefricanity and quilombo as used in the works of Gonzalez and Nascimento to examine the connections between bodies, territories, and knowledge, and how these connections produce temporalities that reposition the past in the present.

“Dear White People, You Don’t Get It”: Black Activism and Whiteness as Property in BLM Literature for Young Adults

Anna Scacchi

University of Padua, Italy

Several YAL works that have been published in the last decade following the rise of the Black Lives Matter movement, the most important form of US black protest since the Civil Rights Movement, focus on the black protagonist’s discovery that race is still a prominent factor in their lives. They continue to be seen as black in the supposedly postracial United States. They problematize interracial friendships and relationships, delving into the fear of black activism, unawareness of privilege and racial resentment that Robin DiAngelo has called “white fragility,” and harm the development of real solidarity working against racist violence and injustice. My paper will investigate the narrative strategies through which these texts try to turn anxious, self-defensive and at times confrontational white partners and friends into antiracist allies.

PS 2a: Justice and Memory: Toward a Shared European Identity

Time: Tuesday, 23/Sept/2025: 4:30pm - 6:00pm · *Location:* Aula Verde - via della Pescheria Vecchia, Macerata

Session Chair: Dovilė Sagatienė, Mykolas Romeris University, Lithuania

This panel explores how the legacies of historical powers and occupations—whether political, cultural, or economic—have influenced historical narratives, collective memory, and national identities across Europe. It critically examines how institutionalised memories, which can be contested or manipulated, impact reconciliation processes and the development of authentic commemoration practices. By addressing these dynamics across both Western and Eastern European contexts, this panel assesses the interplay between law, memory, and reconciliation, contributing to contemporary debates on European identity, ethical memory practices, and the role of historical monuments and places.

This panel aligns with the SOCIN conference's focus on interdisciplinary approaches, inclusive innovation, and societal impact. By rethinking historical legacies through the lenses of law, memory, and reconciliation, it contributes to critical discussions on how innovation in social practices, policymaking, and education can shape collective identities and foster sustainable democratic societies. This panel seeks to spark meaningful discussions, foster collaborations, and generate insights into the role of historical legacies in shaping Europe's future.

Visualizing Memories in Places

Carla Danani

University of Macerata, Italy

The contribution highlights the relevance of memorialization in public space. Following Edward Casey's reflections on "remembering", the talk considers the construction of public memory in its conditions of possibilities, connections to places and performativity.

Literature and Memory: The Russian Diaspora in the First Half of the Twentieth Century

Giuseppina Larocca

University of Macerata, Italy

This paper explores the deep and complex relationship between literature and memory in the major literary works produced during the first and second waves of Russian migration to Europe and the United States. The First and Second World Wars, the Russian revolutions, the civil war, and the final years of Stalinism disrupted the cultural fabric of the early twentieth century—not only within Russia, but globally. Driven by these turbulent historical and social events, Russian literature underwent a profound transformation, with emigration often marking a decisive rupture from the writers' homeland. The paper examines the enduring connection that generations of Russian émigré writers maintained with their past and with the experience of displacement. Through the literary and memorial writings of authors such as Ivan Bunin (1870–1953), Vladimir Nabokov (1899–1977), and Gaito Gazdanov (1903–1971), this study offers a comprehensive portrait of the creative responses and cultural legacies shaped by exile.

Attention and Technological Power in Collective Memory Processes

Michele Cardinali

University of Macerata, Italy

This contribution explores the interplay between attention and power in the digital age, emphasizing how human attention is increasingly scarce. The social construction of public issues and collective memory is not neutral but shaped by technological processes. This calls for an ethical reflection on the role of media in directing and influencing public attention toward historically and socially significant topics.

The Paradox of Duality in Central Europe

Filip Cyuńczyk

Uniwersytet SWPS/SWPS University, Poland

Central Europe, which during its democratic transformation set integration with the Western world as its primary objective, was obliged to normatively adopt the axiological framework embodied in Western conventions and treaties (e.g., Article 2 of the Treaty on European Union). On the other hand, the construction of democratic political communities was based on references to specific historical events that were constitutive for the identity of a given community. As a result, a situation emerged in which identity narratives became a point of reference for the creation (memory laws) and application of law (judicial disputes over the past). Consequently, such references may provoke criticism, particularly from radical liberals who advocate for a unidimensional understanding of Western axiology across the entire community.

PS 2b: Learning, education and career

Time: Tuesday, 23/Sept/2025: 4:30pm - 6:00pm · *Location:* Aula Viola 1 - via della Pescheria Vecchia, Macerata

Session Chair: Gigliola Paviotti, University of Macerata, Italy

The Impact of Career Guidance on Vocational Clarity in Human Resource Management Students

Reginald Mulalo Ndwamai¹, Aiste Dromantaite²

¹University of Venda, South Africa; ²Mykolas Romeris University, Lithuania

Career guidance plays a crucial role in equipping students with the skills and knowledge needed to navigate complex career landscapes. This study examines the impact of career guidance on fostering vocational clarity among students of Human Resource Management (HRM). Vocational clarity refers to the ability to articulate career aspirations and understand the pathways to achieve them. Using Social Cognitive Career Theory (SCCT) as a framework, the research examines how structured career guidance initiatives influence students' career decision-making, self-efficacy, and outcome expectations. A quantitative methodology was employed, collecting data via self-administered online surveys from HRM students. Statistical analysis using SPSS version 29.0 revealed a significant positive relationship between career guidance and vocational clarity. The findings emphasise the importance of tailored career counselling, interactive workshops, and mentorship programs in bridging academic training and career readiness. This study contributes to ongoing efforts to enhance employability through targeted career interventions and offers practical recommendations for higher education institutions to implement proactive and student-centred career services.

Students' Sense of (In)Security in the Context of Geopolitical Factors

Jolanta Urbanovič¹, Barbara Jundo-Kaliszewska², Romas Prakapas¹, Jolita Dudaitė¹

¹Mykolas Romeris University, Lithuania; ²University of Lodz, Poland

The article examines how geopolitical events, particularly the war in Ukraine, have affected students' sense of security in Lithuania and Poland and what impact this has on the quality of education. Armed conflicts, migration crises, and economic instability create a complex context of challenges related to emotional well-being and social integration, directly influencing the school microclimate and teachers' working conditions.

Findings indicate that language barriers, cultural differences, and social tensions hinder refugee students' integration, leading to discrimination and bullying. This negatively affects their emotional well-being, motivation, and academic performance. Teachers face psychological pressure due to expectations of fostering inclusion without sufficient support.

A content analysis of public discourse was conducted by reviewing media articles and institutional reports to examine public opinion on geopolitical events and their impact on schools. The study of official statistics allowed for an assessment of the dynamics of refugee pupils' enrolment, achievement, and other indicators of social integration.

The study highlights the urgent need for education policymakers to support teachers in managing emotional stress and fostering inclusive school communities. Strengthening educational resilience in response to geopolitical challenges is crucial to ensure student well-being and learning outcomes.

A transformative perspective on faculty development and social innovation

Laura Fedeli, Gigliola Paviotti

University of Macerata, Italy

Social innovation refers to “new ideas that work in meeting social goals” (Mulgan et al., 2007), therefore to the production of new ideas and structures (Scott, 2007) to address social needs and “create social relationships or collaborations that are both good for society and enhance society's capacity to act” (Mulgan 2012, p. 35). Over the years, higher education has developed different structures and models, ranging from the entrepreneurial university (Etzkowitz et al. 2000; Klofsten et al. 2019) to the engaged university (Watson et al. 2011) and the civic university (Goddard et al. 2016). All models share the common goal of establishing strong relations with the community. To foster a partnership between university and civic cultures, the

research process should focus on societal impact and be driven by community-led innovation. Community-based participatory research approach (Coughlin et al. 2017), which requires faculty engagement, would serve the purpose of meaningful research for the common good.

The scholarship of engagement was significantly boosted by Ernest L. Boyer (1996), whose efforts aimed to highlight that one of the academic missions is serving “the larger purpose,” which involves connecting teaching and learning to “practicality,” “reality,” and “serviceability.” That purpose needs to be scaffolded by a transformative perspective on the role and competencies of faculty and the present contribution will discuss some key paradigmatic lenses that can help reflect on an integrated faculty development program.

The Role of Civil Protection in University Education: Changes in Risk Perception Among Students of the Geography and Land Planning Degree at the University of Las Palmas de Gran Canaria (Canary Islands, Spain)

Fernando Medina, Pablo Mayer

University of Las Palmas de Gran Canaria (ULPGC), Spain

This study examines the impact of specialised training in civil protection on risk perception and emergency management skills among university students in the Geography and Land Planning programme at the University of Las Palmas de Gran Canaria (ULPGC). Using a mixed-methods approach, surveys were conducted before and after various educational activities (seminars, simulations, and technical visits) to analyse changes in risk perception over three academic years. It is expected that specialized training will significantly enhance a realistic perception of risk and strengthen decision-making skills in emergencies. The findings highlight the importance of integrating civil protection into higher education to promote a preventive culture and improve community resilience.

PS 2c: Overturning Discourses and Attitudes: Innovative Practices to Combat Anti-Migrant Perceptions

Time: Tuesday, 23/Sept/2025: 4:30pm - 6:00pm · *Location:* Aula Viola 2 - via della Pescheria Vecchia, Macerata

Session Chair: Lucas Andrés Pérez Martín, ULPGC, Spain

Migration has been one of Europe's most sensitive political issues for decades. This reality is unsurprising given its complex nature. Migration involves both the physical crossing of state borders (sovereignty) and the traversal of a nation's imagined borders (following Benedict Anderson). The rising number of migrants and asylum seekers, coupled with changing migration routes from the Mediterranean to the Balkans—especially after the so-called “long summer of migration”—has significantly impacted political relations among various EU Member States at the European level. Additionally, migration is a highly politicised issue in national political arenas (Campani 2018:29). It is a favourite topic for radical political actors who foster dominant anti-migrant attitudes, discourse, and a perpetual sense of crisis. However, it is crucial to emphasise that this is not a crisis of numbers, but rather of narratives. Concurrently, numerous civic actors and structures at European, national, and local levels are striving to integrate migrants into host communities, fostering more cohesive societies. Frequently, these actors originate from the civil sector, as well as businesses. Innovative practices play a particularly vital role in this endeavour. Flexible inclusion mechanisms in the labour market, digital tools, and ultimately reframing the narrative through examples of migrant innovators demonstrate that migration can not only be portrayed as an opportunity rather than a crisis, but it genuinely is one in reality.

Social Innovation for the Improvement of Mobility, Socio-Economic Insertion and Racist Discourse of African Migrants in the Canary

Lucas Andrés Pérez Martín, Nasara Cabrera Abu
ULPGC, Spain

The Canary Islands are a significant hub for the reception of African migratory flows on the southern border of Europe. This generates external challenges, such as the importance of generating legal and safe access routes to avoid the high mortality of the Atlantic route, as well as internal challenges which include the socio-economic insertion of migrants, especially minors, combating hate speech among the local population, and the design of effective public policies. To this end, the SEIMLab project is a public-private proposal consisting of a social innovation laboratory to generate initiatives for mobility and socio-economic inclusion of migrants through an intelligent and efficient model. Three different types of initiatives are created to achieve various purposes, considering a comprehensive approach at both origin and destination. First, to seek the full socio-economic inclusion of migrants in the Canary Islands and Cape Verde through the strengthening of the capacities and employability of migrant groups from African partner countries – Senegal, Gambia and Ivory Coast – with special emphasis on unaccompanied minors and women. Second, to change the perception of migrants and facilitate inclusion processes by combating hate speech. Third, to create knowledge management initiatives extracted from the results of the project and the exchange of experiences with the countries of origin, which serve to guide the design of public policies in all partners of the project.

The new Pact on Migration and Asylum: A Policy Innovation or an Outcome of Anti-Migrant Attitudes

Ildiko Otova, Evelina Staykova
New Bulgarian University, Bulgaria

After a lengthy period of preparation and numerous delays, on 23 September 2020, the European Commission finally presented the New Pact on Migration and Asylum. On this occasion, President of the European Commission Ursula von der Leyen asserted that the old system is no longer effective and that the Commission's package on migration and asylum offers a new beginning. Ultimately, the European Parliament adopted the Migration Pact on 10 April 2024, with new regulations set to come into effect in June of that year. Criticisms of the pact are numerous, emerging from various civil society and humanitarian organisations, primarily relating to concerns about human rights violations, given that the underlying logic

is precisely tighter border controls and a reduction in entries. In reality, the pact perpetuates the logic of securitisation and externalisation, introducing mechanisms such as hotspots, fast-track procedures, and flexible solidarity, among others, that raise more questions—including those related to potential violations of the EU's fundamental values—than providing answers. This proposal debates to what extent this long-awaited innovation in the EU asylum system is indeed an improvement that offers a fresh start, as argued by Von der Leyen, and to what extent it is a reaction to the growing anti-immigrant sentiments in individual member states, which have also found expression at the European level.

PS 2d: Language in Intercultural Communication: Tradition Continuity and Emerging Innovations [PART 2]

Time: Tuesday, 23/Sept/2025: 4:30pm - 6:00pm · *Location:* Aula Rossa 2 - via della Pescheria Vecchia, Macerata

Session Chair: Giedre Valunaite Oleskeviciene, Mykolas Romeris University, Lithuania

Session Chair: Birute Mockeviciene, Mykolas Romeris University, Lithuania

This panel explores the dynamic role of language and intercultural communication in addressing complex societal challenges by integrating tradition with emerging innovations. As globalisation intensifies, communication across cultures requires a nuanced understanding of both traditional and contemporary approaches to ensure inclusivity and effectiveness. Central to this discussion is the role of language policies in professional environments and Language for Specific Purposes (LSP) education in shaping intercultural dialogue and fostering social innovation.

Language is not only a tool for communication but also a conduit for cultural identification and social cohesion. This panel will examine how language policies influence intercultural communication, particularly in multicultural societies, and how they can either promote or hinder social innovation. We will explore how language frameworks can be designed to facilitate collaboration across cultures in diverse professional environments.

The panel will also explore the role of professional language education in promoting intercultural competence. We will discuss how language skills for specific purposes enhance the competencies needed to develop innovative, culturally aware solutions. Special attention will be given to multilingual terminology and its role in knowledge communication, ensuring consistent professional communication and bridging cultural gaps.

Through case studies and research, the panel will highlight both the continuity of intercultural communication practices and the innovative use of language policies and professional language education in navigating contemporary global challenges. This discussion will be valuable for educators, policymakers, and researchers seeking to integrate cultural sensitivity with innovative responses to societal needs, fostering inclusive and sustainable solutions across diverse communities.

Cultural Identity and Intercultural Communication of Diaspora Communities: the Case Study of Karaites and Tatar Communities in Vilnius

Migle Eleonora Cernikovaite

Mykolas Romeris University, Lithuania

The objective of this study is to investigate the relationship between cultural identity and intercultural communication within diaspora communities situated in diverse societies. Diaspora populations, frequently characterised by their transnational ties and multifaceted identities, navigate the complexities of maintaining their cultural heritage while simultaneously integrating into host societies. This dynamic interplay fosters unique communication patterns, where individuals negotiate their identities in response to sociocultural contexts. The paper examines how diaspora communities utilise various modes of communication—verbal, non-verbal, and digital—to articulate their cultural identities and to engage with both their own cultural groups and the broader society. The analysis highlights the pivotal role of education in native languages as a conduit for cultural expression and identity formation. Through an examination of the Karaites and Tatar communities in Vilnius, the study sheds light on the challenges and opportunities facing these groups in their efforts to foster intercultural dialogue. It also addresses issues of marginalisation, assimilation, and resistance, demonstrating how cultural identity is preserved and transformed through intercultural exchanges. This research contributes to our understanding of how effective language education can empower diaspora communities in their intercultural communications, fostering a sense of cultural identity while navigating diverse societal contexts.

Enhancing Intercultural Communication through the method Bring Your Own Device (BYOD): A Social Constructivist Approach to Digital Learning

Zangogianni Paraskevi-Chrysovalantou, Angeliki Kitsiou, Evangelia Kavakli
University of the Aegean, Greece

The integration of Bring Your Own Device (BYOD) policies in educational settings presents a compelling opportunity to enhance intercultural communication in teaching and learning environments. This study examines how BYOD, grounded in social constructivist and connectivist theoretical frameworks, can facilitate meaningful cross-cultural interactions and understanding among diverse student populations.

Building on social constructivist theories that emphasise collaborative learning and connectivist principles of networked knowledge creation, our approach investigates how personal digital devices serve as bridges for intercultural dialogue. It explores how BYOD creates an inclusive digital ecosystem where students from diverse cultural backgrounds can engage in meaningful exchanges while maintaining their cultural identities through familiar technological interfaces.

BYOD implementation significantly enhances intercultural communication through three primary mechanisms: (1) reducing technological barriers by allowing students to use familiar devices, (2) creating multiple channels for expression that accommodate different cultural communication styles, and (3) fostering a collaborative digital environment where cultural exchange occurs naturally through project-based learning.

In this regard, it can have significant implications for educational institutions seeking to create more inclusive learning environments, with a focus on cultural differences, and robust platforms for cross-cultural dialogue and understanding.

The Connection Between Heutagogy and the Immersive 3D Learning Environment

Ilan Bar Shalom, Josef Schwartz
MScIT

Many education researchers today recognize that the learning process must integrate emotional, social, and cognitive aspects. According to the Self-Determination Theory (Deci & Ryan, 2000), to create a foundation for learning driven by intrinsic motivation, curiosity, and interest, three fundamental psychological needs must be met:

1. A sense of competence-efficacy – feeling capable and able to succeed.
2. Autonomy – feeling self-directed and independent rather than constantly requiring guidance.
3. A sense of belonging and connection – feeling that what one learns or does has value for others and that one is an integral part of social circles.

Learners need to experience mental well-being and emotional availability to engage effectively in the learning process. The heutagogical approach to teaching and learning (Glassner & Back, 2020) promotes self-directed learning by enabling learners to choose their learning topics, methods, and resources. In our case, this approach is integrated into an immersive learning environment—a mode of learning in which the learner experiences deep mental engagement, blurring awareness of the physical world through technology, narrative, and challenge (Beck & O'Shea, 2023). We implement this approach in 3D virtual worlds, known as Eureka Worlds, which serve as the foundation for instruction. Their primary purpose is to optimally address the three core emotional and social needs of learners. The goal is to provide learners with a sense of autonomy in choosing most of their content and learning paths, as well as an understanding of competence in navigating unfamiliar digital environments.

PS 2e: Inclusion and Transformative Citizenship. Afro-descendant Identities as Social and Cultural Innovators in Contemporary Racial “Contact Zones” [PART 2]

Time: Tuesday, 23/Sept/2025: 4:30pm - 6:00pm · *Location:* Aula Blu - via della Pescheria Vecchia, Macerata

Session Chair: Nicolò Maria Ingarra, University of Macerata, Italy

Session Chair: Marta Massoni, University of Macerata, Italy

The panel's objective is to investigate the intricacies of contemporary Afro-descendant communities, diaspora movements and evolving identities from a global standpoint. The research framework will adopt a paradigm of mobility trajectories, examining the “demigrating” identities of subjects in relation to their geographical and socio-cultural mobility and aspirations. Utilising an interdisciplinary approach, the panel will explore how these collective subjects impact society in terms of inclusion, social and cultural innovation, situating itself critically between Europe, the Americas and Africa. Special attention will be dedicated to investigating how different, distant forms of Black diasporic anti-racist activism tackle past and present racism and instances of *White fragility* (DiAngelo 2018) in contemporary racial “contact zones”. Adopting an interdisciplinary and intersectional approach, literary, mediatic, memorial politics and citizenship policies will be addressed in Europe (with a specific focus on Italy), the USA and Brazil.

Labour, Citizenship, and Political Belonging: Rethinking Inclusion in a Transformative Perspective

Nicolò Maria Ingarra

University of Macerata, Italy

The relationship between labour and citizenship has long been central to political belonging and social inclusion. Within the contemporary neoliberal framework, labour transformations – shaped by migration, economic precarity, and intersectional inequalities – challenge traditional notions of participation and rights. This paper explores how, in the neoliberal era, labour functions as both a mechanism of inclusion and exclusion, influencing access to social and political recognition. Drawing on bell hooks' reflections on representation and resistance, the analysis highlights how labour, particularly within artistic and community-driven practices, becomes a space for negotiating identity, fostering collective agency, and challenging exclusionary structures. Integrating perspectives from political philosophy, decolonial theory, and labour studies, the paper examines how precarious labour conditions intersect with citizenship policies, revealing how marginalised communities, especially Afro-descendants, mobilise cultural practices as forms of social innovation and political belonging. By focusing on inclusive and participatory strategies, this contribution rethinks democratic participation beyond the nation-state, proposing labour as a transformative space for reimagining citizenship.

Intercultural Citizenship and Afro-Descendant Communities: Legal Frameworks, Mobility, and Social Innovation

Marta Massoni

University of Macerata, Italy

The concept of citizenship is constantly evolving, particularly for Afro-descendant communities, whose experiences challenge traditional legal and political frameworks. While nationality laws establish formal membership, everyday experiences show that citizenship is also shaped by mobility, multilingualism, and cultural participation, revealing a more dynamic and lived dimension. This contribution examines the relationship between legal frameworks and social innovation, with a focus on how Afro-descendant individuals navigate citizenship beyond its juridical definition. Adopting a demigration perspective, it explores how mobility, identity, and civic engagement influence inclusion and participation, with a specific focus on the Italian context. Through a comparative legal and interdisciplinary approach, the analysis considers the tensions between restrictive nationality laws and the lived realities of second-generation migrants, questioning how effectively current policies reflect contemporary social dynamics. The recent debate on the *Ius Scholae* is particularly relevant in this context, as it highlights the gap between formal legal status and real social belonging. By adopting a decolonial and intersectional perspective, this work

argues that Afro-descendant communities play a crucial role as agents of social change, actively redefining citizenship through cultural, linguistic, and political practices. Their engagement not only challenges legal constraints but also contributes to shaping more inclusive and participatory models of belonging in contemporary Italy.

White 'Fragility', White Ignorance, Transnational Black Activism and Italian Public Television

Tatiana Petrovich Njegosh

University of Macerata, Italy

Both U.S. and (more recently) Italian Critical Race Studies define “race” as a “symbolic category, based on phenotype or ancestry and constructed according to specific social and historical contexts, that is misrecognized as a natural category” with material and symbolic consequences (Desmond and Emirbayer 2009; for the Italian context: Curcio and Mellino 2010; Petrovich Njegosh and Scacchi 2012, Giuliani and Lombardi-Diop 2013). The role played by skin colour as racial marker in anti-Black mediatic forms of Italian micro-racism will be interrogated with a comparative perspective between Italy and the US, focusing on the practice of blackface in the public Italian television program *Tale e quale show* (RAI 1, 2012-). The unwritten “right to look” at (Mirzoeff 2011) and ‘wear’ the racialised ‘Black’ other/object on the part of ‘white’ Italian subjects (performers, viewers) reproduce the privileges and power of an invisibilized Italian whiteness rooted in the nation’s colonial past and present racism. Following the assassination of George Floyd (May 25, 2020), Transatlantic anti-racist protests on social media and local campaigns by Black activists asked the public broadcaster to stop fostering racism using blackface. The ensuing self-justifying, ambivalent responses claimed a ‘right’ to resentment and innocence that will be addressed as forms of “White” Italian “fragility” (DiAngelo 2018) and “White” Italian “ignorance”.

The Futures of the (Black) Past: Black Panther and Afrofuturism

Valerio Massimo De Angelis

University of Macerata, Italy

Born around the middle of the 20th century (the coinage of the term is more recent, and is conventionally attributed to Mark Dery, who used it in 1993), Afrofuturism is an intersecting web of philosophical, cultural, literary, artistic and musical trends that has been developing since then, and has gained world-wide popular renown thanks to the two Marvel Black Panther movies (2018 and 2022), based on a superhero comic book character created back in 1966. Both in the comic books and in the movies, the kingdom of Wakanda, ruled by T’Challa/Black Panther, is represented as the most technologically advanced nation in the world, located in the very heart of Black Africa but unknown to everyone else because it has chosen to remain “separate but superior” for centuries. Besides all the innovative features that characterise Wakanda on the strictly technological level, what is most interesting is the extremely complex imagining that has been woven for decades as regards the economic, social, cultural, gender and ethnic structure of Wakanda and the contradictory relationships it entertains with its neighbours. In my paper i will deal with the interplay between the envisioning of hyperbolic technological innovation and an ecologically-minded respect of “wild nature,” conceptualized not as what is “out there,” an external world the “in-world” of science and technology exploits, but as the inner heart of Wakandan civilization, symbolically encapsulated in the “heart-shaped herb” that gives Black Panther his powers, also linked to his ancestral forefathers. The future is in the (Black) past...

PS 3a: AI, Authorship and Creativity

Time: Wednesday, 24/Sept/2025: 9:00am - 10:30am · *Location:* Aula Verde - via della Pescheria Vecchia, Macerata

Session Chair: Kristian Bankov, New Bulgarian University, Bulgaria

Session Chair: Everardo Reyes (University of Paris 8, France)

Join us for an interdisciplinary exploration of the profound changes AI is bringing to the creative sector. This panel will explore the complex relationship between artificial and human creativity, examining both challenges and potential benefits. We will focus on:

- Protecting Creative Value: Establishing interdisciplinary frameworks to assess and defend the inherent value of human creativity, influencing future legal and policy frameworks.
- Optimizing AI Integration: Analyzing the added value of AI from diverse perspectives (marketing, management, law) to ensure the sustainable evolution of the creative workforce.
- Promoting Responsible Adoption: Investigating innovative approaches to AI implementation, addressing societal concerns and fostering acceptance among creative professionals.

This panel aims to contribute to a critical dialogue on ensuring equitable opportunities and curbing the potential for corporate dominance in the creative economy.

Unraveling Creativity: Semiotic Insights into AI-Generated Content

Kristian Bankov

New Bulgarian University, Bulgaria

The rise of AI generative services has fundamentally challenged our understanding of creativity. This presentation explores how semiotics, the study of sign systems and texts, can illuminate the processes and implications of AI-generated content. By examining the underlying structures and meanings within AI outputs, we can move beyond simply assessing their novelty or functionality.

We will delve into how AI algorithms manipulate and recombine existing sign systems to produce seemingly original works. This analysis will address key questions: How does AI construct meaning without human intentional subjectivity? What are the cultural and social implications of AI's ability to generate and manipulate signs? And how does the audience interpret the signs generated by AI?

Through semiotic frameworks, we will explore the nuances of AI's creative "choices," analysing how it selects, combines, and transforms symbolic and visual elements. This approach allows us to dissect the aesthetic and communicative strategies employed by AI, revealing the underlying logic of its creative processes. Ultimately, this presentation seeks to provide a deeper understanding of AI-generated content, moving beyond superficial assessments and fostering a critical dialogue about the evolving nature of creativity in the age of artificial intelligence.

Creating with generative media: artistic and technical questions

Everardo Reyes¹, Samuel Salgado²

¹University of Paris 8, France; ²Universidad Diego Portales, Santiago de Chile

Generative media extends beyond the realm of technology, revealing a system of beliefs centred on translation, equivalence, and modularisation. Our research into generative artistic practices explores how these beliefs influence cultural, industrial, and economic spheres. Through a series of examples and own creations, we examine how the translation of artistic intuition into algorithmic instructions informs generative artwork, provoking new forms of authorship and collaboration. Simultaneously, we interrogate whether the notion of equivalence (a foundation of computation) can capture the nuance and context inherent in artistic creation. In this paper we thus explore the artistic and technical dimensions of working with generative media. Through this lens, we will consider the possibilities and limitations that arise when creativity is "formalised enough to be automated".

Co-Creation with AI: Authorship and Creativity in an Evolving Society

Matteo Bugiolacchi

University of Macerata, Italy

Generative artificial intelligence (AI) is a type of AI capable of autonomously producing new information, including text, images, audio, and video (Lyu, 2023). Recent research has explored the intersection of AI and creativity, challenging traditional perceptions of AI's limitations in generating new ideas and creating art (Crimaldi & Leonelli 2023). Integrating AI into the creative writing process is thus not simply a matter of technological advancement, but rather a social innovation whose impact on cultural production and inclusivity cannot be understated. With AI-based tools becoming more sophisticated by the day, traditional notions of authorship are being challenged, and the way people – especially novice writers – approach storytelling is being reshaped. By analysing human-AI interactions in the context of creative writing, this paper examines ways these tools can boost emerging writers to co-create new forms of storytelling.

Aside from the empowerment of the individual, the increasing use of AI in creative works raises a number of critical questions regarding authorship (She & Cetinic, 2022), intellectual property, and the evolving relationship between human agency and machine-generated content. At the same time, there is a need for reflection on how societies define originality and the role of technology in shaping forms of expression.

This paper sets out to consider generative AI not as a destructive force, but as a catalyst for rethinking creative acts within a rapidly evolving digital landscape. It explores how AI democratises creative expression and contributes to broader conversations about innovation and the interaction between technology and human expression.

Theoretical approaches to the changing nature of authorship in the age of artificial intelligence

Diana Kulchitskaya

New Bulgarian University, Bulgaria

The widespread use of artificial intelligence has profoundly disrupted creativity and reshaped concepts of authorship. With the rise of generative AI tools, distinguishing between human-created and algorithm-generated works has become increasingly challenging. Today, the issues surrounding AI-generated content extend beyond legal and copyright concerns to the very epistemology of creativity itself. Who should be considered the author of an AI-generated piece — the individual who provided the initial prompt or the developers of the software used to generate it? Perhaps both? Can we evaluate the quality of AI-generated art using the same criteria as human-made art? These fundamental questions remain unanswered so far.

This paper explores various theoretical perspectives on creativity and authorship in the era of artificial intelligence. It traces the evolution of the author's role back to the emergence of postmodernist thought, which challenged traditional notions of authorship (Barthes 1967; Deleuze 1987). We argue that contemporary artworks often exhibit shared authorship, influenced by trends such as transmedia storytelling and multimedia installations, where audience participation is integral to the creative process. The integration of artificial intelligence represents another evolution, where artworks are co-authored, no longer solely attributable to one individual. Unlike other digital art forms, AI introduces a machine co-author, capable of creating original pieces.

PS 3b: Towards inclusivity and justice

Time: Wednesday, 24/Sept/2025: 9:00am - 10:30am · *Location:* Aula Viola 1 - via della Pescheria Vecchia, Macerata

Session Chair: Silvia Pierosara, University of Macerata, Italy

Ensuring inclusion is not only a communication mantra

Dominique Archambault

University of Paris 8-Vincennes-Saint-Denis, France

Most organisations and universities in particular define themselves as inclusive, at least in the European Union, and the concept of inclusivity is considered positive and is part of their communication. On the other hand, the reality experienced by students with disabilities may be slightly different. So, what allows universities to claim this term ?

Inclusiveness means everyone, not favouring a group at the expense of another. The notion of orthogonality emphasises the reality of students who may be part of several groups, often stigmatised.

When it comes to buildings and pathways, the answer is often legal. “If we fulfil the laws, we are inclusive”. We can show many situations where a building is equipped with a single elevator (law is respected), and the question of whether it is working or not, and what is to be done when a failure occurs could be a good indicator of how inclusive this organisation really is. Another issue is the way students with disabilities can access to the elevator in crowded situations.

Besides, the pedagogical accessibility is often a problem and training of professors, starting with newcomers, is essential. The number of students with disabilities has been increasing a lot within the last 20 years in many European countries (in France from 8000 in 2004/2005 to 64000 in 2023/2024). A very positive point has been the creation of support centres for students with disabilities at each university, which have genuinely improved the experience of students. Nevertheless a lot of progress remains to be done.

Programs for Promoting Self-Regulation Throughout Schooling: Story-Based Tools as a Driver of Learning

Tânia Moreira, Pedro Rosário, Jennifer Cunha, Paula Magalhães

University of Minho, Portugal

There is a growing concern regarding the importance of preparing students, regardless of their level of study, for the demands of life in an ever-changing society. For this reason, learning how to learn has become increasingly crucial in students' educational processes. In this communication, we discuss various models and implications for promoting self-regulation skills and analyse research on fostering self-regulated learning processes within a socio-cognitive framework.

This line of research aims to promote self-regulated learning through narratives, emphasising the process-oriented nature of self-regulation. The socio-cognitive model underpins this research, highlighting the role of modelling and self-regulatory learning strategies. This research line develops projects in Europe (Portugal and Spain) and South America (Brazil, Chile, and Colombia).

This seminar presents studies from Portugal and Spain that focus on story-based tools designed to promote self-regulated learning processes. These tools target different educational levels: Yellow Trial Tribulation (Sarilhos do Amarelo) for early elementary students (Grades 1–4), the (Mis)Adventures of Testas Collection for middle school students (Grades 5–9), and Gervásio's Letters for first-year university students. The presentations detail the theoretical rationale behind these projects, their structure, and the evaluation of their effectiveness.

The findings from various studies, from elementary school to university, are analysed. The implications of these findings for school administration, teachers, and students are discussed.

Between outside and inside: dialogues of (R)existence

Alessandro Maranesi, Paola Nicolini, Michele Feliziani, Benedetta Smargiassi, Lina Caraceni

University of Macerata, Italy

The workshop is aimed at prisoners who are forced into a state of social marginalisation. Based on the book *Parlami dentro. Oltre il carcere: lettere di (R)esistenza* (2023), containing letters written by some people to inmates, the aim is to initiate a reflection on the importance of using narration as a tool for understanding and recognising oneself and the other, for reconstructing an interrupted relationship, and to encourage the practice of dialogue as an opportunity for reparation, for healing the fracture between the community and those who have violated the law and the social pact. The paradigm of restorative justice was adopted as a theoretical framework.

Prisoners and students from the University of Macerata participated in the workshop, which included meetings in the prison and events attended by both students and prisoners.

Prison is an integral part of society, but it struggles to be recognised and accepted; we want to try to strengthen the link between the outside and the inside: from the prisoners' point of view, contact with the outside world is one of the most important tools to achieve the re-educational purpose of punishment (Constitution art. 27, paragraph 3); in the dimension of the students, the relationship with those who temporarily live a state of detention makes it possible to rebuild a bond that puts the person back at the centre, overcoming stereotypes and prejudices that are hardly conducive to social reintegration and nailing the prisoner to the crime committed. The results of the action research will be presented.

A workshop to promote attitudes towards restorative justice

Lina Caraceni, Veronica Guardabassi, Carla Danani, Silvia Pierosara, Paola Nicolini

University of Macerata, Italy

The introduction of restorative justice in a community setting can be a valuable method for addressing conflict, fostering mutual understanding, dialogue, and the well-being of individuals. Based on this awareness, the present study aimed to test the effectiveness of a workshop to promote restorative attitudes. It was hypothesised that there would be an increase in positive outcomes, especially among younger participants.

A sample of 77 students (44 from secondary schools; 33 from university) completed the Restorative Justice Attitudes Scale (Taylor & Bailey, 2022) both before and after attending a restorative justice workshop. In this workshop, participants read a news article about a crime committed by different actors and were divided into small groups to discuss the episode from the perspective of one of the actors involved. Each group took the point of view of two actors.

The results showed a significant increase on the harm and need scale, $F = 15.51$, $p = .000$, $\eta^2 = .171$, but not on the other dimensions. There was a difference in pre-post change between high school and university participants in terms of restorative processes, $F(2,77) = 7.40$, $p = .008$, $\eta^2 = .088$.

The results show that a restorative justice workshop has an impact on the awareness that all actors involved in crime are harmed. Adolescents seem to be particularly sensitive to restorative processes, i.e. more available to use restorative actions. Limitations, strengths and future directions are discussed.

PS 3c: Migration as a driver of change: on policies, politics, civic engagement and the economy

Time: Wednesday, 24/Sept/2025: 9:00am - 10:30am · *Location:* Aula Rossa 2 - via della Pescheria Vecchia, Macerata

Session Chair: Lucas Andrés Pérez Martín Universidad de Las Palmas de Gran Canaria, Spain

Increased migration processes and growing diversity in societies are often regarded as challenges, but they also represent opportunities for change in policies, economies, and civic activism. People are crossing borders and generating innovations that transcend boundaries. As a form of innovation, migration itself signifies positive change and personal improvement or courageous new beginnings. Simultaneously, it helps generate various forms of capital - social, cultural, and political. Interestingly, this concept pertains to migrations of different profiles, including highly skilled professionals as well as those who are forced to migrate, encompassing both long-term migrations and shorter periods of mobility.

Migrants serve as direct drivers of innovation through entrepreneurial or inventive activities and productivity gains, primarily due to the diverse perspectives, experiences, and ideas they contribute. At the same time, they create a demand for new approaches to policymaking, which often result in improvements across society as a whole. Conversely, it is migrants who, by generating different forms of social and value capital, cultivate new avenues of civic engagement that frequently transcend borders. This panel aims to discuss these themes related to the changes that migration brings, drawing on examples from various local and national contexts within the EU.

Toxological Monitoring and Public Health: Safeguarding Migrant Workers in Macerata and the Marche Region

Roberto Scendoni

University of Macerata, Italy

Migration presents distinct and complex challenges for public health, particularly concerning toxicological risks. Migrant populations are often disproportionately exposed to hazardous substances due to occupational, environmental, and systemic vulnerabilities. In this context, toxicological innovation plays a crucial role in identifying, monitoring, assessing, and mitigating these risks.

In the local context of the Marche Region and Macerata, numerous companies employ regular migrants, many of whom undertake physically demanding tasks or work in environments with significant chemical exposure risks. The UNIMC toxicology spin-off laboratory provides comprehensive toxicological monitoring for a broad range of workers, including migrants, utilising state-of-the-art scientific instrumentation for first- and second-level chemical-toxicological analyses. The laboratory is equipped with advanced chromatographic and mass spectrometry techniques to ensure precise and reliable detection of toxic substances. The quality and reliability of laboratory results are rigorously maintained through daily quality control procedures and active participation in external quality assessment and proficiency testing programs promoted by prestigious public institutions such as the Istituto Superiore di Sanità, the Laboratory of Environmental Hygiene and Forensic Toxicology of Mestre Hospital, and the Society of Toxicological and Forensic Chemistry. This toxicological monitoring system serves as an essential tool for public health protection, particularly benefiting migrant workers employed in local industries. By identifying high-risk populations and ensuring continuous health surveillance, it can significantly contribute to preventive measures and intervention strategies, ultimately fostering a safer and healthier working environment.

Trajectories and Decision-Making Process of Migrants in Ukraine

Olga Nosova

Mykolas Romeris University, Lithuania

The paper examines the trajectories of the migration process, how migration affects the decision-making process to migrate and provide labour mobility, and how migrants adapt to new environments in the long-term perspective.

The analysis of fundamental approaches to the effects of the decision-making process to migrate illustrates the challenges for the current institutional and structural framework of economies and societies.

The Russian invasion of Ukraine has exacerbated the geopolitical risks for the global economy in 2022. The mass outflow of Ukrainian refugees abroad poses a challenge to the trajectories and decision-making processes of migrants in a long-term perspective.

Vital research questions involve determining and approximating the problems of the outcome of migration flows on employment, wage dynamics, and social sustainability. The research goal is to identify how a migrant's priorities may evolve throughout the decision-making process.

The research shows that conflicts and natural disasters are increasing in frequency. These processes influence immigration, making it unpredictable, disorganized, and without a long-term plan. This leads to tensions and disagreements between locals and migrants. Taking lessons from the global crisis experience can force policymakers to develop institutional networks for migrants and enhance international cooperation and the rule of law.

Exit and/or Voice: Mobile Bulgarians in the EU

diko Otova

New Bulgarian University, Bulgaria

The dynamics of Bulgarian emigration in the post-1989 period is high, and after the de facto EU membership in 2007 and the removal of travel restrictions, migration has been transformed into mobility. The factors can be grouped into two categories: structural, including high levels of unemployment, the risk of poverty and discrimination, the breakdown of the main social systems following political and economic changes, and those related to freedom of travel. In both sets of factors, there is also, to a large extent, a visible disillusionment with institutions and the state. The notorious 'voting with the feet' of the early years of democratic transition has been transformed, and today, leaving Bulgaria's geographical borders does not involve a refusal to participate in the political entity. On the contrary, examples of civic engagement of Bulgarians abroad and of the formation of a new citizenship beyond place are increasingly abundant. The image of people waiting in long queues outside embassies to vote, as well as the numerous initiatives in support of remote voting—by post or electronically—are among the examples of this engagement. Another is the many initiatives related to protests against corruption and the captured state. While in political discourse emigration is presented as a "national catastrophe", the majority of people experience it traumatically. Bulgarian emigrants have shown that emigration can be a resource. The present paper aims to analyse precisely this process of citizenship transformation, in which Hirsch's dilemma of "exit or voice" seems to be increasingly losing its relevance.

Economic and Social Impact of Returning Mobile Bulgarians on Bulgaria's Development

Juliana Vassileva

New Bulgarian University, Bulgaria

In 2020, Bulgaria experienced a reversal of its traditionally negative migration trends, with settlement growth turning positive and increasing by 26% over the next three years. This study aims to explore the economic and social impact of returning mobile Bulgarians on the country's development. The methodological approach combines quantitative and qualitative analyses, drawing on surveys and interviews with returning migrants, national and European statistics, and market research. The study evaluates both direct and indirect economic effects, focusing on the labour market, transfer of skills and business networks, financial flows and investments, revitalisation of economic activity, and entrepreneurial initiatives. The findings highlight the diverse socio-economic contributions of mobile Bulgarians and reveal emerging trends and the broader scope of their impact.

PS 3d: Social innovation [PART 1]

Time: Wednesday, 24/Sept/2025: 9:00am - 10:30am · *Location:* Aula Viola 2 - via della Pescheria Vecchia, Macerata

Session Chair: Anastasia Constantelou, University of the Aegean, Greece

Social innovation and the Third Sector

Viktorija Girinskiene

Mykolas Romeris University, Lithuania

Artificial intelligence (AI) has become an integral part of social innovation, transforming public sector operations, citizen participation, and education systems. This presentation examines how AI can drive social change while raising concerns about ethics, transparency, and inclusivity. It explores the opportunities and challenges of AI applications in the public sector, the role of universities and research institutions in the innovation ecosystem, and the importance of citizen engagement in developing responsible and sustainable AI solutions. Based on reports from the European Court of Auditors and the OECD, the analysis focuses on how EU policies shape AI regulation, how different countries integrate AI into their public services, and what the prospects for community involvement are. The presentation offers an interdisciplinary perspective on AI-driven social innovation, emphasizing the need to critically assess the societal impact of technology and promote democratic models of innovation governance.

The ethical dimension of researching and facilitating social innovation. The toolkit of ethical benchmarking

Norbert Cyrus

European University Viadrina at Frankfurt (Oder), Germany

Researching and facilitating societal innovation, like any human activity, include an ethical dimension. Researchers and advocates for innovation are not only obliged to comply with legal provisions, but also with binding requirements of scientific associations and funding institutions. The regulations are not only intended to protect the right to informational self-determination, but also to avoid harm to the researched persons, researchers and society. Familiarity with ethical standards and their appropriate application has now become a basic prerequisite and practical aspect relevant to design, implementation, and dissemination. Due to the fragmented requirements of a large number of actors, it has almost become a science in itself. In my contribution, I present a toolkit for “ethical benchmarking,” which enables the systematic consideration of ethical standards in scientific work. The toolkit consists of five steps with a transversal component. It builds on existing approaches such as the European and national requirements addressing data protection (General Data Protection Regulation), the EU Agenda for Reliable and Responsible Research (RRI) or the FAIR principles guiding the handling of data (findable, accessible, interoperable, and reusable). It also includes approaches developed by science organisations such as CARE-ACT (researchers are supported to consider context; anticipate impacts; reflect on purposes, positionality and power; engage inclusively; and act responsibly and transparently). As a transversal component, it is recommended to apply the criteria of Critique Guided Designing (CGD) (e.g. ethically preferable, practically feasible, politically acceptable) when assessing the impact of research projects.

Empathy as a Catalyst for Social Innovation: Fostering Social and Emotional Skills in Childhood Education

Nadia Koltcheva

New Bulgarian University, Bulgaria

Empathy, defined as the ability to understand and share the emotions of others (Davis, 1983), constitutes a foundational element of emotional intelligence (Goleman, 1995) and plays a critical role in childhood social development, with far-reaching implications for societal transformation. This presentation examines the mechanisms through which empathy development in children can catalyze long-term societal innovation and change. Grounded in developmental psychology frameworks (Hoffman 2000; Zahn-Waxler et al. 1992), we explore the cognitive and affective dimensions of empathy and their trajectory throughout childhood. Empirical evidence suggests that fostering empathy is linked to enhanced prosocial behaviours, emotional regulation, and conflict-resolution skills (Denham 2006; Eisenberg & Lennon 1983). Furthermore, the

integration of Social-Emotional Learning (SEL) frameworks (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2020) and targeted interventions for social and emotional skills development demonstrate measurable improvements in children's empathic capacities and social competence. We will also discuss the crucial role of teachers and parents in children's SESs development (BE-Self project). The broader societal implications of early empathy development are discussed, highlighting its potential to enhance social cohesion, civic engagement, and innovative responses to global challenges, including inequality and environmental sustainability (Capraro & Cococcioni, 2015; Björkman & Zetterberg, 2018). By synthesising theoretical perspectives and empirical findings, this presentation underscores the necessity of embedding SESs development-focused curricula in childhood education as a strategic pathway to foster social innovation and resilience in future generations.

PS 3e: Intersectional Challenges, Innovative Responses: Gender, Parenthood, and Social Work in Transition

Time: Wednesday, 24/Sept/2025: 9:00am - 10:30am · *Location:* Aula Gialla - via della Pescheria Vecchia, Macerata

Session Chair: Iffet Piraye Yuce, University of Paris 8, France

This interdisciplinary panel explores how evolving social, emotional, and institutional dynamics shape experiences of parenthood, caregiving, and gendered leadership in times of societal and environmental transformation. Bringing together research from psychology, social work, gender studies, and disaster response, the panel highlights the complex realities individuals—particularly women—navigate as they balance professional roles, caregiving responsibilities, and personal identity under varying forms of pressure, from demographic anxieties to climate crises.

Motherhood First? Navigating Maternal Identity and Entrepreneurship Among Muslim Women in Turkey

Iffet Piraye Yüce

University of Paris 8, France

This study investigates the mothering experiences of 50 Muslim female entrepreneurs from 13 cities in Turkey through in-depth interviews, focusing on how they navigate the intersection of motherhood, domestic responsibilities, and professional identity. It explores how motherhood—shaped by cultural and moral norms—is intertwined with career aspirations and household duties, and how religious identity influences coping strategies. For many participants, motherhood is a core part of self-identity, shaping how they organize their lives and make business decisions. The findings reveal an ongoing negotiation between maternal and entrepreneurial roles, often accompanied by guilt, self-doubt, and internalised ideals of “good” motherhood. These tensions are intensified by cultural expectations that romanticise maternal devotion, leading to emotional strain and feelings of inadequacy.

Women reported intense social pressure and external judgment, which reinforced internal struggles. Gendered expectations frequently lead them to prioritise caregiving over entrepreneurship, resulting in sacrifices that contribute to chronic fatigue and psychological stress. Religious identity plays a significant role in shaping these dynamics. Highly religious participants tend to perceive motherhood as a sacred obligation, deepening their emotional commitment to caregiving. In contrast, less religious women report more flexible approaches and reduced pressure to conform to traditional norms. Overall, the study highlights motherhood as both a deeply meaningful and emotionally demanding identity for Muslim women entrepreneurs in Turkey, shaping their self-perception, social roles, and professional trajectories in complex and often challenging ways.

Is Counterfactual Thinking Destroying Demographics? Emotion of Regret and Young Adults' Procreative Decisions

Konrad Piotrowski

SWPS University, Poland

Regret, an emotion rooted in counterfactual thinking, significantly impacts human decisions but remains understudied in the context of reproductive choices. This presentation explores two dimensions: parenthood regret, the distress from having children, and anticipated parenthood regret, the fear of future regret regarding reproductive decisions. Drawing on longitudinal research with young Polish parents, findings show that parenthood regret often becomes a stable part of parental identity, negatively impacting mental health, life satisfaction, and future fertility intentions (Piotrowski, Naude et al. 2024). When combined with parental burnout, this regret reduces motivation for having more children, reinforcing current demographic trends (Piotrowski, Mikolajczak, & Roskam 2023). Tackling declining birth rates requires more than traditional tools, such as financial incentives or extended parental leave. Integrating decision-making frameworks such as the Theory of Planned Behavior with insights from regret psychology, the research calls for holistic policy responses. Effective strategies should include realistic parenting expectations, accessible mental health services, and community programs that validate diverse reproductive paths. Parenthood regret, then, is not merely a private emotional burden—it is a societal issue that demands collaborative solutions.

from policymakers, educators, and mental health professionals. By translating psychological research into inclusive, evidence-based family planning approaches, this work contributes to broader debates on demographic change, reproductive justice, and social innovation.

Navigating Gender Inequality: The Challenges of Women's Leadership in Social Work

Raminta Bardauskienė

Mykolas Romeris University, Lithuania

This study examines the challenges of women's leadership in social work institutions—a field traditionally dominated by women, yet still characterised by gender imbalance in leadership roles. Although women make up the majority of the social work workforce, they remain underrepresented in top positions, raising critical questions about gender equality, career advancement, and organisational dynamics. This research aims to understand why women's leadership in social work remains underexplored and to identify barriers that prevent women from advancing into leadership roles. It focuses on three key questions: What does it mean to be a female leader in social work? What opportunities does leadership provide to women? What challenges do women in leadership roles face?

A qualitative approach was used, based on semi-structured interviews with seven women leaders from six municipalities in Lithuania. All participants had formal education in social work and held leadership roles in the sector. Data were analysed using qualitative content analysis. The findings highlight persistent challenges including gender stereotypes, workplace discrimination, emotional strain, and difficulties balancing leadership with motherhood. Despite these obstacles, women often draw on their social sensitivity, professional dedication, and creativity to lead effectively. However, structural issues such as unequal pay, professional segregation, and the low prestige of social work further limit women's career advancement. These barriers also affect staff recruitment and retention, ultimately weakening gender equity and the institutional effectiveness of the social work field.

Navigating Parenthood and Caregiving Amidst Extreme Weather Events: An Intersectional Narrative Review

Lucrezia Cinella

University of Macerata, Italy

Frequency and intensity of extreme weather events due to climate change pose significant challenges for families and caregivers. This narrative review investigates how parenthood intersects with emergency management, focusing on the differentiated impact of institutional responses such as school closures, evacuation procedures, and disaster relief policies. By adopting an intersectional perspective, this study explores how gender, socioeconomic status, race, and disability shape parental experiences during crises. Existing literature suggests that caregiving responsibilities are disproportionately affected by emergency measures, often reinforcing gendered divisions of labour and exacerbating social inequalities. Single parents, low-income families, and caregivers of children with disabilities face heightened vulnerabilities due to structural barriers in disaster preparedness and response.

Furthermore, institutional frameworks frequently overlook the lived experiences of marginalised parental groups, leading to gaps in policy effectiveness. This research aims to highlight the urgent need for socially innovative approaches in emergency planning that integrate intersectional insights. Addressing these disparities can improve institutional resilience and responsiveness, ensuring that caregiving responsibilities are equitably considered in disaster management strategies. By emphasising the social impact of climate-induced emergencies on parenthood, this study contributes to the broader discourse on health inequalities, social change, and inclusive policymaking.

PS 4a: Plurilingualism, Self-Narration, and Identity Dynamics in Afro-Descendant and Diasporic Communities

Time: Wednesday, 24/Sept/2025: 11:00am - 12:30pm · *Location:* Aula Verde - via della Pescheria Vecchia, Macerata

Session Chair: Edith Cognigni, Unimc, Italy

Session Chair: Cristina Schiavone, University of Macerata, Italy

This panel examines plurilingualism, self-narration, and identity dynamics in Afro-descendant communities through a transnational and interdisciplinary lens. Aligning with SOCIN 2025's themes of mobility, social innovation, and inclusion, the contributions explore these dynamics across France and Colombia, revealing how language contact and narration may serve as both a tool of agency and a site of identity negotiation in different multicultural social contexts (Ayres-Bennett & Fisher 2022; Kramsch 2009).

The first three studies reveal tensions between plurilingual practices and dominant linguistic norms (Blommaert 2010; Pennycook 2010), showing how Afrodescendants challenge France's monolingual bias while enhancing plurilingualism in private, educational, and artistic spheres. These different focuses on Afro-descendant self-narratives demonstrate how national language policies are variously resisted, appropriated, and reinvented.

Finally, the fourth paper shifts to Afro-Colombian theatre, where performers negotiate dominant artistic norms while reclaiming orality and hybrid practices as acts of decolonisation. The Colombian case study creates conceptual resonance with the French examples, reflecting broader postcolonial dynamics. Thus, the panel's structure aims to frame plurilingualism as an embodied practice, manifesting differently across various social spheres — from national language policies to everyday linguistic interactions and institutional education systems.

On Plurilingualism, Identity, And Self-Narratives in France

George Alao

INALCO (Institut National des Langues et Civilisations Orientales), Paris, France

In the multicultural environment that France has become over time, African plurilingualism represents a dynamic intersection of language, identity, and self-narratives, reflecting both personal agency and structural constraints. Our paper explores how African migrants and their descendants navigate multiple linguistic repertoires—encompassing indigenous African languages (the list is long!), as well as colonial languages, Arabic, and French, among others—in shaping their sense of self and belonging. While French remains the dominant language in public and institutional spheres, African languages persist in familial, cultural, and religious spaces, often serving as markers of heritage and resistance.

Through an analysis of personal testimonies, sociolinguistic studies, and cultural expressions such as music, literature, and digital discourse, this research examines how plurilingual individuals construct self-narratives that negotiate between integration, exclusion, and affirmation of identity. It highlights how language functions as both a tool for social mobility and a source of discrimination, particularly in education and employment. Additionally, it explores hybrid linguistic practices such as Verlan and multilingual rap, which offer creative spaces for self-expression among second-generation migrants.

Ultimately, this paper argues that African plurilingualism in France is not merely a linguistic reality but a key element of identity construction and cultural negotiation. Recognising these linguistic diversities is crucial for fostering more inclusive policies and challenging monolingual narratives of “Frenchness” (or *francité*) in a multicultural society.

Languages, diasporisation and identity constructions. Experiences of French-speaking Afrodescendants in Angers - France

Valentin Feussi

Université d'Angers, France

This study aims to examine the linguistic practices of Afro-descendants in Angers, to understand the processes of configuration and reconfiguration of their language repertoires (Calinon et al. 2019), which include

several languages and, in particular, minority languages (Blanchet 2012). These languages are transformed during mobility through encounters with other languages, peoples and sociocultural practices. These encounters can be physical, imaginary, or virtual. The representations observed among African migrants in Angers tell different stories and relationships woven with Africa, with France, marked in particular by hybridity, diversity and a structuring otherness that is still ignored in all situations where, despite recognition of the relevance of plural and complex identities (Feussi 2014), institutional epistemologies continue to dominate. The data is drawn from biographical interviews and participant observations, analysed from an interpretative angle, using qualitative approaches that are ethnosociolinguistic (Blanchet 2012) and critical and reflexive (Heller 2023).

Language autobiographies: self-narration, reflexivity and the construction of a plural identity in Afro-descendant students

Ferroudja Allouache

University of Paris 8-Vincennes-Saint-Denis, France

A mixed, multicultural student body characterises the University of Paris 8. Nearly 200 languages are spoken. Students from almost every nationality coexist, including local and international students from Erasmus exchanges, as well as those from Africa, the West Indies, Asia, and the Americas. Among the French, there are those of “origin”, the descendants of immigrant families who have lived in France for several generations. The introduction of Language Autobiographies (LA) has made it possible to enhance their plurilingualism in two courses designed to consolidate their academic level of French. The initiative was implemented between 2019 and 2020. We are continuing this work as part of ERUA.

The LA writing process which lasts the whole semester enables the narrator to reflect on the different means deployed to acquire the languages they master at various levels. Writing leads to an awareness of one's relationship with languages, both those transmitted by family and those acquired at school. There are also imposed, loved, hated, and secret languages.

The analysis of the corpus collected is based on a critical reading of each final production (which has been reread, modified and expanded). It often reveals the complex, sometimes ambiguous relationship that Afro-descendant students have with the French language in particular: at times, it represents a gateway to knowledge and recognition, while at other times, it evokes the traumas of colonial domination. It's as if there's still some intranquility between the French language and them, whether they are foreigners or born in France.

Language, Identity, and Hybrid Performance Practices: Negotiating Belonging in Afro-descendant Theatre Training in Colombia

Olga Cobo

University of Paris 8-Vincennes-Saint-Denis, France

This paper explores how pedagogical and performative practices become spaces of identity negotiation for Afro-descendant artists in training. Using the example of the drama school at the University del Valle in Buenaventura, Colombia, we analyse how language, accent, and self-narratives represent key stakes in the construction of artistic and professional identities.

In this artistic training context, Afro-Colombian students face a dual injunction: mastering the codes of Western dramatic theatre to gain access to national and international artistic landscapes while also being confronted with expectations that often relegate them to a folklorized representation of their culture. This tension particularly crystallises in their relationship with language and accent, where erasing certain linguistic markers becomes a strategy to escape exoticising assignments. At the same time, local performance practices – where orality, musicality, and embodied expression are central – provide resources for resistance and the reinvention of stage language. By highlighting these dynamics, this study contributes to a broader reflection on the role of languages, identity narratives, and cultural legacies in artistic training within diverse and mobile contexts. While these challenges are framed within a specific setting, they also resonate with other experiences of theatre training in plural cultural environments. Therefore, how can theatrical pedagogies be reimaged to avoid reproducing these assignments while valuing the diversity of narratives and stage languages?

PS 4b: Special Session SAFINA-VITALITY - Challenges of Interdisciplinary Inclusion: pedagogical and creative learning environments

Time: Wednesday, 24/Sept/2025: 11:00am - 12:30pm · *Location:* Aula Rossa 2 - via della Pescheria Vecchia, Macerata

Session Chair: Rosita Deluigi, Unimc - Università di Macerata, Italy

Session Chair: Arianna Taddei, University of Macerata, Italy

The panel aims to explore the complexities of contemporary Afro-descendant communities, diaspora movements and evolving identities from a global standpoint. Using an interdisciplinary perspective, the panel will explore how these collective issues impact society in terms of inclusion, social and cultural innovation. The primary focus will be the possibility of studying collective identity practices, with an emphasis on the pedagogical and artistic-visual dimensions in contemporary multimodal narratives (Corbet 2024; hooks 1992; Maurício 2022). All contributions will open a dialogue between theoretical, empirical, and interdisciplinary research to discover an inclusive process based on reciprocity and recognition of different levels of socio-political power.

The contributors will focus on the importance of critically rethinking learning contexts, from early childhood to university, as well as art collections, as spaces for opening and sharing cultural productions and otherness.

The discussion will be developed through a theoretical decolonial approach, which includes the dimensions of multiple identity production and inclusive-participatory actions. This horizon will combine the analytical paradigm with an intersectional lens, with particular attention to the research attitude and objectives, to comprehend the importance of being conscious of the design, from the theoretical framework to the restitution of innovative and collective narratives.

Decolonize academic practice

Giulia Gozzelino, Federica Matera, Afaf Ezzamouri

Unito - University of Turin, Italy

In modern, globalized societies, marked by transnational migrations (Castles 2002) and “superdiversity” (Vertovec 2007), multiculturalist, assimilationist and differential exclusion policies contribute to strengthening inequalities between and within nations, proposing a hierarchical categorisation of knowledge and a declassification of experiences and epistemologies that do not respond to the dominant Western model (Mignolo 2000). Colonial relations of domination shape the contents and practices of teaching in university classrooms and schools (hooks, 1994; Walsh, 2009; Borghi, 2020). The “coloniality of minds” (Ngũgĩ, 1986) and the “coloniality of knowledge” (Lugones, 2008, 2011) in relation to the “coloniality of being” and power (Quijano, 2000; Mignolo, 2013) cause the cultural appropriation or concealment of a given culture for the imposition of “universal knowledge”, which subjugates and removes knowledge, philosophies and thoughts of the Global South (Mignolo & Walsh, 2018). Starting from a series of creative workshops and experience gained in the context of the relationship with students of the Intercultural Pedagogy in Primary Education Sciences degree course, the contribution proposes practices and methodologies of conscientization and dialogue (Freire, 1970), of co-reflection and horizontal production of knowledge to stimulate alternative, anti-racist and intercultural teaching (Jewell, 2020) and imagine a future decolonial school together with the teachers who will animate it. The importance of using an intercultural language in schools and institutes will be discussed, starting with a reflection on meta-cognition as a tool for deconstruction and decolonisation.

Navigating childhood inequalities between center and margins: Artistic emancipatory practices in education across Italy and Kenya

Miriam Cuccu

University of Macerata, Italy

Decolonising childhoods means questioning North-centric notions of the “global child” as a univocal trajectory towards which every nation should strive, while Southern childhoods are depicted as “other”,

non-modern (Rabello de Castro 2020). Considering African contexts, it's necessary to look beyond a "deficit" model of childhood (Abebe & Ofosu-Kusi 2016), which also influences the (self)representation of Afro-descendant minors (Fainelli 2025).

Worldwide, children experience intercultural contact side by side, particularly in contemporary metropolises, where postcolonial dynamics lead to social ghettoisation as well as new cultural crossings (Burgio 2022). It is thus fundamental to challenge the colonial power imbalance that affects children from different circumstances (Liebel 2023). Hence, education is essential to counter colonial narrations of otherness and structural inequalities.

This study examines the experiences of four educational centres across Italy and Kenya that use art as an emancipatory opportunity to empower personal identities and challenge socio-spatial inequalities. Semi-structured interviews and observations revealed multiple strategies to support minors living in urban marginal areas. The need for contextualised educational interventions recalls the necessity of rejecting universalised Eurocentric childhood; however, transversal trajectories were found to overcome marginalisation through arts: educate for beauty; cultivate awareness and personal talents in the community; step out of poverty and illegality through professionalisation paths; promote interactions with "the others".

Subverting marginalisation trajectories by using art as a pedagogical experience of liberation and self-determination (Freire 1968) contributes to disarticulating colonial narratives of childhoods and promoting educational opportunities for all children, including Afro-descendants, to "be more" (*ibidem*) without being fixed in stereotyped categories.

Images from Africa. The Collection of Zambian Art and Craft in Castelfidardo

Michela Cannone

University of Macerata, Italy

In the town of Castelfidardo, in the Marche region in Italy, a collection of traditional African art from Zambia is preserved. These objects are not directly linked to the diaspora of a people; they represent fragments of African culture that have been removed from their original context and relocated in Italy. The collection, consisting of approximately sixty artefacts, arrived in Italy in the second half of the 20th century following the intent of Monsignor Francesco Mazziere, a Franciscan missionary active in Zambia since 1931. The museum housing the collection is dedicated to him. The analysis of the collection has identified some thematic categories: art produced for the tourist market, ivory carving, the representation of gender roles in society, Christian iconographies, and traditional artistic expressions. The research has focused particularly on the latter artefacts, identifying two power statues belonging to the Songye people of the Democratic Republic of Congo. The core of this investigation extends beyond a simple stylistic and iconographic analysis of the objects, raising questions about the real purpose of their musealization. Does the creation of this exhibition space come from a genuine desire to enhance and understand African art and culture, or does it instead serve to glorify missionary work and the expansion of Christianity in Africa?

Inclusive policy and generations attitude toward it – do Gen Z and Y care equally?

Magdalena Stefańska, Iwona Olejnik

Poznań University of Economics and Business, Poland

Inclusion is regarded as a fundamental objective of diversity practices (Leslie 2019). While diversity can be mandated and legislated, inclusion necessitates deep internalisation, self-regulation, and bottom-up engagement (Ferdman & Deane 2014). The concept of inclusion can be understood in various ways, encompassing individual or group experiences, behavioural patterns, leadership approaches, collective norms and practices, as well as personal, organisational, or social values (Ferdman & Deane, 2014). Moreover, inclusion is influenced by organisational socialisation tactics as perceived by coworkers at the managerial level, as well as by organisational learning as perceived by employees with disabilities (Sanclemente, Gamero, Medina, & Mendoza-Denton 2024).

Inclusion actions are positively correlated with assimilation outcomes, such as acculturation, job competencies, coworker familiarity, supervisor familiarity, member recognition, involvement, and role negotiation (Miller & Manata 2023). Inclusivity has been found to promote intrinsic motivation, a positive sense of agency, and perseverance (Goto, Makino, & Ando 2023). Additionally, inclusivity fosters creativity, with the team climate for inclusion serving as a moderating factor in the indirect positive relationship

between team cultural diversity and creativity. A stronger climate for inclusion amplifies the impact of team cultural diversity on creativity through enhanced team information sharing and employee influence on information (Sweeney 2003).

The list of benefits of inclusion policy is accompanied by discussion on generations' attitude towards and acceptance of inclusion. The paper adds to the discussion about inclusion policy in organization. The results of research conducted on the randomly selected sample of 614 employees will be presented.

PS 4c: Beyond Buzzwords: Artistic Innovation and Inclusive Social Change

Time: Wednesday, 24/Sept/2025: 11:00am - 12:30pm · *Location:* Aula Viola 1 - via della Pescheria Vecchia, Macerata

Session Chair: Maria Argyriou, University of The AEGEAN, Greece

Session Chair: Jolanta Pivoriene, Mykolas Romeris university, Lithuania

The Arts@Matter ERUA research cluster, under the “Arts & Edges” axis, presents a panel entitled Beyond Buzzwords, which explores the practical dimensions of artistic practices and interdisciplinary research in advancing social innovation. Moving beyond theoretical frameworks, the panel aims to foster critical dialogue and collaborative engagement around real-world applications that generate meaningful societal change. The discussion is organised around three core themes: (1) Societal Impact of Research, focusing on how research can effectively integrate community needs, evaluate interdisciplinary outcomes, and translate knowledge into practical solutions—particularly through digital media and educational technologies; (2) Innovation Through Artistic Practices, examining the transformative potential of the arts to promote inclusion, address “wicked problems,” and act as a catalyst for creative collaboration between artists and researchers; and (3) Practical Aspects of Social Innovation, which includes the design, implementation, and dissemination of socially impactful initiatives, while addressing ethical challenges and the institutional frameworks necessary for sustainable change. This panel aims to bridge the gap between theory and action, inviting participants to critically reimagine the role of innovation in society. By highlighting examples of school-based interventions and arts-driven initiatives, we aim to explore how interdisciplinary and community-rooted approaches can foster inclusive, ethical, and scalable social innovation. We welcome scholars, artists, practitioners, and policymakers to join us in this conversation—one that moves beyond rhetoric to envision a more just, creative, and socially engaged future through arts-based and collaborative research practices (<https://erua-eui.eu/researchers/research-clusters/>) (<https://erua-eui.eu/wp-content/uploads/2025/01/4.-Arts@Matter.-Expanding-the-Perspective-on-Disadvantage-Guidance-in-Preschool-Education.pdf>).

Bridging Knowledge, Communities, and Creativity: Arts-Based Interdisciplinary Research and Societal Impact in the Digital Age

Nikolaos Tapsis, Maria Argyriou

University of the Aegean, Greece

This presentation explores the intersection of interdisciplinary research, digital inclusion, and arts-based educational practices, with a focus on their societal impact. Anchored in the “Arts & Edges” axis, it argues that integrating community needs into research processes is essential for promoting meaningful social benefits and sustainable innovation. A key objective is the development of robust criteria and indicators for evaluating the social impact of interdisciplinary and artistic research, particularly in the field of education. In the context of ongoing digital inequalities, research highlights that disparities extend beyond access to include differences in quality, autonomy, and depth of digital engagement. These second-level digital divides call for pedagogical strategies that are inclusive, culturally relevant, and human-centred. The European Commission’s DigCompEdu framework supports this shift by promoting reflective, learner-driven, and collaborative digital practices in teacher education. Arts-based pedagogies have proven to be powerful tools for developing critical thinking, emotional resilience, and social cohesion. When integrated into interdisciplinary and community-oriented initiatives, the arts can address digital inequities, foster innovation, and enhance the dissemination of research knowledge. This presentation proposes a conceptual model where artistic inquiry, inclusive learning environments, and community knowledge converge to reshape how universities produce and communicate socially relevant research. We also explore the role of digital tools—particularly visual and immersive media—in increasing the accessibility and visibility of research outcomes. Through critical reflection and case examples, we advocate for an inclusive and ethically responsive vision of innovation rooted in creativity, participation, and social justice.

Artistic Practices as Catalysts for Social Innovation: Music, Movement, Art and Education as Levers of Transformation

Maria Argyriou¹, Guillem Escorihuela², Margherita Bergamo³

¹University of the Aegean, Greece, ²University of Valencia, Spain, ³University of Paris 8, France

This presentation focuses on the critical contribution of artistic practices, such as music, physical movement and expression, art history, musical performance, Didactics in Conservatories and Music Schools, and the study of musical performance audiences, in promoting social innovation and inclusive change. Under the lens of the “Arts & Edges” axis, we explore how artistic methodologies can transcend conventional boundaries and serve as powerful catalysts for addressing complex social challenges and “wicked problems”. We examine the role of artistic methods in promoting social justice and inclusivity, highlighting how music, dance, body-based practices and art can empower marginalised groups and create spaces for dialogue and solidarity, as well as foster creativity, adaptability, resilience, self-awareness, self-control and empathy. In particular, we focus on the ability of artistic interventions to contribute to the resolution of “wicked problems”, such as social inequality, environmental crisis, and cultural alienation, proposing innovative approaches that combine artistic creation with social research and practical application. Furthermore, we explore the potential for collaboration between artists, researchers, and educators, highlighting how synergy between different scientific and artistic fields can lead to the development of innovative solutions for pressing social issues. Through the presentation of specific examples of artistic interventions and research programmes, this presentation aims to highlight the practical value of artistic research in creating meaningful social impact and contributing to redefining the role of art in shaping a more just, inclusive, and sustainable future.

Aesthetic Engagement in Arts Education as a Lever for Student Motivation and Inclusion

Kristell Grandet

University of Paris 8, France

Arts education is a fundamental element of general education, contributing uniquely to the development of knowledge, skills, and personal expression. Increasingly recognised within international frameworks (UNESCO, 2024; Bordeaux, 2024), its role extends beyond enrichment to fostering deeper student engagement with learning itself. As a compulsory subject, arts education provides an alternative, often transformative, pathway to reconnect learners—particularly those at risk of disengagement—with the educational process. Building on Kerlan’s (2007) perspective, this presentation explores how artistic practices, through indirect and non-linear methods, can restore meaning in schooling. The focus is on students with academic difficulties, including allophone learners (non-native speakers), examining how participation in arts-based activities may rekindle motivation, support reintegration into learning communities, and promote sustained engagement.

The study is grounded in classroom observation and analysis of student artistic practice, contributing to a theoretical framework that links aesthetic experience with educational re-engagement. The analysis unfolds across three interconnected axes:

Knowledge Transmission: Arts education supports access to artistic, scientific, and linguistic knowledge through multimodal learning. **Representation as Agency:** Artistic expression functions as a tool for exploration and communication, empowering students to develop self-awareness and a sense of agency. **A Catalyst for Self-Confidence:** Artistic engagement requires no prior expertise, creating inclusive opportunities for all learners to succeed and build resilience. By examining these dimensions, the presentation proposes that aesthetic experience can serve as a universal lever for educational motivation, inclusion, and personal transformation.

Ethics in action: tackling the challenges of implementing social innovations

Jolanta Pivorienė, Irena Zemaitaitytė

Mykolas Romeris University, Lithuania

The presentation titled “Ethics in Action: Tackling the Challenges of Implementing Social Innovations” addresses the multifaceted ethical challenges that arise in the implementation of social innovations. It is divided into three key segments, each exploring different dimensions of how ethical considerations intersect with social innovation efforts. The first segment examines how research practices can effectively integrate community needs by evaluating interdisciplinary impacts and translating knowledge into practical solutions. A particular emphasis is placed on the role of digital media as a tool for fostering ethical engagement and ensuring that innovation is responsive to community priorities. In the second segment, the transformative power of artistic practices is explored, highlighting how art can catalyse social innovation. It emphasises the role of artists in promoting inclusivity and addressing complex social challenges, questioning how creative

processes can contribute to innovative solutions. This segment also explores the potential for collaboration between artists and researchers in co-developing ethical, community-centred approaches to social change. The final segment focuses on the practicalities of designing and implementing successful social innovation programs. It examines key elements such as leveraging interdisciplinary approaches, ensuring sustainability, and disseminating impactful solutions that are both ethically sound and scalable. By exploring these interconnected themes, the presentation aims to offer practical insights into how social innovations can be implemented responsibly and effectively while addressing the ethical challenges they present.

PS 4d: The role of co-creation and arts-based research for engaging communities in controversial heritage contexts

Time: Wednesday, 24/Sept/2025: 11:00am - 12:30pm · *Location:* Aula Gialla - via della Pescheria Vecchia, Macerata

Session Chair: Giuseppe Capriotti, University of Macerata, Italy

Session Chair: Alice Devecchi, University of Macerata, Italy

Controversial cultural heritage indicates monuments, artworks, and intangible memories that may generate conflicts and polarisation due to contents or representations of racialised, minoritised, gendered, sexual, and religious communities.

The panel will present cases of cultural heritage connected to controversial pasts in various geographical and historical contexts, highlighting how intersectoral collaborations, co-creation, and arts-based research can provide strategies for innovative models of cultural heritage care and management.

A consolidated group of scholars and professionals, previously - and currently - involved in common research initiatives on the topic, will share insights from different cases about the role of interdisciplinary research, co-design methods and artist-driven practices in strengthening participation of affected communities, raising a sense of belonging and shared responsibility towards controversial heritage.

With the principles of the Faro Convention as a reference, the cases discussed may lay the groundwork for sparking inclusive and bottom-up processes addressed at changing controversial cultural heritage in a shared value for implied communities and society at large.

Participatory art practices and community engagement for preserving controversial memories in Bosnia Herzegovina

Alice Devecchi

University of Macerata, Italy

20 years after the Convention on the Value of Cultural Heritage for Society was signed in Faro by EU Member States, strategies for enhancing participation of heritage communities in the definition of their own Cultural Heritage (CH) are still sporadic. The need of more bottom-up processes to drive CH valorisation is particularly urgent in the case of controversial heritage. Starting from the very reasons of conflict and contention, controversial CH cannot be understood and adequately addressed without listening to and engaging with the affected communities themselves. A twofold approach based on co-design methods and arts-based strategies, with the direct involvement of artists, will be discussed through some examples of cultural heritage in Sarajevo and Bosnia and Herzegovina, which are highly controversial as they represent harmful and contested memories of the 1990-1995 war. In a difficult country like Bosnia Herzegovina, which is still today a place where many different ethnic groups live and have their own truth about the war causes and their own heroes, the main question related to heritage management is: what is the 'right' memory to transmit to future generations? Community participation and arts-based research have been proven effective in bringing valuable, creative and unexpected insights in this respect, providing in some cases innovative conceptualizations of memory and monuments themselves.

The many facets of alterity in early modern Genoese art. Interdisciplinarity and participatory approaches for its valorisation

Laura Stagno

Università di Genova, Italy

This contribution will focus on the cultural heritage of the Republic of Genoa (an independent state till 1815) as a significant case study. In the exhibition dedicated to the representation of Ottomans and Moors in Genoese art (October 2024-January 2025, at Palazzo Lomellini in Genoa, curated by L. Stagno and D. Sanguineti), the wide range of approaches to the representation of Islamic 'others' was a central theme, and part of the exhibited pictures - produced between the 16th and the 18th centuries - were controversial, in the sense of being rooted in conflict and potentially disturbing for contemporary sensitivities. This sparked a shared reflection on the strategies needed to tackle this aspect (based on the awareness of the dissonance

of such cultural heritage with today's values) as a means of addressing the topic by involving diverse communities. The contribution therefore aims to illustrate the problems, challenges and possible coping strategies that emerged from this experience, with a particular focus on the need of interdisciplinary research and participatory approaches.

The 'Ngao Christian Community' and Pokomo Peoples' Valorization efforts of Heritage

Stephen Muoki

Pwani University College, Kenya

Since 1863, Ngao Village, a coastal town of the Pokomo People that live along the banks of the Tana River in Kenya, witnessed the establishment of European Missionary Societies, among them the United Methodist Missionary Society (UMMS) and the German Neukirchen Mission (GNM). The UMMS built the Methodist Church in the year 1900 and the GNM built the Ngao Missionary House in 1902 besides other important monumental buildings and graves. The conflicting interests of the British and German colonisers left the buildings dilapidated and abandoned. The community agitation efforts to reclaim its Christian heritage and Pokomo identity have led to a recent conversion of the Missionary House into a community museum, opened by the National Museum of Kenya (NMK) in 2024. The community efforts to return the Ngadji, a sacred drum stolen by the British in 1902, have not materialised. However, the search for restitution has become a deeply divisive affair, both locally and abroad, with the British Museum offering promises for the return. In addition, the community is host to Mau Mau massacre tombs for the six freedom fighters killed by the British colonial forces in 1959. These heritage objects, monuments, and graveyards are replete with meanings, usages, and memories that define the Pokomo people, yet they have become centres of controversy between missionary societies, colonial powers, and various representation groups of the Pokomo. Nevertheless, these setbacks have not quenched the community's search for meaning and identity through the valorisation of their heritage.

Sustaining cultural diversity through citizens' engagement. The case of the Medina of Tunis

Leila Ben Gacem

Blue Fish Consulting

Grassroots urban revival initiatives by social entrepreneurs, environment activists and community youth in the Medina of Tunis are creating slow but sustainable positive urban transformation, without compromising tangible and intangible heritage. The Medina of Tunis, founded at the end of the 7th century, remains vibrant with life, despite its abandoned, collapsed buildings, struggling artisan souks and notorious labyrinthine narrow alleys. Today, grassroots initiatives, such as Mdinti (an economic interest group, uniting Medina's MSEs) and Blue Fish (a social enterprise for heritage revival through economic dynamism), are building local ecosystems, focused on social cohesion, shared economy and urban biodiversity. A series of Medina maps has been developed to show the socio-economic impact on Medina's urban structure. A mapping of collapsed historical buildings demonstrates the urban impact and potential solutions, while a mapping of Medina, as viewed by women who live and work in Medina, highlights the gender challenges and opportunities. Medina's economic groups are taking over the responsibility to keep the historical urban structure vibrant, open, safe, with respect to the heritage wealth of its community.

PS 4e: Special Session SAFINA-VITALITY - Healthcare challenges

Time: Wednesday, 24/Sept/2025: 11:00am - 12:30pm · *Location:* Aula Viola 2 - via della Pescheria

Vecchia, Macerata

Session Chair: Serena Mariani, University of Macerata, Italy

Teamwork challenges when working in an interprofessional healthcare team

Daiva Maciuliene; Kauno Kolegija^{1,2}

¹Mykolas Romeris University, Lithuania; ²Higher Education Institution, Lithuania

In the modern world, teamwork is one of the most important factors in determining an organisation's success. As the healthcare system continues to develop, it becomes increasingly biosocial, and a growing number of specialists from various fields are involved in patient care. A fundamental step in this progress is the growing need to adopt a teamwork approach. The World Health Organisation defines a healthcare team as a union of people without a hierarchical structure, whose members, having acquired different professional education, strive for a common goal. Interprofessional healthcare teams, which include specialists from various fields – doctors, nurses, social workers, physiotherapists – face specific challenges that can affect teamwork and patient care. First, a significant challenge is the different approaches of specialists to patient care and working methods. The second challenge is the lack of clarity of roles and responsibilities. Often, in healthcare teams involving various specialists, it is not clear who is responsible for what, which can lead to conflicts and reduce work efficiency. Each member has different education and competencies. It is essential to define clearly who has specific tasks and responsibilities. Communication problems are also common, as specialists from various fields often use specific terminology that may be incomprehensible to other team members. This can lead to errors, misunderstandings and, ultimately, ineffective patient care. To overcome these challenges, it is necessary to create an open, mutually respectful and goal-oriented work atmosphere, promote constant communication and cooperation, and clearly define the role of each team member.

Urban agriculture for active and healthy ageing: a legal perspective

Serena Mariani

University of Macerata, Italy

The paper explores from a legal perspective the role of urban agriculture (UA) for the elderly as a tool to support active and healthy ageing in urban environments. To this end, the paper analyses the policy and legal framework on urban agriculture, investigating, in particular, the solutions adopted in the Marche Region (Italy), a territory characterised by high life expectancy and a growing elderly population in a rapidly urbanising environment.

UA occurs within and in the proximity of the boundaries of towns, cities, and metropolises, and it is considered context-dependent, existing within heterogeneous situations and conditions that encompass many forms. This phenomenon is commonly classified into two categories: urban farming and urban gardening. The former refers to businesses carrying out agricultural activities for purely economic purposes, while the latter refers to non-profit activities aimed at achieving mostly social goals.

The research focused on urban gardens for the elderly, whose role in promoting active ageing has been recently recognised by Italian law, specifically Legislative Decree no. 29/2024. In this context, the work analysed the legal framework at both national and regional levels, examined municipal regulations in the major cities of the Marche Region, gathered best practices, and developed policy recommendations to contribute to the establishment of a political and regulatory ecosystem that supports urban gardens for active ageing, aiming to foster more age-friendly urban environments.

Outdoor education as a tool for wellbeing and a strategy to face emergencies: teachers' and parents' perspectives

Paola Nicolini, Veronica Guardabassi

University of Macerata, Italy

This study aims to understand the attitudes and perspectives of teachers and parents regarding outdoor education as a potential practice to be implemented in the school system. Nature and open spaces provide excellent opportunities for cognitive, social, and emotional development. They are a resource for the

community when an emergency situation (a pandemic or an earthquake), makes it impossible to use indoor spaces. The ability to utilise open spaces can be a strength for the school and the whole community.

49 preschool teachers (Mage = 46.6) and 117 parents (Mage = 37.9) completed a questionnaire in which they were required to indicate how important they considered each of Gardner's intelligences to be for children (from 1 "not at all" to 4 "very important"). They were then asked to indicate the spaces they considered helpful in promoting well-being, their knowledge of outdoor education and their interest in introducing outdoor education in schools.

Teachers rated naturalistic intelligence with a Mvalue of 2.69, while parents rated it with a Mvalue of 2.99. When focusing on the context for promoting well-being, teachers and parents mentioned outdoor spaces such as gardens, playgrounds, lakes or mountains. The majority of participants were familiar with outdoor education (teachers = 95.8%; parents = 58.1%) and would agree to implement this practice in their schools (Mteachers = 3.6; Mparents = 3.6).

The results suggest that teachers and parents are interested in developing outdoor education practice in schools and that more efforts should be made in this direction. A training course was developed with this aim: the results will be also shown.

Social Investment and Long-Term Care in Italy: Reconciling Work and Care Responsibilities

Carmela Guarascio, Gianluca Busilacchi, Federico Sofritti, Antonio Pacifico, Isabella Crespi

University of Macerata, Italy

The transformation of welfare structures reflects the need to address new social risks emerging from changes in the socio-economic system. Italy represents a crucial case for analysing this issue due to its welfare model, characterised by legislative inertia (Pavolini & Ranci 2008) and highly fragmented long-term care policies, which rely heavily on family responsibilities (Millar & Warman 1996). In this context, our paper focuses on how social policies targeting family caregivers facilitate or hinder work-care reconciliation and whether these effects vary based on caregivers' characteristics.

Our empirical analysis examines Italy, a country where long-term care has recently been at the center of policy debates, culminating in Legislative Decree 33/2023. Italy thus stands not only at the forefront of Southern European welfare systems but also as a relevant case for assessing the realignment of long-term care policies within the Social Investment framework. The study focuses on an experimental program in the Marche region, implemented by the regional government in collaboration with INRCA, which provides economic support to family caregivers through a regional benefit.

The central research question explores whether this policy facilitates work-care reconciliation or, conversely, reinforces traditional caregiving roles, turning care into a form of unpaid labor that further entrenches caregivers—particularly women—in their roles. By examining the intersection between policy design and caregivers' lived experiences, this paper contributes to the broader discussion on the effectiveness of Social Investment policies in addressing the challenges posed by long-term care. Furthermore, it highlights the need for a gender-sensitive approach in welfare policy design.

PS 5a: Entrepreneurship and Digital Humanities

Time: Wednesday, 24/Sept/2025: 3:00pm - 4:30pm · *Location:* Aula Gialla - via della Pescheria Vecchia, Macerata

Session Chair: Lorenzo Compagnucci, University of Macerata, Italy

Session Chair: Francesca Spigarelli, University of Macerata, Italy

This panel presents the book *Entrepreneurship and Digital Humanities*. How Universities Shape the Future of Labour - edited by Edward Elgar Publishing – by offering an interdisciplinary perspective on the topic through the lens of engineering, economics, history of law and ethics. Addressing the growing need for integration between STEM disciplines and the social sciences and humanities (SSH), technical and soft skills, knowledge of digital tools and ethical considerations, this panel deals with the new civic role of universities and entrepreneurship education in order to prepare students for the jobs of the future. Specifically, the presenters explore how higher education institutions can adapt to the rapid change, and challenges, of the labour market brought by digital and green transitions. Then, a selection of practical and policy implications is suggested to inform how universities can respond to these issues and develop a new humanism, placing the enhancement of human potential at its core.

Humanism and innovation in the global world: challenges for universities and the transformation of the labour market

Luigi Lacchè, Francesca Spigarelli

University of Macerata, Italy

The presentation delves into the profound challenges faced by HEIs in adapting to the dynamics of an increasingly digital and AI-driven society, and their role in preparing individuals for the transformation of the labour market. Special attention is given to the challenges and opportunities presented by the convergence in the curricula of STEM and SSH disciplines within the DH domain. The authors map three strands of behaviour, differing in terms of level of integration of STEM and SSH disciplines in educational programmes and academic curricula.

Augmenting human intelligence: empowering cooperation between humans and algorithms

Tracey P. Lauriault¹, Emanuele Frontoni²

¹Carleton University, Canada; ²University of Macerata, Italy

The authors explore the relationship between human cognitive capabilities and algorithmic precision, emphasising the collective potential to enhance decision-making across various disciplines, including digital humanities and archival sciences. Under this framework, the role of entrepreneurship in advancing digital humanities is analysed, with a particular focus on open design principles. The contribution example is in the interaction between archives and AI, investigating how digital archives can fuel AI advancements and how AI can enhance the preservation and analysis of archival materials.

Entrepreneurship and creativity programmes for the humanities and social sciences

Lorenzo Compagnucci

University of Macerata, Italy

This contribution explores both good practices and challenges deriving from the design and implementation of entrepreneurial education programmes for undergraduates, postgraduates and PhD candidates. Along with defining the theoretical framework in the field of entrepreneurial education, the author presents a selection of entrepreneurial education programmes which were offered between 2013 and 2022 at the University of Macerata, a university founded on the humanities and social sciences. Such programmes aim to promote a cross-disciplinary approach to entrepreneurship among students and researchers in SSH disciplines, by providing training on soft skills and digital tools, and by focusing on responsible citizenship to address economic, social, and environmental challenges at the local level. Furthermore, a selection of practical and policy implications is proposed.

PS 5b: Inclusive learning

Time: Wednesday, 24/Sept/2025: 3:00pm - 4:30pm · *Location:* Aula Viola 1 - via della Pescheria Vecchia, Macerata

Session Chair: Lorella Giannandrea, University of Macerata, Italy

Teaching Across Borders: An Interdisciplinary Laboratory Experience for Future Teachers

Lorella Giannandrea, Francesca Gratani, Adele La Rana, Sara Lorenzetti, Agnese Telloni

University of Macerata, Italy

The distinction between multi-, inter- and transdisciplinarity was formulated by Jean Piaget (1972) and later taken up by Aldo Visalberghi (1973). Despite the potential of these approaches to transcend the boundaries between paradigms and disciplinary labels, they still are not very widespread in university teaching practices, including those aimed at initial teacher training.

Starting from these assumptions, in the academic year 2024/25, the Laboratory 'Didattica e Didattiche' was conceived, aimed at students of the Master's Degree in Primary Education at the University of Macerata. The Laboratory is configured as a heterotopic and heterochronic training device providing a complementary space with respect to school internship and curricular activities.

The Laboratory was born from the collaboration of professors from different disciplines (General Didactics, Italian Literature, Mathematics Education, Physics Education) who, choosing Calvino's Six Memos for the Next Millennium, and in particular Lightness, as integrating background, co-designed the didactic proposal synergistically.

During the co-presence meetings, the professors discussed intertwined examples stimulating connections between different disciplinary epistemologies and fostering debate.

Students were asked to design an interdisciplinary course for primary school or early childhood education, or to rethink the design they had already developed during their internship.

Thanks to the support of their peers and the teaching team, the pilot experience enabled the pre-service teachers to revise their naive ideas about the concept of interdisciplinarity and to gain a greater awareness of the educational value of crossing disciplinary boundaries at any school level.

Thinking about innovation by, for and with students, the example of the temporary student cooperative at Paris 8

Elodie Ros

University of Paris 8, France

Since the 2000s, European universities have adopted policies promoting the professionalisation of students and researchers. In France, this shift was marked by the "Freedom and Responsibilities of Universities" (LRU) law and initiatives like Pépites programs (2013), which foster student entrepreneurship and an entrepreneurial mindset in academia. These policies view student initiatives as drivers of innovation, professional skill development, and experimentation spaces. However, innovation is often framed through an individualistic lens, emphasizing private entrepreneurship and liberalized university models akin to private institutions.

Emerging alternatives challenge this perspective by adopting collective approaches aligned with local socio-economic needs. For instance, cooperative projects such as Coop'en 8 at the University of Paris 8 represent a novel model. This ephemeral student cooperative prioritizes collective entrepreneurial resources over individual ones, designing economic activities based on territorial social needs and students' skills. Coop'en 8 exemplifies cooperative entrepreneurship's potential to redefine traditional notions of innovation and foster economic citizenship.

This initiative raises critical questions about the role of cooperative entrepreneurship versus traditional models, particularly regarding social innovation and community impact. By exploring these dynamics, this presentation aims to highlight how cooperative approaches can reshape higher education's entrepreneurial landscape while addressing broader societal challenges.

Conceptual Materialization: an Interdisciplinary Research to Foster Inclusive and Engaging Learning

Agnese Ilaria Telloni¹, Silvia Ceccacci¹, Ileana Bodini², Valerio Villa²

¹University of Macerata, Department of Education, Cultural Heritage and Tourism, Italy; ²University of Brescia, Department of Mechanical and Industrial Engineering, Italy

Within the Inclusion Week promoted by the University of Macerata, three researchers from different disciplinary fields propose a workshop exploring how various teaching methodologies can merge to foster inclusive and engaging learning. Technology, mathematics education, and industrial engineering are integrated to create learning experiences based on conceptual materialization, which consists of concretizing essential ideas for one or more disciplines through artifacts that serve as educational mediators. The construction and use of such artifacts stimulate creativity and enhance mastery of concepts through multimodal and multisensory experiences. The interdisciplinary synergy, between pedagogical research, mathematics education and engineering design, opens up a fertile research space to explore how the mediation between the culture and the learners' previous knowledge influences teaching and learning processes.

The workshop on conceptual materialization, devoted to pre-service and in-service teachers of all educational levels, relies on the integration of narrative and logical thinking. It includes an active training experience structured into five phases:

- a) independent reading of storytelling by the participants, aimed at highlighting the role of narration in shaping products and ideas;
- b) interactive online lesson on the development of the conceptual materialization of an idea;
- c) in-person workshop where each participant creates a conceptual materialisation of an idea;
- d) review and discussion session with trainers on the participants' creations;
- e) final follow-up meeting to reflect on the experience.

During the presentation, the results of the workshop will be illustrated, and some interdisciplinary research directions for the future on the topic of artifacts as educational mediators will be outlined.

A theoretical model for interdisciplinary learning: the case of a teacher training educational path on Mathematics and Literature

Annalisa Cusi², Agnese Ilaria Telloni¹

¹Università di Macerata, Italy; ²Sapienza Università di Roma, Italy

In this study, we propose a theoretical model to design and analyse interdisciplinary activities. We define interdisciplinary learning as the capacity to integrate knowledge and methods from different sources into a coherent unity and apply the learned information to address new problems (Boix Mansilla, 2002). According to Boix Mansilla (2017), interdisciplinary learning involves four essential processes that can be connected to the following instructional principles: a) stimulating initial reflections on the "sense" of the problem faced; b) identifying the specific disciplinary aspects that intervene in the processes of understanding and solving the problem; c) supporting the synthesis to highlight how the perspectives offered by the disciplines support the solution process; d) stimulating critical thinking. Based on these principles, we introduced some guiding questions to be used as a theoretical and operational tool by teachers to design interdisciplinary activities and analyse their implementation in the classroom.

We tested the use of this tool within a teacher education program aimed at promoting the creation of an inquiry community (Jaworsky, 2004) - the "Mathematics and Literature" group - where teachers of different disciplines (mainly Mathematics and Literature, but also Foreign Languages, Ancient Languages, and Philosophy) work together with two academic researchers to co-design interdisciplinary paths for secondary school students and a-posteriori reflect on their actual implementation.

In our talk, we will present the theoretical tool and discuss its application in teacher education programs by referring to a paradigmatic example from the experience developed in the "Mathematics and Literature" group.

PS 5c: Every child - a full member of the community: Building an effective model for intersectoral cooperation

Time: Wednesday, 24/Sept/2025: 3:00pm - 4:30pm · *Location:* Aula Rossa 2 - via della Pescheria Vecchia, Macerata

Session Chair: Antoaneta Ilieva Mateeva, Know-How Center, New Bulgarian University, Bulgaria

Bulgaria's national policies related to the care of vulnerable children prioritise intersectoral coordination at all levels. Their goal is to achieve the interconnectedness of measures, providing comprehensive care and protection for various groups of children with multiple needs. These are children who are often referred to as difficult cases by those working in the various systems representing their protection authorities. These cases require coordinated intersectoral work. However, where this is lacking, interventions are often limited to transferring children from one service to another and from one school to another. This further traumatises children and cuts off their connections with their surroundings.

This panel aims to present the initiative 'Every Child - a Full Member of the Community,' which develops an effective model for intersectoral cooperation by creating a culture of trust, team thinking, and active interaction between various institutions and services in cases involving children at risk and their families. In the municipality of Veliko Tarnovo, representatives from the social, educational, and health sectors, as well as the police and the city, launched this partnership initiative in 2022. This initiative creates a systematic practice for identifying barriers to joint work and planning and implementing actions to overcome them at both local and national levels.

The initiative was explored and evaluated constantly, applying the methods of participatory action research. Five interventions on political and practice level were used to bring the expected change that will be presented during the panel.

Application of case supervision to encourage the dialogue and the coordinated support for the child and family

Antoaneta Ilieva Mateeva

Know-How Center, New Bulgarian University, Bulgaria

The initiative "Every Child - a Full Member of the Community" was explored and evaluated, with the methods of participatory action research constantly applied. The article presents the results of multidisciplinary supervision with local social and educational teams, serving cases of children at risk and their families in the municipality of Veliko Tarnovo. The definition of multisectoral supervision will be offered as well as the results from its implementation as a tool to encourage the development of case work skills and active and participatory methods of collaboration between local social and educational institutions. The emotional containment function of the supervision will be discussed here as well as the prejudice, fears and resources that appear as a result of this type of professional support. Vignettes of cases will be presented to demonstrate the challenges and the success achieved when professionals from the school try to connect to the social system or in the opposite. As a result of this study, some recommendations were developed on how to include multidisciplinary supervision in the legislative framework.

The training of multidisciplinary teams in AMBIT approach as a tool for building common professional language and understanding

Radostina Borisova Antonova

Know-How Center, New Bulgarian University, Bulgaria

AMBIT is an approach based on Fonagy's theory of metallization, developed by Anna Freud Centre, UK. Its aim is to work on the level of field practitioners and to study in a systematic way the area of psychosocial support of difficult cases. The approach was applied in the training of multidisciplinary and inter-institutional teams working with children at risk and their families. As results of the implementation the following developments were achieved: 1/ an environment of learning and mutual trust among specialists was created; 2/ the teams' communication culture transformed from culture of competition to culture of mutual support; 3/ in the team discussions, the specialists managed to stay focused on better understanding of the specifics of children; 4/ to engage colleagues and organizations in coordinated case work with children with multiple needs; 5/ better to define the limitations of their own expertise and of the service.

PS 5d: Social Innovation [PART 2]

Time: Wednesday, 24/Sept/2025: 3:00pm - 4:30pm · *Location:* Aula Viola 2 - via della Pescheria Vecchia, Macerata

Session Chair: Anastasia Constantelou, University of the Aegean, Greece

Green Human Rights as a Catalyst for Social Innovation: A Bibliometric and Qualitative Analysis

Justyna Berniak-Woźny

SWPS University, Poland

With the accelerating degradation of ecosystems, biodiversity loss, pollution, and the escalating climate crisis, green human rights have emerged as a critical area of academic and policy discourse. Green human rights encompass the right to clean air, access to safe drinking water, preservation of biodiversity, and the responsible use of natural resources. These rights extend the scope of traditional human rights and address the urgent need for environmental justice and intergenerational equity. However, despite their growing importance, the conceptual framework and operational definitions of green human rights remain fragmented across disciplines, with varying terminologies, classifications, and interpretations.

This presentation will outline the results of a comprehensive bibliometric analysis of green/environmental human rights literature, offering insights into publication trends, key contributors, thematic clusters, and knowledge gaps. Complementing this quantitative review, qualitative content analysis will explore how green human rights are understood as potential catalysts for social innovation. Specifically, the study will examine how green human rights can inspire new legal instruments, social movements, governance models, and technological or cultural innovations to strengthen societies' adaptive capacity in the face of environmental crises and climate change.

The originality of this research lies in its dual analytical approach—combining bibliometric mapping with qualitative exploration of green human rights as a driver of social innovation. Previous research has largely overlooked this perspective. Based on the findings, the presentation will propose a future research agenda to advance this emerging interdisciplinary field.

Social innovation and Latin American cinema on migration

Paola Garcia

University of Paris 8, France

The imaginary world of migration is increasingly shaped by the exclusion, rejection and violence conveyed by certain conservative and extremist ideologies in the mass media and by political actors. Numerous studies have highlighted the construction of a highly stigmatised discourse on immigration, which identifies the foreign Other as a threat, often rendering him or her “undesirable”. Faced with this situation, films on migration offer a different viewpoint, providing a more nuanced and sensitive portrayal of the reality of migration. This paper will examine the extent to which certain Latin American films on migration can be considered alternative narratives of the migratory experience, and question the future of living together -- a crucial issue for our societies in the context of the accelerating mobility in which we find ourselves.

Innovation Based on People and Community Needs

Andrijana Paljušević^{1,2}

¹University of Macerata, Italy; ²United Nations University Operating Unit on Policy-Driven Electronic Governance, Portugal

The paper aims to explore the novel and reimagined role of civil servants in promoting social innovation. Through the fusion of the theories of socio-technical systems (organisational development) and street-level bureaucracy (public administration), the article presents the challenges and opportunities that civil servants encounter in the face of emerging technologies and the inclusion of citizens in co-creation processes.

When designing public services, the public administration often overlooks citizens' needs. However, citizens' contributions are a vital source of innovative ideas to calibrate public services and make them more human-centred.

How can civil servants, as the face of public administration, encourage citizens' active and effective participation in fostering social innovation? How do civil servants adapt to and use novel technologies to promote and share innovative co-creation practices? Through a comprehensive desk analysis of good practices and a series of semi-structured interviews with experts in democratic innovation and co-creation processes, the paper will provide guidelines for civil servants and policymakers on guiding participatory practices that are both innovative and inclusive.

Clowning as Social Innovation: Sociological Perspectives and Pathways for Inclusive Education

Melanie Sara Palermo¹, Martina Crescenti²

¹University of Macerata, Italy; ²University of Bologna, Italy

This study explores clowning as a form of social innovation, analysing its impact on the inclusive education of students with disabilities or migrant backgrounds through a sociological lens. This research investigates how clowning, traditionally associated with medical settings, can be reinterpreted as a tool for building inclusive communities within schools. The analysis, grounded in concepts such as inclusive education and educational community, examines the case study of the non-profit organisation Clown One Italia. More specifically, it analyses how the activities conducted by this organisation in Lombardy schools influence relational dynamics among students, teachers, and operators. Through the presentation of this good practice and employing a qualitative methodology, semi-structured interviews were conducted and codified using NVivo software to reconstruct the narratives of clown operators, educators, and former students. Findings highlight how clowning promotes the creation of social capital through shared emotional experiences, strengthens student agency, and fosters positive social interactions. Notably, an increased awareness of inequalities and a transformation of the concept of care towards reciprocity and solidarity are observed. This research demonstrates how clowning can serve as an innovative solution to address the complex societal challenges of inclusive education, contributing to the construction of a more equitable and cohesive society, both inside and outside the school. In this light, the contribution engages with the sociological debate on social innovation, emphasising the role of education and artistic practices in driving social change.

PS 5e: Migration and mobility

Time: Wednesday, 24/Sept/2025: 3:00pm - 4:30pm · *Location:* Aula Verde - via della Pescheria Vecchia, Macerata

Session Chair: Edith Cognigni, Unimc, Italy

Questioning Innovative Concepts in the New Migration and Asylum EU Law

Deyana Marcheva

New Bulgarian University, Bulgaria

The 2024 EU Pact on Migration and Asylum addresses the growing pressures from increasing migration flows driven by factors such as armed conflicts, environmental changes, and economic disparities. The significant influx of migrants and refugees has put immense strain on the EU's fragmented asylum and migration policies, prompting the 2024 reform. This reform introduces a "comprehensive approach" that includes "external components", "non-entry diction," and the concept of "instrumentalisation," among others.

Despite evidence that externalisation policies do not provide a sustainable solution, EU institutions and national governments persist in developing these strategies to tackle the political and legal challenges posed by rising anti-refugee sentiment, the rise of right-wing populist parties, and the decline of social cohesion across Europe. However, it remains uncertain whether the securitisation and externalisation reforms will effectively address the structural weaknesses and inherent inequalities within the EU's asylum system, which have undermined its effectiveness and fairness. What is evident is that the new EU asylum and migration law introduces legal innovations that undermine human rights standards, creating procedures and legal mechanisms that may circumvent the protection of fundamental rights and freedoms.

The distinction between migrants and refugees appears to be blurred in this new legislation, ostensibly to ensure the securitisation of the EU's external borders. As control over asylum decisions increasingly shifts to external entities, accountability becomes diluted, obscuring responsibility in instances of human rights abuses.

Innovation and Competitiveness of Immigrant Entrepreneurs in Service Sectors

Pedro M. Calero-Lemes, Desiderio J. García-Almeida

Universidad de Las Palmas de Gran Canaria, Spain

Many immigrants decide to start businesses as a response to barriers in the labour market, as a means of integration, or to take advantage of available opportunities. For many, entrepreneurship is seen as a way to bypass challenges such as language barriers, lack of recognition of foreign qualifications, or discrimination. Immigrant entrepreneurs often use their knowledge and the information flow between their host country and country of origin to identify opportunities. This flow allows them to identify market gaps and offer products or services that cater to both the general population and fellow immigrants, who share similar cultural preferences or specific needs. Academic literature on immigrant entrepreneurship highlights two opposing perspectives: one suggests that immigrant entrepreneurs innovate more than locals, bringing fresh ideas into the market. The other argues they are more likely to adapt to local practices, responding to the specific demands of the immigrant community, often through ethnic markets where their cultural and linguistic knowledge offers a competitive advantage. To explore this further, a study using data from 108 immigrant entrepreneurs in the Food and Beverage sector of the Eastern Canary Islands (Spain) analyses the level of innovation in their firms and the influence of innovation on their success. The findings help shed light on the dynamics of immigrant entrepreneurship, revealing whether these entrepreneurs drive innovation or primarily engage in market adaptation to serve their community's needs. This understanding can inform policies that support immigrant business development and integration.

Mapping the Network of Public Opinion: Exploring the Migration Policy in the EU

Egor Smirnov

University of Macerata

This project investigates whether it is possible to identify and define a network of information dissemination related to migration policy in the European Union. It constitutes the first stage of a broader research agenda examining the relationship between public opinion and policy-making.

The core objective is to explore the structure of the information network: Who or what are the key actors (nodes) in the dissemination of policy-related information? How are these actors—such as media outlets, political institutions, civil society organisations, and individuals—connected? What sources and types of data can be used to trace these connections, and what methodological approaches are appropriate for analysing them?

Using social network analysis, the project seeks to identify potential hubs and patterns in the communication of migration policy narratives. Rather than assuming a clearly defined structure, the study begins with the question of whether such a network can be meaningfully delineated at all. This includes exploring ways to represent and weight connections, measure centrality, and describe the overall shape and density of the network.

By grounding the analysis in empirical data and methodological rigor, this initial phase aims to lay the foundation for understanding how information flows may influence public opinion on migration, and how such flows could shape, or be shaped by, policy-making processes in the EU context.

Mobility as an instrument for the participation of vulnerable individuals in the life of the community

Fiorenza Prada

University of Macerata, Italy

Mobility represents one of the primary assets of an individual, being instrumental to the enjoyment of other fundamental legal rights, such as the right to personal freedom and health. As such, mobility must be fully guaranteed by the State given its essential social function. European and international institutions, as well as legislative frameworks, acknowledge this principle and are increasingly promoting initiatives to enable mobility to become a true instrument of accessibility. Within this context, special attention is paid to individuals in vulnerable situations, such as persons with disabilities and the elderly, to ensure that they can participate fully and effectively in the community's life.

PS 6a: Technological innovation in Academia

Time: Wednesday, 24/Sept/2025: 5:00pm - 6:30pm · *Location:* Aula Verde - via della Pescheria Vecchia, Macerata

Session Chair: Dino Franco Felluga, Purdue University, Italy

Technological Change: A Challenge or an Opportunity for University Teaching in the Humanities?

Nada Chaar

University of Paris 8-Vincennes-Saint-Denis, France

Generative AI has become a nightmare for university teachers, who must contend with papers inappropriately crafted using various AI tools. Detection tools and strategies have been developed to assist teachers. However, given the pervasive societal use of AI across professional, economic, and everyday contexts, should we not consider integrating AI into our teaching practices?

My hypothesis is that the challenge for the humanities can be examined on two interconnected levels: the societal level, through questions of knowledge creation and transmission, and the didactic level, through questions of what we teach and how we ensure students benefit fully from it.

In this presentation, I will analyse the process through which I have transformed my teaching to both address AI-based fraud and foster language acquisition habits among my students.

My reflection is based on the design of two Master's-level asynchronous distance-learning courses in the Department of Educational Sciences, where I teach sociology and history. Both courses aim to teach students how to become independent users of written and oral sources on the subject of education and to introduce them to educational systems in the English-speaking world.

In designing these two classes, I had to address two key challenges: how to ensure that students read the provided texts and acquire new knowledge, and how AI could potentially assist me in this process.

Open Assembly: Building Resources after the Collapse of the Humanities

Dino Franco Felluga

Purdue University, USA

This paper theorizes a new way of thinking about sharing content and tools that in a forthcoming book I distinguish from both open access and open source. "Open assembly" proposes a more sustainable, fiscally responsible way to support humanities work in this time of crisis, an approach that is made possible by my use of Recogito at COVE Studio, including: 1) non-profit entrepreneurship through SAML authentication at subscribing institutions, thus liberating COVE from the precarity of university and grant funding; 2) a collective sharing of content that can then be marketed to libraries or to multi-hub conferences; 3) the separation of a password-protected, fund-generating platform from an interdependent open-access publication mechanism; 4) an active-learning approach that ensures COVE cost-per-use figures are competitive while the platform more actively engages students in the exploration of humanities content; and 5) Performant's innovative approach to grant funding, whereby multiple stakeholders share grant funds in the cross-institutional, collective creation of a shared platform. At a time when humanities work is threatened with funding cuts and pervasive censorship, we need to use tools like COVE Studio to reclaim the means of production through collective forms of cross-institutional coordination and collaboration.

COIL (Collaborative Online International Learning) projects to address social emergencies and inclusion prospects

Flavia Stara

University of Macerata, Italy

The growing impact of globalisation on national communities underscores the importance of intercultural competence development in higher education.

The educational field represents a privileged place to enhance logical and semantic tools of intermediation for a deeper understanding and knowledge of different human resources. Internationalisation is a strategy

widely adopted by Western higher education institutions to graduate global-ready individuals, able to face global challenges through transversal skills, achieved in geo-political spaces other than the ones of belonging. Within recent educational innovations useful for consolidating the processes of Internationalisation and cultural exchanges among students, the Collaborative Online International Learning (COIL) educational projects stand out. These projects are designed to involve teachers and students from different countries in exploring educational issues related to culture, identity, social justice, inclusion, and cooperation. In COIL multidisciplinary actions -complementary to the curriculum courses- students carry out thematic research and dialogues using digital communication channels. COIL can empower young people to face social matters so to strengthen skills as future professionals as well as to expand cultural awareness.

The paper focuses on COIL as a theoretical and practical methodology to explore social fabrics where individual daily life narratives, shared work experiences, and strategies to support community life, together with resolutions for marginalisation, converge. Furthermore, it will be analysed as a case study the COIL sessions carried out between the University of Macerata (Italy) and the Florida Gulf Coast University (USA) along with the produced outcomes.

Changing the Positioning of Academic Research Institution in the Social Design

Khaldoun Zreik, Samuel Szoniecky

University of Paris 8, France

The rapid evolution of information and communication technologies, along with the acceleration of digital transformations following the COVID-19 pandemic, has reshaped the relationship between academic research and society. Among the many factors driving this shift, two major phenomena stand out, necessitating a fundamental rethinking of the Academic Research Institution (ARI).

First, ARIs no longer monopolise the dissemination of scientific knowledge. Once the primary centres of excellence in this domain, they have been surpassed in some cases by emerging digital platforms. These alternative dissemination channels have reduced the visibility of academic institutions, prompting a reassessment of how knowledge is produced and shared—essentially, a redesign of the ARI.

Second, ARIs lag behind society in technological adaptation. Today, individuals rapidly adopt new innovations without academic validation, reshaping social structures and behaviors. The ARI, constrained by ethical, legal, and institutional frameworks, struggles to keep pace. This has led to the perception—sometimes mistaken—that non-academics are not only technologically but also scientifically ahead of academic institutions. Consequently, the credibility of the ARI, and by extension, the traditional university model, is increasingly challenged.

To address these issues, and with the support of ERUA, we have conducted multiple innovation workshops involving researchers, PhD candidates, and master's students. This contribution presents the key challenges, explores forward-thinking approaches, and details the action-research methodologies applied in these workshops, offering both an assessment and future proposals.

PS 6b: Heritage making and unmaking in the global/local continuum: interdisciplinary trajectories and critical approaches to social innovation in heritage research

Time: Wednesday, 24/Sept/2025: 5:00pm - 6:30pm · *Location:* Aula Gialla - via della Pescheria Vecchia, Macerata

Session Chair: **Francesco Orlandi**, University of Macerata, Italy

The ERUA research cluster “Critical Heritage Studies: Restorative Justice, Digital Ethics and the Governance of Sustainability” promotes interdisciplinary dialogue and collaboration across the humanities and social sciences to unpack the often conflicting practices surrounding what heritage is, to which community it belongs, and who can speak on its behalf. The panel addresses the issue of social innovation by exploring unconventional approaches to heritage making and unmaking processes in their legal, technological, and historical dimensions. We gather empirical case studies and theoretical reflections on how heritage objects and narratives can promote rights-based claims, community well-being and the sustainable development of people and territories. In this context, innovation can be understood both in terms of the use of information and communication technologies to support heritage conservation and the public dissemination of its crucial role in contemporary society, and in terms of the capacity of institutions, researchers and professionals to mediate between local and global heritage imaginaries through effective policy-making and accountability strategies.

This panel proposes to look at the shifting regimes of innovation in heritage arenas, addressing the need to continuously search for new practical and conceptual tools to rethink local-global heritage practices as poles of continuity, juxtaposition, and contradiction. This perspective allows us to pose some pressing questions about innovative heritage relations, aiming to recognise past wrongs, promote equitable and democratic participation, and bear witness to difficult memories. Our aim is not to ossify disciplinary categories, but to enrich a conversation about creative and inclusive heritage futures.

Paying Debts through Heritage: A Philosophical Analysis

Riccardo Mazzola

University of Macerata, Italy

Heritage plays a crucial role in addressing historical injustices. Artworks, as cultural artefacts, operate within the broader framework of accountability, memory, and reconciliation. This presentation explores two ways in which heritage functions as a means of “paying debts”. First, heritage serves as restitution, that is, an attempt to return what was taken. The restitution of looted or stolen artworks is a tangible act of reparation, restoring cultural heritage to rightful communities while challenging historical narratives shaped by dispossession. The return of Gustav Klimt’s *Portrait of Adele Bloch-Bauer I*, confiscated by the Nazis, exemplifies how repatriation is not merely a legal transaction but a recognition of past wrongs. Similar cases, such as the return of Indigenous sacred objects, highlight the role of heritage in redressing historical violence. Second, heritage serves as acknowledgement, recognising historical debts that cannot be repaid. In these cases, restitution is not just about returning objects, but also about confronting the irreparable nature of certain injustices. The case of the Benin Bronzes illustrates how the return of cultural heritage extends beyond ownership disputes, embodying a recognition of colonial violence and the impossibility of full reparation. Nevertheless, these two dimensions – restitution and acknowledgement – often overlap. By examining these dynamics, this presentation explores how heritage is mobilised to “pay debts,” forcing societies to confront their past, reshape collective memory, and rethink the ethics of cultural heritage.

Digital Inclusion and Sustainable Development of Heritage: an IT-Legal Investigation

Arianna Maceratini

University of Macerata, Italy

An examination of primary European and Italian legislation reveals that the common ideas of sustainable development, traditionally associated with environmental protection, are increasingly linked to the cultural sphere, giving rise to the concept of cultural sustainability. The latter is an element of integration and intergenerational connection between people, historical landscapes and cultural heritage. A point of concern

in building sustainable heritage relationships is an environment increasingly mediated by digital technologies. These interventions occur at three different levels, providing access to, managing, and educating about heritage. Digitalisation has revolutionised how heritage, both tangible and intangible, is conceived and preserved, making physical resources that are limited and difficult to access easily discoverable and allowing local traditions to be shared and recognised by a growing global audience. The link between sustainable development and digital technologies enhances heritage for inclusiveness and intercultural creativity. This is increasingly part of national and international policies, such as in the Italian PNRR and the 2030 Agenda for Sustainable Development. It is therefore crucial to emphasise that digital access and inclusion are key to an effective democratisation of culture and knowledge, and that sustainable relationships with heritage can foster democratic participation, social responsibility and environmental awareness for the development of communities and territories.

The ‘Brain Program’ of The Popular Republic of Bulgaria (1944 – 1989) as a cultural heritage. A case of forgotten social innovation

Rumen Petrov

New Bulgarian University, Bulgaria

The “Brain Program” (1984-1989) of the Popular Republic of Bulgaria (1944-1989) is the most significant innovation in the field of bio-psycho-social sciences in the modern history of Bulgaria. Its creators’ ambition was that Program will be innovative in, at least, four dimensions: 1. To modernize the management of human resources (from educational to the industrial institutions), using bio-psycho-social evidence and technologies, 2. to reduce and overcome the technological lag behind of the then ‘West’ in the bio-psycho-social area, 3. to engage the then bio-psycho-social sciences with the fast growing high-tech sectors of production (computer technology, military industry, etc.); 4. to introduce and establish project-oriented inter-institutional entrepreneurial scientific culture. The critical heritage studies approach promises to engage contemporary bio-psycho-social scientists in Bulgaria in reflexive work on assessing the Brain Program as an intellectual heritage. The work on the project conducted so far reveals specific disconnections between the contemporary and then-bio-psycho-social scientists, institutes and processes (narrative gaps, archival poverty; biographical holes, etc.). A hypothesis will be proposed for the possible reason for this peculiar “alienation from heritage”.

PS 6c: Special Session SAFINA-VITALITY - Healthcare policy and management

Time: Wednesday, 24/Sept/2025: 5:00pm - 6:30pm · *Location:* Aula Viola 1 - via della Pescheria Vecchia, Macerata

Session Chair: Ramona Bongelli, University of Macerata, Italy

How Can the Patient Affect the Change in Healthcare System?

Ilona Ogurcova, Danguolė Jankauskienė, Birutė Mockevičienė

Mykolas Romeris University, Lithuania

This study examines how patients drive meaningful changes in healthcare, focusing on accessibility, satisfaction, and service delivery through an inclusive and interdisciplinary lens. Conducted in 2024, it analyses healthcare trends from 2021 to 2024, emphasising patient participation in decision-making. This sociological study highlights the interplay between healthcare accessibility and patient satisfaction within the broader framework of inclusive and interdisciplinary innovation.

Findings reveal that while 99% of the population relies on primary care, barriers persist in accessing specialist services and navigating the doctor registration system. Reports of accessibility and quality issues increased from 30% in 2021 to 48% in 2024 due to organisational shifts, leading 29% of patients to seek private care to avoid long wait times.

Healthcare utilisation rebounded, with service visits rising from 23 million in 2020 to 28 million in 2023, exceeding pre-pandemic levels. Primary care, diagnostics, and specialist consultations dominate service use, while mental health, rehabilitation, and nursing remain underutilised. Emergency services serve nearly half the population, yet only 64% rate secondary care positively, exposing quality gaps.

The study advocates for patient-centred reforms, reducing bureaucracy, enhancing accessibility, and fostering institutional collaboration. Structural investments are essential for sustainability, as private healthcare provides only temporary relief.

By emphasising patients' roles in shaping healthcare policy, this research contributes to social innovation discourse. It challenges traditional paradigms by advocating a model where patient feedback and participation drive reform, aligning with SOCIN's vision of inclusive, interdisciplinary, and impactful healthcare innovations.

'The mental health challenges faced by men regarding their women's pregnancy: A case study conducted at Thulamela Municipality, Limpopo, Vhembe Thohoyandou

Hangandifhi Sepoli

Mykolas Romeris University, Lithuania

Pregnancy is widely recognised as a transformative period with profound physical, emotional, and psychological implications for women. However, the mental health challenges faced by their male partners during this period remain significantly underexplored, particularly in rural and resource-limited contexts such as South Africa. This study seeks to address this gap by investigating the specific mental health challenges experienced by men whose partners are pregnant in Thulamela Municipality, Limpopo Province, Vhembe Thohoyandou. The research aims to explore the psychological, emotional, and social stressors affecting these men, their coping mechanisms, and the broader cultural and societal factors that shape their experiences.

Employing a qualitative research approach, the study will utilise an exploratory research design to gain in-depth insights into the lived experiences of participants. Non-probability purposive sampling, complemented by snowball sampling techniques, will be employed to select participants who have direct experience with the phenomenon under investigation. Data collection will involve semi-structured interviews designed to elicit rich, descriptive narratives, while thematic data analysis will be used to identify patterns, themes, and key insights.

Shedding light on the mental health experiences of men during their partners' pregnancies, this study contributes to a growing body of literature emphasising the need for inclusive and holistic approaches to maternal and paternal health. Furthermore, it highlights the importance of integrating men's mental health into public health policies and interventions, particularly in underserved rural communities. Ethical

considerations, including informed consent, confidentiality, and cultural sensitivity, will be prioritised throughout the research process to ensure the study's rigor and integrity.

Stress-mission possible!

Katarzyna Anna Archanowicz-Kudelska

Kozminski University, Poland

In today's VUCA world - Volatile, Uncertain, Complex and Ambiguous - the one constant and integral part of our existence seems to be... stress.

However, when there is too much of it and we do not know how to manage it, it has a major negative impact on health and quality of life.

Learning effective and safe techniques for coping and effectively reducing the impact of stress on the body is therefore an urgent social need.

In response to these challenges, a spontaneously formed, interdisciplinary team, geographically dispersed and collaborating almost exclusively online, created, planned, tested and researched a social innovation - a psycho-educational tool for de-stressing and learning anti-stress techniques.

All in an attractive, engaging and effective way, over 4 years of voluntary work (2021-2025). The Social Innovation Creation Model was used. A number of multidisciplinary studies were conducted - psychological, marketing (qualitative and quantitative) and physiological, looking at changes in levels of cortisol - the stress hormone.

The ethics and psychological safety of the game were reviewed.

The result was STRESSmission - a tool in the form of a card and board game.

The results of the research were so promising that STRESSmission was launched on the market after a crowdfunding campaign, representing a successful case of university-environment cooperation, the applicability of research results and their commercialisation.

The indirect effects of COVID-19 on older people and their coping strategies. Results of an empirical study in Italy

Jessica Gioia, Georgia Casanova, Marco Socci, Giovanni Lamura

IRCSS- INRCA - National Institute of Health & Science on Ageing, Centre for Socio-Economic Research on Ageing, Italy

Background: In 2023, the WHO promoted a worldwide qualitative study to investigate adverse psychosocial conditions among the older population during the COVID-19 pandemic. The preliminary results underline that, in comparison to pre-pandemic times, older people have experienced an increase in adverse psychosocial effects such as loneliness and stress (+31%), depression (+30%), anxiety (+25%), and sleeping problems (+14%). Italy was selected as the European case study country in the WHO investigation.

Aims: This study aims to understand the indirect adverse psychosocial impacts of the COVID-19 outbreak on the health and well-being of older people in Italy, and to investigate the potential indirect effects of the COVID-19 crisis in promoting innovative strategies for tackling elder care-related challenges.

Methods: In 2024, a qualitative study was conducted, based on: a) a rapid review of 60 support initiatives for older people promoted in Italy during COVID-19; b) nine in-depth interviews with older people aged 70+; c) a focus group with key stakeholders operating in the Marche region.

Results: ICT has been effective at both the individual and social levels to contrast the adverse psychosocial effects in older people. Participants agreed to consider the COVID-19 time as a "learning experience" for changing their attitudes on ICT use, and at the meso and macro levels for promoting innovative policies and solutions.

Conclusion: ICT use reduced the adverse indirect effects of the pandemic on the health and well-being of Italian older people, and its spread was considered a powerful strategy for developing innovative policies targeted at seniors.

PS 6d: Social and Environmental Impact

Time: Wednesday, 24/Sept/2025: 5:00pm - 6:30pm · *Location:* Aula Viola 2 - via della Pescheria Vecchia, Macerata

Session Chair: Francesca Bartolacci, University of Macerata, Italy

Environmental, social, and governance (ESG) behavior of family businesses: the role of different generations

Francesca Bartolacci, Roberto Del Gobbo, Michela Soverchia
University of Macerata, Italy

Environmental, Social, and Governance (ESG) considerations are increasingly critical in shaping corporate strategies, as firms are expected to actively respond to sustainability imperatives, social responsibility, and ethical conduct in the face of global challenges. In this context, both scholars and practitioners recognise family businesses (FBs) as a distinctive and relevant field for studying ESG behaviours. While it is well acknowledged that behaviour of FBs differs from that of non-FBs, growing evidence suggests that FBs themselves are also not a homogeneous group about ESG engagement, but rather exhibit significant heterogeneity.

A key source of this heterogeneity lies in the phases of the succession process and the varying approaches to socioemotional wealth by the different family generations. Drawing on the behavioural strategy framework and the strand of research that considers the heterogeneity of FB behaviour as a reflection of family members' values, biases and heuristics, this paper explores how new generations involved in management influence the ESG behaviour of FBs. Younger family generations may be more attuned to environmental, social, and ethical issues and could act as change agents, introducing innovative ESG practices.

The analysis of this dimension of heterogeneity can provide deeper insights into the diverse ESG approaches among FBs. This study aims to contribute to the literature by advancing the understanding of the different ESG engagements in FBs and offers practical implications for policymakers and practitioners seeking to foster ESG commitment in this unique business context.

Startup Booster for Social Impact at SWPS University - how we support the development of startups with a positive social and environmental impact

Agnieszka Młodzińska-Graneł, Patrycja Radek
SWPS University, Poland

Positive impact startups are a growing market that promises a fundamental shift in thinking about technology as a tool to solve real social and environmental challenges. These companies are sometimes mistakenly perceived as organisations that have nothing to do with business. Yet they are equally, if not more, essential organisations that understand how technology can be used to fix real problems in today's world. In this article, we describe the example of SWPS University's Startup Booster for Social Impact programme, which supports the development of such companies.

Digital Visualization of Geological Heritage at Lesvos UNESCO Global Geopark: The Role of 3D Animations in Educational Experiences

Emannouil Antonakis, Nicholas Zouros
University of the Aegean, Greece

In this paper, we 3D animation technologies to visualize, interpret and communicate geological heritage in Lesvos UNESCO Global Geopark. Our objective is to make geological heritage more accessible to the general public. 3D animations have been utilised as a means to periodically monitor and document changes in geological sites over time, supporting conservation initiatives. Additionally, they can replicate geological events, describe the formation and evolution of landscapes, and simulate how we believe paleoenvironments looked for a holistic learning experience. Their interactive and dynamic nature can boost engagement and facilitate learning in an educational context, while also engaging tourists by offering previews and virtual tours of inaccessible or fragile sites. In this paper, we select 21 case studies of geosites or monuments of geological heritage to 3D geo-visualise. The selection method is based on three criteria: accessibility, supervision and relief of the geosite out of the total number of 151 designated geosites of the Geopark.

The results were verified with a pilot study of participants in environmental educational programmes at the Natural History Museum of Lesvos Petrified Forest in 2024. Overall, the approach promotes visitor democracy, as all groups have access to the visualised geosites and can be used to further improve the visibility of the geosites and that of the Geopark.

PS 6e: Imagining Social Sustainability through Creative and Local Practices

Time: Wednesday, 24/Sept/2025: 5:00pm - 6:30pm · *Location:* Aula Rossa 2 - via della Pescheria Vecchia, Macerata

Session Chair: **Francoise Decortis**, University of Paris 8, France

Session Chair: **Katia Dupret**, Roskilde University, Denmark

We explore how different creative and social practices (artistic, daily, utopian, experimental, etc.) enable social transformations, as well as everyday and local practices of concerned individuals who resist and propose alternatives to what they consider unsustainable situations.

We are researchers engaged in collective inquiries into various topics, including urban transformation, preserving local neighbourhood culture, work-life balance, migration, health, democratic and sustainable leadership practices, sustainable farming practices, and new local solidarities through alternative economic models. Participating in such collective inquiries prompts us to reflectively question our own methods of conducting research. The practices of scientific production involve a whole range of aspects that raise matters of care:

1. How do our attitudes shape the problems at stake and the collective experiences of the inquiry?
2. How do we create the empirical research material, while carefully considering our own social and epistemological attachments?
3. How do we develop participatory methods to genuinely account for and engage with “matters of care” so that we become aware of who we care for, and how we care and why?

While opening a scientific reflection as a collective performance, **this panel invites the audience to engage in an experience that suspends, thickens, and discusses our ways of acting as researchers involved in participatory and situated research.**

The shared experiences will be gathered and materialised in a concrete output as a trace of this collective commitment.

Resident participation, historical transmission and agroecological practices

Cecile Barbier

University of Paris 8, France

Questions of changing practices cut across three of these fields. Within the framework of reflection on resident participation in social housing renewal projects (ANR sOhO), they have highlighted participation practices not labelled as such, yet indicating the involvement of the inhabitant, when “institutional” participation formats reach their limits (particularly in terms of the representativeness of those who participate). Within the village of Oradour-sur-Glane, they move to a reflection on the forms of historical transmission inherited from memorial policies (e.g., commemorative plaques implanted in ruins) when they are addressed to younger generations with no family connection to the history of France in the 1940s, particularly those from immigrant backgrounds, for whom recognition of their “own history” is lacking. In the framework of agriculture and breeding, chosen as support for this conference, Cécile Barbier is finally interested, on one hand, in the obstacles to the installation of women, and the other hand, by the triggers and levers for transitions towards more agroecological practices.

Urban transformation, sense of belonging

Francoise Decortis¹, Katia Dupret²

¹University of Paris 8, France; ²Roskilde University, Denmark

Françoise Decortis, professor at University of Paris 8, researches narrative and creative activity from a developmental and situated perspective. Her work examines how urban transformations neglect inhabitants, despite them being experts in their daily lives. In Montmartre, Paris, a City Council-led transformation, framed as enhancing the neighbourhood, has instead disrupted daily life. Residents, excluded from decision-making, resist changes such as parking prohibitions and unaddressed issues like over-tourism, garbage accumulation, and security concerns. This research analyses their everyday creative resistance through

activity theory and Vygotskian approaches to imagination. Data is gathered through interviews and creative participatory workshops where inhabitants identify problems and propose solutions. Initial findings will be shared to encourage discussion and new proposals.

Katia Dupret, Associate Professor in Social Psychology at the University of Roskilde and Head of the Centre for Social Sustainability, researches solidarity-driven leadership and cross-sector partnerships. Her work applies feminist STS approaches and care ethics to organizational practices. This presentation explores spatial affective leadership, drawing from social psychology and post-humanist theory. A sense of belonging—feeling accepted, valued, and connected—is crucial for well-being and identity. She examines how a community cooperative fosters belonging through engagement projects tied to specific neighborhood spaces, such as Bocca Playground, the Urban Beach, the Kiosk, and the mobile cinema. Participative leadership is strengthened when projects are both relationally meaningful and spatially anchored. Spaces shape leadership, and leadership, in turn, reinforces these spaces.

Urban transformation, Inclusive and theatrical citizenship

Marta Massoni, Valentina Rapetti

University of Macerata, Italy

Marta Massoni is a research fellow at the University of Macerata specializing in migration, citizenship, and legal frameworks. She holds a Master's degree in Global Politics and International Relations. With a Master's in Global Politics and International Relations, she focuses on inclusive legislation, access to justice, and intercultural communication. Her research examines how urban transformation can foster inclusive citizenship through participatory practices, community engagement, and creative interventions. An example is La Porta di Mu in Ancona, Italy, a sculpture symbolizing migration and cultural exchange. Artistic practices like this can promote social awareness and dialogue. Using participatory observations and community workshops, her study explores how rethinking urban spaces can enhance integration and social sustainability.

Valentina Rapetti, Postdoctoral Fellow in Anglo-American Literature at the University of Macerata. Creator and curator of "Theatrical Citizenships: African American Drama as a Form of Art, Activism, and Agent of Social Change", a practice-based research project that promotes the inclusion of Italians of African descent in the national theatre ecosystem through translation, education, and outreach activities centered on African American drama. This presentation reflects on U.S. drama, civic inclusion, and social innovation: how taking African American drama to Italy through theatre translation, theatre training, and theatre-making activities can foster participatory processes of collective learning, inclusive citizenship, and artistic and social innovation.

Artistic practices, spaces of resistance against precariousness

Nicolò Maria Ingarra

University of Macerata, Italy

Nicolò Maria Ingarra: Research Fellow at the UNIMC (Law degree and PhD in Global Studies. Justice, Rights, Politics, conducting a research project aimed at developing international research on the relationship between well-being, health and the working sphere in the light of the transformations and challenges affecting organisations. His research combines philosophical, political, and intersectional perspectives to critically examine organisational well-being focusing on the systemic structures that influence labour dynamics.

This presentations will examine how intersections of creative and political practices can challenge the erosion of boundaries between labour and leisure, fostering relational well-being and care. In particular, my contribution will explore the role of monuments and artistic practices as spaces of resistance against the precarisation of labour and the commodification of time. Drawing on Hannah Arendt's reflections on the distinction between labour, work, and action, I will examine how artistic interventions and the symbolic permanence of monuments can offer alternative narratives to dominant economic logics, opening spaces for political agency and collective memory. In particular, I will focus on cases where artistic practices reclaim public monuments and transform them into arenas of critical engagement. Examples such as site-specific performances, activist art interventions, and the reinterpretation of historical landmarks illustrate how creative expressions challenge conventional notions of productivity and reframe labour as a space for reflection, care, and shared meaning. These practices not only resist the increasing fusion of labour and leisure but also highlight the need to rethink well-being beyond market-driven imperatives, proposing alternative ways of relating to time, space, and collective experience.

PS 7a: Air and the Quality of Life: Interdisciplinary and Intercultural Practices

Time: Thursday, 25/Sept/2025: 9:00am - 10:30am · *Location:* Aula Verde - via della Pescheria Vecchia, Macerata

Session Chair: Selusi Ambrogio, University of Macerata, Italy

In recent years, it has become widely recognised that environmental exploitation and the spread of epidemics have led to substantial changes in the environment and the relationship between humans and nature. The combination of circumstances, including economic inequalities, increasing migration flows, limited resources, and the progressive deterioration of environmental quality, has had dramatic consequences for citizens' quality of life. The Anthropocene shows its darker face when we measure humans' impact on the planet and the cost of this impact on both nature – intended as plants and animals as well as ecosystems – and quality of life – with all the social, cultural, geographical and historical variations of this concept. In the context of environmental research, it is evident that there is a collective neglect with deep-rooted origins in Western cultural history: the study of air and everything connected to it. This is the reason for us to create ERUAIR, a cluster made up of members from different disciplines, spanning from statistics to political science, from literature and philosophy to economics and psychology. This interdisciplinarity offers both a comprehensive research range and several opportunities for mutualisation. In this panel, we will provide a glimpse into the initial results our research has achieved in the few months since the cluster was formed. Two colleagues from the humanities, an economist, and a statistician will present their ongoing research project.

Quality of air is affecting the quality of life. A neural networks investigation

Stelios Zimeras

University of the Aegean, Greece

Air quality is a global issue. In many urban centres around the world, particularly in developing countries, deteriorating air quality is a deepening environmental concern. Poor air quality poses a significant threat to human health and contributes to environmental damage. Heatwaves could also be an important parameter which affects the quality of air (Geronikolou et. al. 2024; Geronikolou et. al. 2023). Many sources affect the quality of air, including both natural and man-made sources, which often leads to an increase in pollution (Hajat et al. 2014). The impact of air pollution on urban climates and air quality monitoring in general is an ongoing research to introduce models related to air quality management and detection of problematic patterns in pollutants' measurements (McElroy, 2002; Anderson et. Al. 2013a). Before that, it is crucial to analyse the philosophy behind air pollution in Europe. Environmental and statistical management techniques to address air quality issues are also presented. Data and results based on the proposed models will be illustrated based on environmental characteristics that affect the human health.

Don't forget to breathe! The 'oblivion of the air' in Western tradition and the contemporary 'air market'

Selusi Ambrogio

University of Macerata, Italy

In this paper I will follow two lines of investigation. On one side, I will outline the disruptive contributions of the philosophy of breathing, the philosophy of air, and the aesthetic practices of breathing to a correct public vision of the environmental theme (i.e., learning to breathe) after centuries of deep neglect of air/breathing in Western philosophy. In doing so, I will use the philosophical discourse of the 'oblivion of the air' (Luce Irigaray) to provoke a re-declaration of the vision of the environment and life towards a better understanding of the quality of life and democracy of air. Therefore, I will contrast and put in dialogue this oblivion with the apical philosophical and physical practises of healing and perfection in Asian traditions (Tu 1998; Rošker 2018; Brasovan 2017) -- activities, such as yoga, prāṇāyāma, taiji 太極, qigong 氣功, ect. As a second step, I will try to propose a tentative corpus of what I name the "air market," i.e., courses and practices connected to breathing (ancient, revisited practices), forest bath, and in general those environmental experiences that shows the necessity of a "good breathing" and a new connection with the impalpable concept of "air". These two phases will allow me to suggest key insights on how the concept of air fits into the definition of quality of life and how this concept, which is so socio-culturally variable, actually serves as an open dialogue between cultures on the future of life on the planet (Ambrogio 2024).

Recovering the “breath of life”: how the humanities contribute to a new atmospheric ethics

Sofia Cavalcanti

University of Macerata, Italy

Air and breathing are vital conditions of and for our human existence. So familiar as to be invisible, the air we breathe has often been overlooked in cultural debates—especially in Western contexts—while also being unequally distributed. Recognising that humanity’s current challenge is “a matter of no less than reconstructing a habitable earth to give all of us the breath of life” (Mbembe 2021, 62), this paper aims to foreground air and atmospheres as dynamic sites of convergences and contestations, where environmental and cultural crises intersect and unfold. Moving beyond the mechanistic and materialistic understanding of air put forth by the natural sciences, this contribution draws on the interdisciplinary analytical framework of elemental ecocriticism (Cohen and Duckert 2015) to explore its more figurative dimensions. It will examine how modern literary works engage with air both as a subject and a medium. First, the emergence and significance of the “respiratory humanities” (Berndtson 2023) and “atmospheric humanities” (Hepach et al. 2024) will be addressed, considering their connections to other branches of ecocriticism. Next, representations of the atmosphere in selected contemporary narratives in English will be critically analysed, exploring how the humanities and social sciences can help reimagine human responsibility in the Anthropocene. In conclusion, air is not an intangible void lacking agency or visibility. Instead, it has increasingly emerged as a crucial space of inquiry, a vital materiality that has the potential to challenge human exceptionalism and foster a new environmental ethics.

PS 7b: Testing AI Chatbots

Time: Thursday, 25/Sept/2025: 9:00am - 10:30am · *Location:* Aula Gialla - via della Pescheria Vecchia, Macerata

Session Chair: Silvana Colella, University of Macerata, Italy

Elderspeak in Digital Health Interactions: A Comparative Analysis of Responses from Medical Professionals and AI Chatbots

Ramona Bongelli¹, Alessia Bertolazzi¹, Marina Paolanti¹, Roberto Burro², Ilaria Riccioni¹

¹University of Macerata, Italy; ²University of Verona, Italy

The ability to adapt communication strategies to interlocutors' competencies is key in doctor-patient interactions. When engaging with older patients, healthcare providers (HCPs) must balance clarity, epistemic alignment, and emotional responsiveness to enhance engagement and adherence. However, overly simplified speech (overaccommodation) may reinforce negative stereotypes, while insufficient adaptation (underaccommodation) can lead to misunderstandings and reduced patient satisfaction (Giles 2016).

While elderspeak has been widely studied in spoken healthcare interactions (Lagacé et al. 2012; McLaughlin 2024), its role in digital health communication remains underexplored. As older adults increasingly use online medical forums and AI-driven tools, it is essential to evaluate how these platforms accommodate their needs.

This study examines responses from HCPs and AI chatbots to health-related queries from elderly individuals. Using a dataset of 11,919 patient-provider interactions from Meditalia, Italy's largest online health forum, we extracted 39 queries from patients aged 65+ and compared them to chatbot-generated responses simulating an online healthcare professional.

Our analysis explores:

- Linguistic and epistemic features of older patients' queries.
- HCPs' adaptation strategies in attunement, epistemic alignment, and emotional responsiveness.
- Differences between human and AI-generated responses in empathy and accommodation.

Preliminary findings indicate that while HCPs provide epistemically aligned responses, emotional engagement is often limited. In contrast, AI-generated replies show greater emotional attunement, raising questions about AI's role in patient-centred communication. This study offers insights into the evolving landscape of digital healthcare for older adults.

Acceptance of artificial intelligence solutions – how can research be conducted among seniors?

Iwona Olejnik, Katarzyna Suszyńska, Magdalena Stefańska

Poznan University of Economics and Business, Poland

In many developed countries of the world, we can observe the aging of societies - people are living longer. As a result, innovations are constantly being introduced to enhance the quality of life of older people, allowing them to age actively in their residence.

Artificial intelligence (AI) solutions are used for this purpose. An essential issue in developing such solutions is the ongoing recognition of the acceptance of AI among seniors and how they cope with such innovations - i.e., conducting research among this social group. Therefore, the presentation will review the empirical research on seniors' attitudes towards AI to date. Attention will be focused on the key factors influencing the acceptance or scepticism of older people towards AI. In particular, the research areas and methodologies used in selected studies conducted among seniors regarding using AI-based technologies in their lives will be discussed.

Digital Empathy — The Role of AI Chatbots in Psychological Well-Being

Dawid Mikulski¹, Kacper Kulesza¹, Oliwia Bąkowska², Wiktoria Małasznik³

¹SWPS University, Poland; ²University of Business and Applied Sciences "Varsovia", Poland; ³Uniwersytet Warszawski, Poland

Loneliness is a growing public health concern with significant psychological consequences (Loveys et al. 2019). AI-driven chatbots offer a promising intervention for emotional support and social connection (Alessa & Al-Khalifa 2023), yet concerns remain about their effectiveness, safety, and ethical risks (Abd-Alrazaq et al., 2020). Evolutionary neuropsychiatry suggests their impact stems from mimicking the mammalian behavioural triad—caregiving, separation distress, and social play (MacLean 1985), as seen in social robots like Paro, which reduce stress and enhance well-being (Loveys et al. 2019). Anthropomorphised AI further increases engagement and perceived emotional connection (Sidlauskiene et al. 2023).

AI chatbots have shown potential to reduce loneliness and suicidal ideation, with 3% of Replika users reporting suicide prevention benefits (Maples et al. 2024). However, mental health effects remain inconclusive—some studies report slight improvements in depression and anxiety (Abd-Alrazaq et al. 2020), while others highlight risks of dependency and addiction (Marriott & Pitardi, 2024). Advances in language model prompting, including few-shot and chain-of-thought prompting (Min et al., 2022; Wei et al., 2023), improve chatbot responses.

This study examines the effects of AI chatbots on affect and loneliness, using PANAS (Tran, 2020) and SBS (Luo & Liu, 2022) scales. We hypothesise that a therapeutic chatbot will enhance positive affect and reduce loneliness, moderated by attitudes toward AI (GA AIS; Schepman & Rodway 2023). Comparing neutral and therapeutic chatbots, this research sheds light on the role of AI in scalable mental health interventions.

Mental Health and AI: two sides of the same coin

Claudette Portelli¹, Matteo Papantuono², Antonio Carnevale³

¹University of Malta, Malta; ²University of Macerata, Italy; ³University of Bari, Italy

The rapid development of technology—especially the Internet, social media, and AI—has significantly enhanced various aspects of human life. However, as these innovations become more integrated into daily routines, their influence on mental health warrants careful examination. This presentation explores the evolving relationship between humans and technology, highlighting both its benefits and challenges. One of the key areas of concern is the shift from technology as a tool to potential overreliance, shaping behaviors and emotional responses in ways that merit attention. The widespread use of the internet, social media, and AI-driven systems has contributed to the emergence of patterns of dependency, impatience, exhibitionism, and social difficulties. At the same time, AI has the potential to revolutionise mental health support. When thoughtfully applied, it can provide valuable resources for psychological assessment, therapy, and intervention. AI-driven tools can assist professionals in monitoring mental health conditions, offering personalised support, and expanding access to care. However, its integration into the therapeutic landscape raises important ethical, clinical, and relational considerations.

This discussion seeks to illuminate strategies for fostering a balanced relationship with technology, emphasising both its advantages and its limitations. By understanding the psychological impact of AI and digital interactions, we can develop approaches that maximise its benefits while mitigating risks. Through expert analysis and open dialogue, we aim to explore how AI can be harnessed responsibly to support mental well-being and enhance the human experience.

PS 7c: Special Session SAFINA-VITALITY - Care and social work

Time: Thursday, 25/Sept/2025: 9:00am - 10:30am · *Location:* Aula Rossa 2 - via della Pescheria

Vecchia, Macerata

Session Chair: Veronica Guardabassi, University of Macerata, Italy

Transition from school to work for people with disabilities. An observatory of good practice in the Marche region

Veronica Guardabassi, Evelyn Manoni, Paola Nicolini

University of Macerata, Italy

Introduction. The transition from school to work is particularly challenging for people with disabilities, often leading to isolation or unemployment, which limits integration and equal opportunities. The aim of this study, part of the PNRR Safina Project, is to gain a deeper understanding of this phenomenon and to establish an observatory for collecting and monitoring innovative models of work integration in the Marche Region.

Method. An online roundtable was organised with 14 representatives from companies, associations, trade unions, schools, health professionals and social services. Each participant was given 15 minutes to present their experience of the school-to-work transition, focusing on challenges, effective strategies, sustainability, and future directions. Content analysis was performed.

Results. Bureaucratic difficulties, lack of resources, cultural prejudices, inadequate training, and the precariousness of support staff in schools were identified as the main barriers. A coordinated, personalised and autonomy-oriented system, a joint effort of all stakeholders, more training for all actors involved, less bureaucracy, more incentives and more effective use of assistive technologies are the main needs highlighted.

Discussion. The involvement of various stakeholders has enabled the initial composition of the Observatory, which suggests an integrated approach among schools, workplaces, families, and services to overcome bureaucratic, cultural, and social barriers that hinder the labour integration of people with disabilities. The identification of good practices will enable the development of operational guidelines to support different institutions in improving pathways to inclusion.

Caregiving and Social Innovation. An Interdisciplinary Approach to Family Support

Sergio Labate, Isabella Crespi, Melanie Sara Palermo, Alice Romagnoli

University of Macerata, Italy

The ageing population and increasing life expectancy present pressing challenges for European welfare systems. Families remain central to care provision in this evolving landscape, particularly in Southern Europe, where cultural values and a welfare state relying on families reinforce this responsibility. Beyond its economic and social implications, caregiving represents a critical yet overlooked factor shaping the landscape of innovation and social change.

The research incorporates a philosophical perspective on the role of labour—mainly domestic and care work—highlighting its classification as gendered and shadow work. Conducted within private or familial spaces, caregiving provides essential services that sustain communities, yet it remains undervalued, unpaid, or underpaid. The systemic reliance on this “invisible labour” to compensate for gaps in public welfare results in caregivers being deprived of rights, wages, and formal recognition, exacerbating their psychological burden through a romanticised narrative of care.

The secondary data analysis explores the many dimensions of social innovation in family caregiving, examining the sociodemographic profile of caregivers and the impact of unpaid care work on employment, workforce participation, and persistent gender inequalities.

By adopting an interdisciplinary approach, this research underscores the urgent need for policy innovations that recognize and support caregivers as key actors in fostering inclusive and sustainable social systems. In doing so, it calls for a paradigm shift in how caregiving is perceived, valued, and integrated into broader socio-economic frameworks.

Innovative care network for protecting the dignity of informal caregivers and care receivers: social and technological perspectives

Gloria Scuffia

University of Macerata, Italy

After World War II, fundamental rights were recognised in international law and in the Italian Constitution, leading to the “Welfare State” focused on social rights. In particular, by the late 19th Century, challenges to individual dignity prompted the development of protective rights. Building on the idea that a state is democratic when it protects individuals’ rights, this paper explores the “wicked problem” of care.

As the global population ages, the demand for care is increasing, placing pressure on healthcare systems and families. Informal caregivers, who often bear the emotional and physical burdens of providing care, remain largely unrecognised, despite their crucial role in care.

This paper advocates for the creation of a comprehensive care network that includes public, private, and Third Sector stakeholders, where informal caregivers are recognised as an integral part of the care system. By integrating caregivers into formal structures, it is also possible to ensure that care recipients receive dignified care due to the role of care professionals, and to protect caregivers’ dignity and well-being, allowing them to develop their abilities regardless of their care responsibilities.

It is essential to define a coordinated and inclusive approach that preserves the dignity of both care recipients and caregivers. This can also be achieved by including digital tools for training and coordination between public policies, which offer financial and psychological support, and sustainable partnerships between sectors. By adopting a coordinated, inclusive model, we can alleviate pressure on families and healthcare systems while fostering societal well-being and a more sustainable caregiving framework.

The child’s place of residence and the contact order: Correlation and Interpretation

Inga Kudinavičiūtė Michailovienė

Mykolas Romeris University, Lithuania

In 2007 Commission on European Family Law presented Principles on Parental Responsibilities, which provide that the child may reside on an alternate basis with the holders of parental responsibilities upon either an agreement or a decision by a competent authority. Moreover, European Assembly in Resolution 2079 (2015) calls on the member States to introduce into their laws the principle of shared residence following a separation, limiting any exceptions to cases of child abuse or neglect, or domestic violence, with the amount of time for which the child lives with each parent being adjusted according to the child’s needs and interests.

According to the Civil Code of the Republic of Lithuania (further – CC) article 3.169 provides that the child’s residence shall be decided by the mutual agreement of the parents when they separated. In the event of a dispute over the child’s residence, the child’s residence shall be determined by a residence order awarded by the court in favour of one of the parents. CC Article 3.170 provides that a non-resident parent shall have a right to have contact with the child and be involved in the child’s education.

Despite the lack of legal regulation, this article aims to disclose new trends to the child’s alternating residence in Lithuanian case law (over fifteen years).

PS 7e: Sustainability and social bias

Time: Thursday, 25/Sept/2025: 9:00am - 10:30am · *Location:* Aula Viola 2 - via della Pescheria Vecchia, Macerata

Session Chair: Mara Cerquetti, University of Macerata, Italy

The Legal Framework of Sustainability in University

Carlotta Benedetti

University of Macerata, Italy

Sustainability is often claimed to be divided into three levels: environmental, economic, and social components. However, even if they are strictly connected, it has been noted that the perception of sustainability is still anchored solely in its ecological aspect, overlooking the economic and social aspects. By analyzing the main declarations and charts that signed the evolution of sustainable development in education, this paper tries to find a pattern in the use of the terms “social”, “economic”, “environmental”, and “sustainability”, in the world of universities. Despite the analysis demonstrating a decrease in the reference to “environment”, and an increase in the use of “social” and “sustainability”, it must be noted that the simple presence of the latter does not mean the rise of their adoption or awareness. Nevertheless, universities are increasingly involved in the path toward sustainability due to their leadership, power, and roles in research, teaching, and outreach, regardless of how sustainability is defined.

This paper will first analyse the concept of sustainability and how it evolved, then offer an index for those documents that paved the path of education and higher education toward a more sustainable world, by listing its milestones of the last fifty years. Finally, it will underline the evolution of the concept in the same documents and draw its conclusions.

“Empty Spaces of Conceptual Experience” (E.S.C.X.). Towards a rehumanisation of innovation and sustainability

José Manuel Cruz Ortiz

ULPGC Universidad de Las Palmas de Gran Canaria, Spain

Within the framework of the research “The Object of(l) Design: Cognitive Dissonances in the Processes of Form Generation during the Act of Projection”, this study addresses the distortion of social mental frameworks caused by manipulative operations such as post-truth, disinformation, consumption strategies, and technological immediacy. These phenomena strip concepts of their substantial content and influence cognitive processes in the formal configuration of reality.

The experience developed in the 4th-year “Design Workshop” course of the Degree in Industrial Design Engineering and Product Development at ULPGC is presented. Using “sustainability” as a core concept, a methodological strategy was implemented to detect “Empty Spaces of Conceptual Experience” (E.S.C.X.), aiming to raise awareness of the interpretations and beliefs that influence decision-making. This approach fosters critical thinking to avoid ideological loops and facilitate innovation.

The course is structured in phases that delve into the review of universal and specific sources, including scientific articles. Nouns are selected to create a conceptual map of the underlying reality, which is then compared to a hypernymy-based map generated through Word Net. This comparison reveals absent concepts in the original map, which serve as the foundation for inhabitable proposals in new environments and concrete experiences.

This methodology seeks not only to reflect on the act of projection but also to install critical responsibility in idea generation, contributing to more conscious and innovative design. By bridging gaps between theoretical frameworks and practical application, the study emphasizes the role of design in navigating cognitive dissonances and reshaping reality through intentional, ethically grounded creativity.

Enhancing Anaerobic Digestion of Agro-livestock Wastes with Biochar: Renewable Energy Production, Plant Growth, and Public Acceptance

Ioannis Daskaloudis¹, Efstratios Sentas², Demetris Lekkas¹

¹University of the Aegean, Department of Environment, Greece; ²University of the Aegean, Department of

Geography, Greece

This study evaluated biochar addition on the mesophilic anaerobic digestion of agricultural and livestock wastes, specifically olive mill wastewater (50%), cheese whey (30%), and poultry manure (20%). The anaerobic digestion process demonstrated satisfactory methane production, accounting for approximately 66-68% of the biogas composition. Subsequently, the raw digestate was diluted with water at a ratio of 1:10 and utilised for irrigation of oat, tomato, and wheat plants. Plant growth trials indicated that irrigation with diluted digestate generally enhanced plant growth compared to conventional water irrigation. The findings confirm anaerobic's potential for renewable energy production and nutrient recycling, highlighting its significant role within circular economy practices. However, public perception regarding anaerobic digestate tends to vary significantly. While positively viewed by stakeholders familiar with renewable energy, sustainability, and circular economy concepts for its role as an organic fertiliser and soil conditioner, broader public acceptance can be hindered by concerns related to odours, pathogens, contaminants, and environmental impacts. Therefore, effective communication, transparent certification processes, and successful demonstration projects are crucial for increasing awareness, trust, and acceptance.

From “Bob/Kirk” to “Błażej/Piotrek” effect - replication of social bias effect towards people whose names match their faces

Kamil Stawiany, Krzysztof Kozak, Zuzanna Sokołowska
University SWPS, Poland

The study explores the hypothesis that individuals show greater sympathy towards coherent name-face pairs compared to incoherent pairs, replicating the effect observed by Barton and Halberstadt. A structured questionnaire was designed where participants rated their sympathy for each name-face pair on a scale from 1 to 9, with 1 signifying “Would not like at all” and 9 denoting “Would like very much.” Recruitment was conducted through the university’s SONA platform, ensuring voluntary participation, anonymity, and confidentiality. Names and faces were paired based on responses from a pilot study, creating highly coherent or highly incoherent pairs.

The first study was conducted with psychology students but failed to replicate the previous effect. As a result, a second experiment was carried out using the same survey with a general population, excluding psychology students. However, the effect still could not be replicated, raising questions about the extent to which cross-modal perception is as prevalent as previously thought.

PS 8a: Special Session SAFINA-VITALITY - Cultural Heritage and the Arts [PART 1]

Time: Thursday, 25/Sept/2025: 11:00am - 12:30pm · *Location:* Aula Gialla - via della Pescheria Vecchia, Macerata

Session Chair: Giulia Bruna, University of Macerata, Italy

“An unhappy loner in misery”: Are biographies still a relevant source in art history?

Clarissa Frascadore

University College Dublin, Ireland

This paper explores the complex and often conflicting reception history of Piet Mondrian, focusing on his engagement with dance and music, both visually and theoretically. Mondrian has been portrayed in contrasting ways: as a reclusive, solitary figure by some contemporaries, and as a sociable, dynamic artist involved in dance, music, and nightlife by others. These dual portrayals of Mondrian as both an “hermit-genius” and a “bon-vivant” have significantly influenced the contemporary understanding of his work both in the scholarship. and popular discourse.

Drawing on primary sources—letters, interviews, and personal recollections from Mondrian’s contemporaries—this paper investigates the theoretical impact of dance and music on his visual art, as well as the perception of his artistic philosophy. Employing digital humanities tools, particularly NVivo, I analyse a large corpus of text to systematically examine the evolution of Mondrian’s public image in relation to music and dance. This interdisciplinary methodology, which combines traditional literary analysis with computational techniques, offers new insights into the artist’s life and work.

Furthermore, this case study contributes to a broader discussion on the role of biographies as a critical methodology for studying modern artists and their enduring legacies.

Classical Art in the 21st Century: The Venus de Milo as a Symbol of Social Change

Vilma Losyte

Mykolas Romeris University, Lithuania

Since the 19th century, classical art has often symbolised exclusivity, reinforcing racial ideologies or totalitarian regimes. However, in contemporary contexts, references to classical works—particularly the Venus de Milo—are increasingly used to promote inclusivity. A notable example is artist Laurent Perbos’ installation of six Venus de Milo sculptures in front of the French National Assembly on April 2, 2024, ahead of the Paris Olympics. These multicoloured replicas, with restored arms engaged in various sports, challenge traditional associations of athleticism with masculinity and highlight gender equality.

Beyond this installation, the Venus de Milo has frequently been repurposed in marketing and social campaigns to advocate for inclusivity. The 2018 U.S. advertisement Venus on the Go humorously depicted the statue navigating daily life with a disability, addressing accessibility issues while promoting pistachios. In Valencia, Spain, the ice cream La Venusetta was designed to raise awareness about breast cancer, featuring a scar in place of a breast as a symbol of resilience.

These varied reinterpretations demonstrate how ancient art can be transformed to engage with modern social issues. However, a critical question arises: does the use of the Venus de Milo in public and commercial imagery genuinely promote inclusivity, or does it, paradoxically, reinforce historical notions of exclusivity?

Expanding Visual Narratives: Innovation in Graphic Arts and Illustration through Interdisciplinary Approaches

Kalina Hristova Hristova

New Bulgarian University, Bulgaria

Innovation in artistic practices increasingly relies on interdisciplinary methods that push the boundaries of traditional media. This paper explores how contemporary graphic arts and illustration integrate digital technologies, interactive design, and cross-disciplinary collaborations to create new visual narratives. By rethinking conventional approaches, artists and educators are developing more inclusive and engaging

storytelling techniques that resonate with diverse audiences.

The research focuses on how the fusion of traditional printmaking techniques with digital illustration, augmented reality (AR), and artificial intelligence (AI) enhances artistic expression. Case studies of contemporary artists and students working across disciplines demonstrate how such hybrid methodologies foster creative problem-solving, expand accessibility, and encourage new modes of audience interaction.

Additionally, the paper examines how educational practices in graphics and illustration can incorporate these innovations to prepare future artists for evolving creative industries. By embracing experimental workflows and interdisciplinary projects, educators can cultivate a dynamic learning environment that bridges fine art, design, and technology.

Ultimately, this study highlights the role of innovation in reimagining the visual language of graphic arts, advocating for a more inclusive and forward-thinking artistic landscape.

PS 8b: Special Session SAFINA-VITALITY - Dimensions of Ageing - [PART 1]

Time: Thursday, 25/Sept/2025: 11:00am - 12:30pm · *Location:* Aula Rossa 2 - via della Pescheria
Vecchia, Macerata

Session Chair: Ramona Bongelli, University of Macerata, Italy

The Role of Active Aging in Enhancing Human Capital Accumulation: A Pathway to Economic growth

Mauro Maria Baldi, Raffaella Coppier, Elisabetta Michetti

University of Macerata, Italy

As demographic trends forecast significant ageing in the coming decades, it is crucial to redefine the role of the elderly as a vital resource for modern society. This study examines the concept of active ageing through a series of mathematical models, focusing on overlapping generations comprising three groups: children, parents, and grandparents. Within these models, elderly (grandparents) play an essential role by dedicating part of their time to educating or providing care for their grandchildren.

By incorporating these intergenerational dynamics, we explore how the active involvement of the elderly fosters human capital accumulation and contributes to long-term economic growth. The models reveal that when grandparents actively engage with younger generations, the transfer of knowledge, skills, and values strengthens societal ties and creates virtuous cycles of growth. Moreover, this interaction alleviates some of the caregiving burden on parents, enabling them to participate more effectively in the workforce and further enhancing productivity.

Our findings underscore the untapped potential of older people as key contributors to human capital development. Active aging not only benefits individual families but also promotes broader social and economic progress. This research supports policies that encourage elderly participation in educational and caregiving activities, emphasising their indispensable role in shaping resilient and thriving communities.

Caregivers of older adults in a gendered perspective: the case of the Marche region

Rebecca Graziosi, Paolo Fabbietti, Giovanni Lamura

INRCA, Italy

One of the main societal challenges of our time is population ageing. Demographic changes are producing new needs, especially in high-income countries, and intersect with other contemporary trends, such as climate change and digitalisation. Addressing informal caregivers' current and future role in society is therefore crucial, keeping in mind the prevalence of women in paid and unpaid care work, an activity that is often devalued and rather "invisible" in our societies. This study focuses on the well-being and work situation of older adults, using a gender lens. Data are gathered through a survey conducted in the Marche region about the use of health and social care services involving both care recipients and their informal caregivers. In this study, only data concerning caregivers are analysed. The results show that male caregivers feel stressed out more than women when they have other care commitments in addition to elder care, despite women declaring to be more stressed than men on average. Female caregivers also report more negative effects on health in general, and feel more tired when they have other care commitments in addition to elder care. The results - albeit geographically limited - show that men still experience care as an activity "outside of the male domain". This study contributes to the debate on the necessity of tackling gender inequalities in care and promoting caregivers' health and well-being.

Supporting informal carers of older people in Italy: an analysis of the implementation of international policy recommendations at regional level

Federico Sofritti^{1,2}, Cristina Calvi^{1,3}, Giovanni Lamura¹, Georgia Casanova¹

¹IRCCS INRCA - National Institute of Health and Science on Ageing (Italy); ²University of Macerata (Italy); ³University of Eastern Piedmont (Italy)

Support for unpaid care is receiving increasing attention from policymakers in Europe and internationally. Despite the fragmentation of national welfare policies, international stakeholders and governments at

various levels converge in recognising unpaid care as a key element for the sustainability of formal care systems. This reflects the fact that informal care does represent the backbone of Long-Term Care (LTC) systems, particularly in familistic care regimes, but is rarely placed at the centre of policymaking in this sector.

Based on this background, this paper provides an analysis of Italian regional policies for informal caregivers of older people with LTC needs in the light of the main international recommendations in this field, grouped into three categories: recognition, participation and information sources; support measures and services; transversal aspects.

Drawing on secondary data analysis, expert interviews and a bottom-up consultation of main stakeholders in this field, core results of the study highlight that: 1) definitions of carer range from more restrictive formulations based on kinship bonds to more inclusive ones based on affective bonds; 2) a framework law on carers is no guarantee of adequate support, this being often better ensured by concrete measures; 3) this applies also to support services and measures, mainly concentrated on few categories: access to services (especially respite and home care), information and training, monetary benefits; 4) less attention is paid to transversal aspects like gender equity and intergenerational relations; 5) the amount of resources allocated is a key factor to implement effective support in the domain.

Language training for migrant caregivers: inclusion and innovation in care work

Edith Cognigni, Elena Michellini, Tatiana Borisova

University of Macerata, Italy

The contribution investigates the key role of language training of caregivers with a migrant background involved in elderly care, a growing concern considering the ageing of the population and Italy's "familistic" welfare model (Ferrera 1996; Vietti 2019). The research is based on a qualitative survey conducted within the framework of the SAFINA project (2024), which involved interviews with a sample of ten women from Eastern Europe.

Findings reveal that limited language proficiency constitutes a significant barrier both to communicating with the elderly and their families, and to accessing crucial information for the beneficiaries' safety and well-being (Santoni 2022). Additionally, a notable cultural divergence between caregivers and care recipients frequently leads to misunderstandings and operational challenges. While caregivers declare to employ self-directed learning strategies (TV, social media, informal interactions), they acknowledge that such methods are ineffective without structured training support.

Thanks to the data gathered, the study moves towards designing tailored training programs grounded in the "Language for Work" approach (Braddell & Grünhage-Monetti 2017), which combines L2 teaching with the development of professional and intercultural skills. We also discuss the potential of "mobile language learning" (Kukulka-Hulme & Shield 2008) as a complementary tool for blended training, aligned with caregivers' needs.

These initiatives are tailored to the specific features of the professional domain under analysis. They aim at fostering a more effective socio-occupational inclusion of migrant caregivers, while contributing to innovation in elderly care services.

PS 8c: Special Session SAFINA-VITALITY - Smart Solutions: urban, rural and cultural

Time: Thursday, 25/Sept/2025: 11:00am - 12:30pm · *Location:* Aula Viola 1 - via della Pescheria Vecchia, Macerata

Session Chair: Mara Cerquetti, University of Macerata, Italy

Perceptions and Challenges of Smart Agriculture Among Young Farmers in the North Aegean Region

Stratis Sentas, Giorgos Stavrianakis, Thanasis Kizos

Department of Geography, University of the Aegean, Greece

The ‘Young Farmers’ programme, part of the Common Agricultural Policy (CAP), aims to keep young people in the agricultural profession but also to mitigate the problem of urbanisation and the ageing of the rural population. The present survey was conducted in 2024 to explore how young farmers in the North Aegean Region (Lemnos, Chios, Samos, Ikaria) in Greece perceive the concept of smart agriculture. Data was collected through questionnaires from 150 beneficiaries of Sub-measure 6.1 ‘Establishment of young farmers’. This study focuses on farmers’ ability to understand the concept of smart agriculture and highlights the potential challenges for promoting digital transformation in the agricultural sector. IBM SPSS statistical software was used to analyse the dataset and explore the links between the positive impacts of smart agriculture, barriers to its implementation and the socio-economic status of farmers. The results showed that more than 50% considered the benefits of smart agriculture to be very important, but also identified problems such as limited knowledge and high costs as barriers to adopting such practices.

Resilience, proximity and the 15-Minute City: A Case Study for Central Italy

Federico Ninivaggi, Eleonora Cutrini

University of Macerata, Italy

The work develops a method for evaluating urban resilience by operationalising the 15-Minute City concept. The methodology combines cluster analysis and analysis of variance (ANOVA) to identify socio-demographic patterns and disparities in access to essential services and amenities across urban neighbourhoods. By leveraging open-access and georeferenced data from OpenStreetMap (OSM), we compute density metrics for a wide range of services grouped into six key domains (Education, Healthcare, Public Transport, Commerce, Living/Sport, and Entertainment). The analysis, applied to Ancona—a mid-sized city in Central Italy—maps the distribution of target groups (e.g., elderly, foreign residents) and classifies urban areas into four distinct clusters based on socio-demographic characteristics. These clusters are further evaluated to reveal significant spatial inequalities in access to services.

Unlike most prior studies, our approach integrates socio-demographic data and systematically examines the functional diversity of neighbourhoods. Additionally, statistical methods such as ANOVA provide robust evidence of spatial disparities across clusters, highlighting the need for targeted interventions. Our findings confirm that peripheral neighbourhoods are underserved compared to central areas, which benefit from a well-connected public transport network and a richer mix of essential services and amenities. The article concludes by discussing the implications for urban planning and the potential of data-driven policies to foster inclusive and resilient urban development.

Designing and Assessing the Multidimensional and Multi-Stakeholder Impact of Cultural Welfare Initiatives: Towards a Holistic Model

Giulia Lapucci, Mara Cerquetti

University of Macerata, Italy

In recent decades, a substantial corpus of theoretical and empirical evidence has highlighted the contribution of arts and culture to health and well-being (Matarasso, 1997; WHO, 2019; Culture for Health, 2022). The cross-sectoral integrated model of Cultural Welfare (Treccani 2020) has been recognised as a powerful catalyst for social innovation (Portales 2019), promoting community and individual well-being, social cohesion, and more equitable societies.

This contribution explores the managerial dimension of strategic planning and evaluation of cultural welfare initiatives. Given the lack of an integrated model, we propose the Holistic Evaluation of Cultural Welfare Activities (HECWA) as a comprehensive, multi-stakeholder and multi-dimensional framework, grounded on a people-centred approach and informed by the Theory of Change (Rogers 2014). Following previous literature (Garcia et al. 2010; Dunphy 2015; SoPHIA, 2021), HECWA is structured along three axes: Time, People and Domains.

Drawing from reflections on the four pillars of social innovation – satisfaction of a need, innovation of the solution, change of social structures, increase of society's capacity to act (Portales 2019) – this theoretical contribution underscores the nexus between culture and social transformation. The framework integrates diverse stakeholders' perspectives, thereby fostering co-creation processes that enhance the sustainability and impact of Cultural Welfare initiatives. It highlights the role of governance in structuring innovative cross-sectoral partnerships and ensuring long-term societal benefits. This research contributes to the discourse on social innovation management by providing insights into practical strategies for embedding Cultural Welfare into policy frameworks, territorial development strategies, and strategic planning of cultural and creative organisations.

Rethinking the X-Minute City: Participatory Planning for Resilient Urban Innovation

Aikaterini Taka, Dimitrios Kavroudakis

University of the Aegean, Greece

The x-minute city concept has emerged as an influential urban planning paradigm to address contemporary urban challenges through proximity-based development. This systematic review examines the theoretical foundations and implementation challenges of the x-minute city model, with a particular focus on the integration of participatory planning. Through a systematic analysis of peer-reviewed publications and supplementary keyword analysis, this study investigates variations in the model's fundamental components and evaluates the extent to which participatory planning approaches are incorporated. Our findings reveal heterogeneity in how the concept's core components are interpreted and applied across different urban contexts. The analysis indicates variation in spatial analysis methods and limited integration of participatory planning methods, despite their potential to address implementation challenges. This research contributes to the evolving discourse on sustainable urban development by providing a critical analysis of the x-minute city concept and offering a structured approach for context-specific implementation and evaluation.

PS 8e: Interdisciplinarity at the edge

Time: Thursday, 25/Sept/2025: 11:00am - 12:30pm · *Location:* Aula Verde - via della Pescheria Vecchia, Macerata

Session Chair: Gill Philip, University of Macerata, Italy

Innovating interdisciplinary dialogue: Bridging the gaps between language and media studies

Daniel Illger, Miriam Lind, Britta Schneider

European University Viadrina, Germany

We experience language, particularly in this postdigital day and age, as mediated practices of social interaction. Yet, linguistics and media studies often coexist with little acknowledgement of the other, developing each their own terminologies and theories for similar phenomena. As societies increasingly move towards digital, mediated forms of interaction, communication, and social structure, the need for joint perspectives from both language and media studies becomes more urgent in order to adequately describe, analyse, and interpret these new ways of mediated, languaged constructions of the self and the social.

In this talk, we want to present innovative new approaches taken at the European University Viadrina to bridge these gaps and to think language and media together. We first introduce theoretical backgrounds and empirical examples that illustrate the need for integrated perspectives on language and media as phenomena in a digital world. Secondly, we give insights into a new MA study programme that we have developed on these grounds. Overall, we want to contribute to critical discussions on innovative interdisciplinary collaborations and the resulting consequences for the future of university education.

STEAM Centers as Part of the Educational Ecosystem: From Concept to Impact

Evaldas Plečkaitis, Vaida Pituškieienė

Mykolas Romeris University, Lithuania

STEM education emerged in the late 20th century to promote technological literacy and integrate scientific disciplines. Later, with a growing emphasis on creativity and innovation, STEM evolved into STEAM. In Lithuania, this model is implemented through educational reforms, strategic initiatives (Millennium Schools, 2025; EU Structural Funds projects, 2025), curriculum updates (School 2030, 2021), and the establishment of STEAM centres.

Between 2021 and 2023, ten STEAM centres were established across different regions to develop 21st-century competencies (National Education Agency, 2022). These centres promote hands-on learning, interdisciplinary skills, and experimentation, strengthening ties between education, business, and science.

As regional educational innovations, STEAM centres transform curriculum content and school collaboration models. The case study of the Marijampol Regional STEAM Open Access Centres assesses how this model impacts educational processes and student learning experiences. Through document analysis, statistical data, and focus group research, the study examines how STEAM centres support national education strategies.

STEAM centres enable students to apply theoretical knowledge in practice, foster interdisciplinary learning, and integrate modern teaching methodologies with labour market needs. They also enhance teachers' professional competencies through continuous training and innovative pedagogical practices.

In conclusion, STEAM centres are becoming a key part of the educational ecosystem, fostering sustainable partnerships and enhancing student motivation. Increasing attendance, expanding teacher training programs, and growing municipal support indicate a systemic transformation, making learning more interactive, experiential, and innovative.

EDGE TERRITORIES. A strategic perspective for ERUA identity differentiation

Jin Taira

Universidad de Las Palmas de Gran Canaria, Spain

Edge in its spatial sense is the environment in which the end of an order that vanishes occurs. An intermediate territory, transition to another order that operates with other rules that make up a space of mixed, hybrid and shared concretion; and therefore rich, complex and potentially resilient to its operability

in critical situations. A true knowledge-generating laboratory and opportunity space to study its impact as a geostrategic area of study. A conscious fragile and possible ecosystem, condenser and interface, common border, physical connection and logic of liminal territories.

The European Reform University Alliance (ERUA) is an alliance of European universities that takes value from the liminal. Formed by innovative communities located in countries, regions or urban areas on the margins, these academic territories are characterized by the hybrid coexistence of specific socio-cultural realities, economic models and geographical ecosystems, which coexist in an agreed space.

The ERUA community aims to overcome its challenges by sharing innovative instruments and policies, actively participating in critical self-reflection, questioning established practices and exploring innovative approaches to transcend these limitations, offering valuable perspectives on their experiences, such as an open system, capable of collaborating strategically and interacting with other alliances while maintaining their distinctive identity, providing a unique and value perspective for its coexistence with neighboring cultures.

It is a new strategic framework, which values peripheral territories, for its contribution to European policies. From the perspective of territories-universities to the edge.

Transdisciplinary Education for the 21st Century as a Social Innovation : The Traveling University PLACE FOR FUTURE in the Light of the Complex Thought

Radosveta Krastanova

New Bulgarian University, Bulgaria

The contribution has a dual purpose: First, it aims to discuss the need for an interdisciplinary and transdisciplinary approach in science and education, built upon a new set of ideas (new paradigm) in thinking and cognition, developed in Edgar Morin's Theory of Complex Thought. Secondly, this paper makes a connection between Morin's Method and a specific educational project – the International Travelling University PLACE FOR FUTURE, to illustrate the possibilities for transdisciplinary education and knowledge in an academic milieu. The thesis is that an epistemological revolution is required to meet the challenges of the 21st century, with the need for a genuine planetary and humanistic Education for the 21st century. At the same time, the approach is not perceived as an educational panacea or a ready-made model to follow, but as a path to an open and inclusive education process, which is valued in experience and communication with the Otherness, through a connection between the local and the global.

PS 9a: Special Session SAFINA-VITALITY - Cultural Heritage and the Arts [PART 2]

Time: Thursday, 25/Sept/2025: 3:00pm - 4:30pm · *Location:* Aula Gialla - via della Pescheria Vecchia, Macerata

Session Chair: Jessica Piccinini, Università di Macerata, Italy

Towards a Democratic and Sustainable Art Market: Social Innovations to Counter Oligopolistic Structures and Foster Participation

Silvia Ner

University of Paris 8, France

The increasing concentration of the art market in the hands of a few dominant players raises significant concerns regarding its social, cultural, and economic sustainability. This research proposal examines alternative models that aim to foster a more democratic, inclusive, and participatory art market by leveraging social innovations to restructure the contemporary art economy. Drawing inspiration from Documenta Fifteen (2022), which foregrounded collective practices such as lumbung—a resource-sharing model rooted in collaboration and sustainability—this study explores transformative approaches to address systemic inequities within the art sector. The investigation focuses on three areas of intervention. First, it considers digital cooperative platforms managed by artistic communities, which facilitate equitable value distribution while promoting collective decision-making and collaboration. Second, it examines shared ownership models enabled by blockchain technologies, such as fractional ownership and tokenisation, which democratize access to art collecting for broader audiences while ensuring transparency and traceability. Third, it proposes alternative evaluation frameworks that integrate social and cultural impact metrics alongside traditional market parameters, redefining how value is assessed within the art economy. The research builds on case studies of existing initiatives and pilot projects, including Art Again's circular economy model and blockchain-based platforms for fractional ownership, to evaluate their effectiveness in promoting equity and accessibility. Special attention is devoted to identifying structural barriers—such as systemic inequalities—and proposing strategies to overcome them. By situating this analysis within broader debates on cultural democratisation and social innovation, this proposal offers actionable insights into rethinking the art market's functioning in a manner prioritising inclusivity, sustainability, and societal impact.

Mapping Memories for an Archeology of Creations at Paris 8: Designing a Digital Environment for Capturing Memories and Exploring Memorial Narratives

Samuel Szoniecky¹, Elen Riot², Khaldoun Zreik³, Imad Saleh⁴

¹Laboratoire Paragraphe, University of Paris 8, France; ²Laboratoire d'Economie Dyonisienne, University of Paris 8, France; ³Laboratoire Paragraphe, University of Paris 8, France; ⁴Laboratoire Paragraphe, University of Paris 8, France

The objective of this research is to explore the memory of the actors of creations at Paris 8, from generation to generation, from Franck Popper (Nechataval, 2004) to the present day, passing through Jean-Pierre Balpe, Marie-Hélène Tramus and Jean-Louis Boissier, moving beyond the walls in time and space (Riot, 2009). Our focus is on the field of digital creation (Eymet 2016), which, through disciplines not yet taught at the university in the 80s, such as hypermedia and artificial intelligence, forges (Citton 2010) a path in the academic sphere until today, even as Paris 8 proclaims itself “the university of creations”.

We conceive this project in an exploratory and interdisciplinary approach that aims to develop an editorial environment by collecting traces and cross-referencing points of view.

A first version of this editorial environment will have been tested during the colloquium dedicated to the work of Jean-Pierre Balpe on June 12 and 13, 2025 (cf. <https://balpe2025.sciencesconf.org/>). It will be based on a digital device called “Freluche”, which stages the analogy of the garden and butterfly hunting to stimulate the memorial reactions of the colloquium participants with images from digitised collections, notably those of Paris 8 (<https://octaviana.fr/>). The objective is to initiate a dialogue through time (mellification), which takes several forms: focus groups, individual interviews. We wish to experiment with a new version of this environment by exploring this time the movement through space (pollination), during the SOCIN 2025

“Rethinking Innovation” conference to broaden the network of actors and the potential for expressing a shared memory.

Rethinking Social Innovation: Interdisciplinary and Inclusive Approaches to Gender and Cultural Heritage

Seyedehzohreh Sadati

University of Paris 8, France

Social innovation has long been a driving force for societal change. Still, as we approach new global challenges, there is an increasing need to rethink how we approach innovation for the benefit of all communities. This paper explores how inclusive and interdisciplinary practices can transform social innovation in ways that address urgent societal issues, particularly within the realms of gender equality and cultural heritage.

Drawing on a combination of academic research, community-based practices, and artistic methodologies, this work argues that gendered perspectives and cultural heritage are essential components of social innovation that are often overlooked. By prioritising inclusive approaches, we can create solutions that foster equality, preserve diverse cultural histories, and engage marginalised communities in the process of social change.

Through case studies, this paper will examine how interdisciplinary approaches—encompassing fields such as anthropology, visual arts, and social policy—can offer innovative solutions to global crises such as inequality, climate change, and cultural loss. By examining the intersection of education, research, and community engagement within social innovation, this paper seeks to identify actionable models that can be applied across diverse sectors to promote lasting and equitable change.

Peering Laboratories in Europe for Inclusive Arts Design and Experience

Panagiotis Kyriakoulakos¹, Modestos Stavrakis¹, Khaldoun Zreik²

¹Department of Product and Systems Design Engineering/ University of the Aegean, Greece; ²Digital Humanities and Information Science, University of Paris 8, France

The extended use of digital technologies in physical and artificial environments where biological systems and objects coexist, has enabled artists to design and implement new forms of art that we call “Extended Arts” [1], [2], [3]. We define this as a space, where the physical meets the digital, and a process that brings together art, design, and technology [4], [5]. Extending Arts’ can be thought as a practice and an educational process that applies a holistic design approach to the domain of creative arts and focus in bringing together artists, scientists and philosophers [6]. Extending content, for instance, may be supported by games narratives, hybrid creative approaches, multimodal interfaces, user experience, open-source coding, strategic networking with the public and the artistic community. The proposed paper aims to provide notions, tools and strategies to design and experience inclusive arts by facilitating the access of artists to new technologies including AI, by unveiling how pioneering artistic practices shape our future, and by investigating the experience of artistic works in public spaces, accessible by all citizens [7].

These considerations are central to the ERUA PLEIADE cluster and are developed via numerous actions presented in this paper, aiming at the institution of a European Doctoral School on Inclusive Arts.

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PS 9b: Digital self-exclusion and Human-AI collaboration

Time: Thursday, 25/Sept/2025: 3:00pm - 4:30pm · *Location:* Aula Verde - via della Pescheria Vecchia, Macerata

Session Chair: Gill Philip, University of Macerata, Italy

Digital disengagement: Exploring the complex context of the right to digital self-exclusion

Sergio Jofre¹, Giedre Sabaliauskaite¹, Denitza Toptchiyska², Mariya Ilieva², Stelios Zimeras³

¹Mykolas Romeris University, Lithuania; ²New Bulgarian University, Bulgaria; ³University of the Aegean, Greece

RECONNECT, the Interdisciplinary Research on People Inclusion in Technology-Dependent Societies Cluster, explores the complex dynamics determining inclusion and exclusion of individuals and groups in increasingly digitalised societies. The nuances between these concepts are multifaceted, and we approach them as complex systems where human, environmental, and technological factors are interdependent and co-evolve.

Digital inclusion refers to actions ensuring that all individuals have access to digital technologies and the skills and means necessary to use them effectively. Digital exclusion highlights the barriers preventing people from accessing digital technologies due to socioeconomic status, geographic barriers, and disabilities. Increasing inclusion, while reducing exclusion, is a priority in the European Union (EU) that believes “the digital world should be based on European values – where no one is left behind, everyone enjoys freedom, protection and fairness.” But what happens with individuals or groups that do not want to be fully part of a digitalised world? The right to self-exclusion is a less-studied aspect of the digital inclusion and exclusion debate. We argue that the concept should take a central place, not only because it might represent a considerable legal and regulatory stalemate, but also highlights other vital interdependencies such as privacy, cybersecurity, societal resilience, and sustainability. Can these concerns lead to an increase in self-exclusions in Europe? This research presents our first results, providing a state-of-the-art on the subject of digital self-exclusion, including learnings on international governance best practices, and recommendations for policy highlighting the need for new interdisciplinary methods of inquiry, and new narratives.

The Innovation Imperative: Redesigning Coaching Through Human–AI Collaboration

Kamile Miluke

Mykolas Romeris University, Lithuania

This study explores the evolving landscape of hybrid coaching models that integrate human expertise with artificial intelligence (AI) technologies. It aims to examine how AI can complement human coaches to enhance developmental outcomes while relational and psychological depth.

Originality/Value: Although AI is becoming more common in coaching, most research focuses on comparing AI coaches to human coaches. This study takes a different approach by exploring how human coaches and AI can work together in a supportive partnership. It brings together ideas from coaching, technology, and psychology to offer a fresh perspective on how hybrid coaching models can be designed to combine the strengths of both humans and AI.

Methodology/Approach: This study employs structured literature analysis. The review focuses on existing theoretical frameworks, case studies, and conceptual models that inform the design, implementation, and effectiveness of hybrid coaching systems.

Findings: the literature shows that hybrid coaching models can be highly effective when AI is used to support, not replace, the human coach. AI can help by providing structure, feedback, and tracking progress, while the human coach focuses on empathy, relationship-building, and complex decision-making. Trust in technology, clear roles, and ethical design are key to making these models work well.

Practical Implications: The study provides conceptual guidance for coaching professionals, platform designers, and organisational leaders seeking to integrate AI ethically and effectively into coaching ecosystems.

Socratic AI: Enhancing Reflection and Dialogue for Inclusive Interdisciplinary Collaboration

Klaudia Kazana

European-University Viadrina Frankfurt (Oder), Germany

Socrates famously stated, “One cannot teach anybody anything. One can only make them think.” This concept of learning through reflection and dialogue is still highly relevant in today’s AI-driven work environments. As AI continues to influence the way we work, it presents a unique opportunity to go beyond simple automation and utilise AI to encourage self-reflection, critical thinking, inclusivity, and greater engagement in team settings and learning environments.

This paper explores how AI can act as both a sparring partner and a catalyst for facilitating Socratic Dialogue within tools like ChatGPT, optimising group processes at various stages. Interdisciplinary teams often encounter communication barriers, differing knowledge paradigms, and unconscious biases. While traditional AI applications prioritise efficiency, they often neglect the social learning processes that are crucial for fostering innovation. Based on prompts, it is demonstrated that AI, when designed to support Socratic Dialogue, can enhance collaboration by prompting teams to critically examine assumptions, refine their reasoning, and explore diverse perspectives.

By prompting reflective engagement, AI can enhance communication, improve decision-making, and foster more effective teamwork across different development phases. Through case studies and experimental findings, this work illustrates how AI-driven Socratic Dialogue can reduce groupthink, encourage flexible thinking, and promote deeper exploration of ideas, all while fostering open-mindedness and collaboration.

Illuminating the dark forest. Grassroots initiatives reshaping narratives of AI.

Mirośław Filiciak, Kuba Piwowar

SWPS University, Poland

This paper explores how grassroots communities in Europe are reshaping AI narratives, challenging perceptions of the technology as opaque and controlled from the top down. Using the “dark forest internet” theory as a lens, we highlight how grassroots initiatives promote ethical, community-driven AI solutions. Yancey Strickler’s essay on dark forest theory suggests that users retreat into private spaces to escape online harassment and surveillance, seeking safety and authentic communication. Similarly, grassroots communities develop counter-narratives emphasising human-centred values, inclusivity, and local needs in AI development.

One example is the Poland-based community behind Bielik, a Polish large language model designed to reflect local languages, cultures, and contexts. Such efforts challenge the dominance of corporate-controlled AI, ensuring technology aligns with cultural and ethical priorities rather than prioritising efficiency and profit. Other counter-infrastructures, such as the University of Chicago’s Glaze and Nightshade, aim to undermine AI models and protect creative communities from exploitation.

Artistic and cultural expressions also shape AI discourse, as digital art, storytelling, and community exhibitions amplify marginalized voices. Grassroots movements continue to advocate for accessibility and democratic oversight in AI governance, ensuring that policies serve the public good over corporate or state interests.

To illustrate these dynamics, we look at case studies of European grassroots AI initiatives, examining how they challenge dominant narratives through innovation, advocacy, and creative expression. By amplifying these voices, we contribute to a more inclusive, ethical understanding of AI’s societal impact, ensuring its development remains accountable to diverse communities.

PS 9c: Special Session SAFINA-VITALITY - Dimensions of Ageing [PART 2]

Time: Thursday, 25/Sept/2025: 3:00pm - 4:30pm · *Location:* Aula Rossa 2 - via della Pescheria Vecchia, Macerata

Session Chair: Jolanta Pivoriene, Mykolas Romeris university, Lithuania

A reading and writing workshop to promote active ageing and enhance well-being in older adults: results from a pre-post mixed-method study in the Marche region

Vanessa Frontalini¹, Sara Santini¹, Giovanni Lamura¹, Carla Carotenuto², Ramona Bongelli²

¹INRCA IRCCS, Ancona Italy; ²University of Macerata, Italy

This study aimed to evaluate the effects of a reading and writing workshop on the well-being and active ageing-oriented behaviour of older adults without cognitive deficit. Specifically, it examined the workshop's influence on participants' emotional and cognitive well-being, exploring how the intervention affected their perceptions of ageing and quality of life. The workshop, held in Ancona, comprised five two-hour sessions involving eight community-dwelling older adults (aged 63-92 years). Participants engaged in reading and discussing contemporary literature, creative writing exercises and reflective activities.

A mixed-method approach was employed, combining quantitative (questionnaires) and qualitative (semi-structured interviews) tools. Data were collected before and after the workshop. Quantitative data were analysed only with descriptive purposes while qualitative data were thematically analysed.

Preliminary findings suggest a positive impact on participants' emotional and cognitive well-being, as well as improvements in memory, reflective abilities, and social connectedness. Qualitative data revealed increased self-awareness, enhanced emotional expression, and a more positive representation of ageing.

Results suggest that reading and writing workshops are effective tools for promoting active ageing and enhancing well-being. The integration of literary engagement, creative expression, and social interaction fosters a supportive environment and counteracts negative perceptions of ageing. Future research should explore the long-term effects and broader applicability of such interventions.

Engaging Older Adults in Participatory Research: A Journey of Active Involvement

Irena Zemaitaityte, Jolanta Pivoriene, Rosita Deluigi, Justina Garbauskaitė-Jakimovska

Mykolas Romeris University, Lithuania

European countries declared 2012 the European Year for Active Ageing to highlight the situation of older people who play an active role in society. Lithuania and Italy, like other European countries, have been developing strategic policies. The documents emphasise the need to ensure that positive experiences of a long life are accompanied by opportunities for quality of life and well-being when developing policies to support older people. The ageing of the population and the need for more responsive services have contributed to the growing interest in collaborative research with older people. Fudge et al. (2007) define "co-research" as research doing research 'with' or 'by' older adults rather than 'about' or 'for' them. For Hayley and Tine (2022), this values-based approach to conducting research can support the importance of diversity and a commitment to valuing older people's perspectives and lived experiences, while critically exploring the structural factors that lead to exclusion, oppression or loneliness in later life. Participatory research seeks to fully engage older people in the research process (not only as targets or recipients) and has the potential to reverse established power imbalances and contribute to social action aimed at improving quality of life in later life (Buffel, 2018; James & Buffel, 2023).

The aim of this presentation is to discuss the experiences of older adults in participatory research as a factor for inclusive communities. During the conference, the preliminary results of a research in the framework of international and interdisciplinary cooperation between Lithuania and Italy will be presented.

Ageing in Italian inner areas

Gabriele Morettini, Marco Socci

INRCA - National Institute of Health and Science on Aging, Italy

The rapid ageing of the Italian population is proceeding at different speeds within the country, with inland areas being particularly affected by a strong demographic malaise. Despite its growing relevance, ageing in inner areas is rather unexplored. Most of the literature has focused on urban settings, which, however, outline a different scenario, from both a quantitative and qualitative point of view. Ageing in rural areas is a qualitatively different experience because of specific needs and service provision, which requires a different approach than urban areas.

The paper explores, through official data, the evolution over 30 years (from 2010 to 2040) of the older population in all the Italian municipalities of inner areas. We also assess the related potential care demand for seniors at municipal scale. Such analysis allows to create a taxonomy of potential criticalities in the care demand for older persons, distinguishing by gender and age groups (old and very old, i.e. aged 80+). Our study emphasises the significant heterogeneity of the inner areas, and the variety of local needs. Examining the potential supply and demand for social support will understand the sustainability of local communities, highlighting areas that may no longer be able to cope with the demands of elder care on their own means. Our findings help initiate an informed public debate aimed to sustainable and inclusive development and plan place-based interventions tailored to local needs. In the awareness that “demography is not necessarily destiny” for rural, aged communities.

Does neighbourhood matter? The perspective of senior residents of social housing

Katarzyna Suszynska, Iwona Olejnik, Magdalena Stefańska

Poznań University of Economics and Business, Poland

Neighbours can be part of the senior support network, they can affect seniors' sense of security (both emotional and physical), as well as help in everyday and crisis. The aim of this paper is to explain the importance of the immediate neighbourhood for seniors. The study presents the results of quantitative research - a survey conducted in 2023 among people living in the municipal housing stock of the Polish city Mysłowice and qualitative research (in-depth interviews) with staff managing such resources in 17 Polish municipalities.

The quantitative research was funded by the city of Mysłowice, while the qualitative research by the National Centre for Research and Development (“Miniatura-7” project no. 2023/07/X/HS4/01467).

PS 9e: Upholding Victims' Rights in the Fight Against Online Fraud

Time: Thursday, 25/Sept/2025: 3:00pm - 4:30pm · *Location:* Aula Viola 1 - via della Pescheria Vecchia, Macerata

Session Chair: Anželika Banevičienė, Mykolas Romeris University, Lithuania

Session Chair: Violeta Vasiliauskienė, Mykolas Romeris university, Lithuania

As online fraud continues to evolve in complexity and scope, responses must extend beyond traditional law enforcement to encompass legal reform, psychological support, public awareness, and international cooperation. This panel brings together interdisciplinary insights to examine the challenges and opportunities in protecting victims and ensuring justice in the digital age.

The first presentation explores the expanding ecosystem of support and awareness, highlighting the role of legal aid, psychological counselling, and educational initiatives in addressing victims' needs and reducing susceptibility to fraud. The second presentation investigates the psychological aftermath of online fraud, focusing on victims' emotional responses, reluctance to seek help, and the need for trauma-informed approaches by law enforcement.

Building on this victim-centred perspective, the third contribution evaluates the effectiveness of legal frameworks and cross-border cooperation in combating online fraud. It assesses the role of international treaties, EU legislation, and national efforts while identifying gaps in implementation, intelligence sharing, and infrastructure. Finally, the panel examines the practical challenges of investigating and prosecuting online fraud, including technological hurdles, jurisdictional barriers, and the adaptability of cybercriminals.

Together, these presentations offer a comprehensive overview of the current landscape, revealing both systemic weaknesses and promising practices. By bridging the psychological, legal, and operational dimensions, the panel aims to foster a holistic dialogue on how to improve victim protection, enhance enforcement effectiveness, and build more resilient justice systems in response to cybercrime.

The Ecosystem of Support and Awareness for Victims of Online Fraud

Violeta Vasiliauskienė

Mykolas Romeris University, Lithuania

Victims of online fraud often face multifaceted harm—financial, psychological, and legal—that extends beyond the immediate impact of the crime. This presentation explores the current ecosystem of services and initiatives aimed at supporting victims and equipping the public with tools to prevent victimisation in the first place.

Support services for victims have expanded significantly in recent years, driven by governments, financial institutions, and civil society actors. These include legal aid programs that assist victims in navigating complex claims and seeking restitution, psychological counselling that addresses trauma and loss of trust, and financial mechanisms such as chargebacks, insurance, and compensation funds.

Parallel to these services, awareness and education initiatives have emerged as preventive tools. Public campaigns, digital literacy programs, school curricula, and community-based workshops help individuals recognise fraud schemes and adopt safer online practices. Financial institutions and digital platforms also contribute by issuing real-time alerts, offering security tips, and enabling secure transaction environments.

Together, these components form a growing support and awareness ecosystem that addresses the immediate and long-term needs of online fraud victims. However, challenges remain, especially in cross-border coordination, accessibility of services, and reaching vulnerable populations. By mapping this ecosystem, the presentation highlights promising practices and areas where enhanced cooperation and investment are needed to ensure comprehensive protection for victims.

Between Shame and Justice: Psychological Aspects of Help-Seeking After Online Fraud

Vilma Milašiūnaitė

Mykolas Romeris University, Lithuania

A pilot study was conducted to explore the psychological responses of individuals who have experienced online fraud, with a particular focus on their motivation to seek help from law enforcement. Using a qualitative

approach, in-depth interviews were carried out with victims of various forms of internet-based scams. The participants shared their initial reactions to the crime, including feelings of shock, confusion, self-blame, and shame. Many described a strong emotional impact, including anxiety, decreased self-esteem, and a lasting sense of vulnerability.

The study also examined how these emotional and psychological experiences influenced their decisions about whether to report the crime to the authorities. While some participants did seek help, others hesitated or refrained from doing so due to fear of judgment, lack of trust in the system, or feelings of embarrassment. The findings suggest that victims of online fraud may be particularly susceptible to secondary victimisation—further psychological harm caused by the reactions of others, including law enforcement personnel.

The results highlight the importance of a sensitive and trauma-informed approach when dealing with victims of online fraud. Due to the unique nature of this type of crime—often involving deception, trust violations, and personal exposure—victims tend to experience heightened emotional vulnerability. Law enforcement professionals must be aware of these psychological dynamics and respond with empathy, validation, and support. Addressing victims' emotional needs during the reporting process is essential not only for their well-being but also for encouraging future help-seeking behavior.

Fighting Online Fraud: Legal Frameworks and Cross-Border Cooperation in Action

Anželika Banevičienė

Mykolas Romeris University, Lithuania

The effectiveness of efforts to combat online fraud hinges on the strength and coordination of legal and policy frameworks across international, EU, and national levels. Online fraud—including phishing, identity theft, and financial scams—transcends borders, posing a significant challenge to traditional enforcement mechanisms. While international instruments, such as the Budapest Convention on Cybercrime and cooperation through Interpol, Europol, and the UN Office on Drugs and Crime, have laid critical foundations for cross-border enforcement, their impact is often limited by inconsistent national implementation and jurisdictional barriers.

At the EU level, regulatory initiatives like the General Data Protection Regulation, the Directive on Combating Fraud of Non-Cash Means of Payment (2019/713/EU), and the Digital Services Act have increased accountability and data security requirements. These measures, together with operational bodies such as the European Cybercrime Centre and ENISA, have improved coordination and response capabilities. National governments have also taken steps to strengthen their legal frameworks, establish dedicated cybercrime units, and promote inter-agency cooperation.

Despite these developments, the overall effectiveness of anti-fraud measures remains uneven. Key obstacles include fragmented legal responses, technological gaps, and limited real-time intelligence sharing. To enhance impact, international and national actors must prioritise the harmonisation of legal standards, boost investment in cybersecurity infrastructure, and institutionalise agile cooperation mechanisms between law enforcement, regulators, and the private sector. Only through such coordinated and adaptive strategies can states effectively deter, investigate, and prosecute online fraud while ensuring robust protection for victims.

Challenges in Investigating and Prosecuting Online Fraud

Jurgita Baltrūnienė

Mykolas Romeris University, Lithuania

The investigation and prosecution of online fraud cases present significant challenges due to the evolving nature of cybercrimes, jurisdictional complexities, and the anonymity afforded by digital platforms. Online fraud includes phishing, identity theft, financial scams, and data breaches, often orchestrated by sophisticated criminal networks operating across multiple jurisdictions. Law enforcement agencies face difficulties in tracking perpetrators who use encryption, virtual private networks, and cryptocurrencies to conceal their identities and transactions. The lack of standardised international legal frameworks further complicates cross-border cooperation, making evidence collection, extradition, and prosecution more challenging.

Moreover, the dynamic and rapidly advancing nature of technology often outpaces existing legal provisions, creating loopholes that cybercriminals exploit. Digital evidence, essential for prosecution, is susceptible to tampering, deletion, or loss, requiring specialised forensic expertise to ensure its admissibility in court.

Many jurisdictions also struggle with inadequate legal provisions for addressing emerging fraud tactics, leading to inconsistencies in prosecution and sentencing.

Victims of online fraud frequently encounter challenges in reporting cases, as law enforcement agencies may lack the necessary resources, technical expertise, or jurisdictional authority to conduct effective investigations. Delayed responses and bureaucratic inefficiencies further hinder the justice process. Strengthening cybersecurity laws, enhancing law enforcement capabilities, fostering international cooperation, and investing in advanced forensic tools are crucial steps to address these challenges. Public awareness and collaboration between government agencies, financial institutions, and technology companies are also vital in improving fraud detection, investigation, and successful prosecution, ensuring justice for victims and deterrence for offenders.

PS 10a: Transforming Academia

Time: Thursday, 25/Sept/2025: 5:00pm - 6:30pm · *Location:* Aula Verde - via della Pescheria Vecchia, Macerata

Session Chair: Isabella Crespi, University of Macerata, Italy

Transforming Academia Through Gender Innovation: The Role of Gender Equality Plans in European Universities

Isabella Crespi, Marta Scocco

University of Macerata, Italy

Gender inequality remains a persistent global issue, affecting all socio-economic spheres, including academia and research. Fostering gender innovation and inclusivity is a key priority within the European Commission's agenda for strengthening the European Research Area (ERA). However, gender disparities continue to shape the landscape of innovation and social change in universities, where women remain underrepresented in governing bodies and decision-making processes. This lack of visibility extends to curricula and educational content, influencing the social construction of gender among students and younger generations. To address these challenges, most European universities have adopted Gender Equality Plans (GEPs)—systematic and strategic frameworks that set priorities, concrete objectives, and measures to advance gender equality in organisations and the fields of education, research, and innovation (R&I). These plans, grounded in international human rights instruments and national regulations, serve as institutional commitments and are publicly accessible through university platforms. Despite their potential, GEPs often face critical implementation challenges that can limit their transformative and interdisciplinary impact. Comparative findings from the European XXX project reveal gaps in their application, hindering their innovative potential. Drawing on qualitative (GEP analysis, interviews) and quantitative (online survey) data collected in collaboration with European partner universities, this contribution examines how GEPs can be more effectively implemented to foster truly inclusive and interdisciplinary innovation in academia.

Leveraging Verifiable Credentials to Promote Equity in Academic Selection: Addressing Gender Disparities in Research Careers

Katerina Ksystra¹, Nicolò Maria Ingarra², Nikolaos Triantafyllou¹, Jan Du Caju³, Paulo Ferreira⁴, Sergio Storari⁵, Massimo Capuzzo⁵, Johannes Posel⁶, Orfeas Alexios Xanthoulis¹

¹University of the Aegean, Greece; ²University of Macerata; ³KU Leuven; ⁴University of Lusófona, Portugal; ⁵University of Bologna, Italy; ⁶Freie Universität Berlin, Germany

Inequalities in academic and professional opportunities often stem from biased selection processes, opaque evaluation criteria, and structural barriers that disadvantage certain groups - particularly women in research careers. Ensuring fair access to academic and professional opportunities requires innovative solutions that enhance transparency, mitigate bias, and streamline credential verification.

Verifiable Credentials (VCs) offer a promising approach to addressing these challenges. Their secure, digital, and privacy-preserving ways to verify qualifications and identities could provide an opportunity to rethink traditional systems and procedures in order to reduce or avoid bias and exclusion. From facilitating access to services for marginalised communities - such as refugees pursuing a career within a European country (<https://ec.europa.eu/digital-building-blocks/sites/display/EBSI/European+Qualification+Passport+for+Refugees>) - to improve fairness in academic recruitment, VCs have the potential to reduce systemic inequalities.

In this work, we examine the application of VCs to promote equity in academic selection processes, with a particular focus on addressing gender disparities in research careers. Traditional selection procedures often lack transparency and efficiency, reinforcing structural disadvantages. By integrating VCs into our system, we aim to create a more inclusive and equitable pathway into academia, ensuring that qualifications and achievements are securely verifiable while reducing bias. Additionally, we discuss the alignment of our approach with broader Gendered Innovations, fostering policies that promote equity and accessibility in higher education and research.

Innovative Practices for Researching and Re-thinking Urban Edges: Erua's University Districts and Heritage Spaces

Eva María Llorca Afonso¹, Monika Rosińska², Jolanta Starzak²

¹Universidad de Las Palmas de Gran Canaria, Spain; ²SWPS University, Poland

In times of social, ecological, and digital shifts, urban territories are more fluid than ever, especially in edge cities and transitional spaces. University districts, as hubs of knowledge and innovation, exemplify these urban edges, striking a balance between openness and institutional boundaries, and heritage and transformation. But how do people perceive these edges?

This study explores:

1. How people perceive and navigate urban edges in university districts.
2. How local communities experience material and immaterial heritage.

Our flexible, multidimensional research framework integrates artistic, sensory, and participatory methods through three key approaches:

1. Visual and sensory walks – structured explorations emphasising movement, perception, and spatial navigation.
2. Narratives – in-depth interviews capturing meanings attributed to spaces, buildings, and transformations
3. Workshops – using participatory, performative approaches inspired by One Minute Sculptures to activate human imagination within urban spaces and city objects and foster dialogue between diverse social actors.

This innovative research framework prioritises direct engagement with communities, fostering dialogue between academics, students, and local inhabitants. Its adaptability allows for comparative applications in different urban contexts, offering insights into contemporary urban experiences shaped by historical legacies and social change.

By integrating artistic research methodologies with urban studies, the project contributes to:

- Strengthening research impact through participation.
- Rethinking social innovation and heritage.
- Advancing interdisciplinary and transdisciplinary insights.
- Investigating innovation through embodied artistic practices.

Beyond informing urban planning strategies, this project fosters new ways of seeing and engaging with urban spaces - making them more visible, accessible, and inclusive.

Rethinking University Curriculum : Designing Digital Studies Education with Ethical Approaches

Marie Chagnoux, Sébastien Broca, Julien Rossi, Grégory Lévis

Cemti, University of Paris 8, France

In Social Sciences, the critical stance inherent to university education often conflicts with professional practices. This is particularly salient in the fields of information and communication, where critical approaches to digital technologies precisely denounce techniques and purposes that are paradoxically taught. In psychology, this could be likened to forms of “cognitive dissonance”, a state in which people hold fundamentally conflicting cognitions.

How can we simultaneously integrate courses on the social, societal, political, and environmental dangers of platforms while also providing training in community management? Are academic requirements compatible with professional demands, often embedded in neoliberal managerial logics?? These were some of the challenges we had to address when redesigning the curriculum models for a Master’s diploma in \textit{Digital Communication and Project Management} at Paris 8. We aimed to explore some concrete proposals to reduce the cognitive dissonance for students and teachers by making ethical values, inclusion, social and environmental responsibility front and centre.

In this presentation, we will first explore the gap between theoretical and practical approaches as both teachers and students formulated it. We will then explain how we conveyed some professional domains, such as Digital Inclusion, to provide greater alignment with our ethical values, thereby reducing this

dissonance. Finally, we will demonstrate how rethinking this diploma has also enabled us to align it with the distinct characteristics of our university in an academic context that is increasingly overshadowed by private educational offerings.

PS 10c: Caring for Children

Time: Thursday, 25/Sept/2025: 5:00pm - 6:30pm · *Location:* Aula Rossa 2 - via della Pescheria Vecchia, Macerata

Session Chair: Veronica Guardabassi, University of Macerata, Italy

The difficulties in the development of social skills in children in care: the experiences of social workers

Vida Gudžinskienė, Rita Raudeliūnaitė, Justinas Sadauskas

Mykolas Romeris University, Lithuania

The aim of the study is to identify the difficulties in developing the social skills of children in care, based on the experiences of social workers working in family based homes.

Qualitative research was conducted for the study using a semi-structured interview method. The research question was: What difficulties do social workers face in developing the social skills of children in their care? The data obtained during the study was analysed using qualitative content analysis. Qualitative content analysis was based on an inductive logic of category formation based on the study data. The study involved 15 professionals working in family-based homes.

The study shows that difficulties in the development of social skills in children in care occur at the level of the family-based home, the child's family and the child individually. Difficulties at the level of the family-based home arise from high changes of social workers, lack of adherence to staff agreements, high concentration of socially disadvantaged children, negative influence of children on each other and lack of competence of social workers to develop children's social skills. Difficulties related to the child's family are associated with the absence of a suitable role model within the family, the parents' lack of social skills, their hostile attitude towards social workers, and their non-cooperation with them, as well as the child's disposition towards social workers. Difficulties related to the child arise from the child's emotional trauma, mistrust of the social worker and of themselves, and lack of motivation to change.

The role of the social worker in developing the social skills of foster children in family based homes: an analysis of children's experiences

Dovilė Lisauskienė, Vida Gudžinskienė, Justinas Sadauskas, Rita Raudeliūnaitė

Mykolas Romeris University, Lithuania

Introduction. A key goal of preparing children in care for independent living is developing social skills. The presentation aim is to reveal the role of social worker in developing children's social skills in a family-based home.

Qualitative research was conducted for the study using the focus group interview method. The collected data were analyzed through qualitative content analysis, following an inductive category formation process derived from the study data. In total, three focus group interviews were conducted, involving 22 children from the family-based home.

The analysis of the data showed that children recognise the social worker as a supportive and educational professional in the development of social skills. Authentic care for the child is linked to building and maintaining positive relationships with the child, recognising the uniqueness of the child, and accepting the child as he/she is. The educational aspect of the social worker's activity in developing children's social skills is revealed through individual conversations, discussions and reflections with children, the search and implementation of agreements, the facilitation of children's relationships with each other, their involvement in decision-making, the planning and organisation of activities. In addition, involving children in socially meaningful activities, fostering community spirit in the family home, building and fostering harmonious relationships with neighbours and community members opens up a wider range of educational opportunities for developing social skills in children growing up in the family-based home.

Sharenting and Minors' Vulnerability: Constitutional Challenges in the Digital Era

Chiara Bergonzini

University of Macerata, Italy

Minors' protections, rooted in legal tradition through frameworks like the Italian Constitution and the UN Convention on the Rights of the Child, have recently been updated by regulations like the GDPR. Yet the Digital Era still poses threats. Not only is children's vulnerability growing due to direct technology use and the spread of IoT, but it is also heightened by the so-called 'sharenting.' Scholars use this term to refer to the new but increasingly common parental practice of sharing minors' images and data online, a risk that social sciences research links to cybercrime, privacy breaches, digital profiling, and threats to identity and self-determination. This practice creates a permanent digital footprint beyond minors' consent, with enduring consequences.

The paper aims to explore the constitutional implications of sharenting, assessing whether consent regulations adequately protect minors' fundamental rights—identity, image, privacy, and security—in the digital landscape. Additionally, although legal measures remain essential, their effectiveness is uncertain, underscoring the need to re-examine regulatory and constitutional frameworks. Grounded in legal analysis, the research aims to enrich debates on safeguarding minors digitally, drawing on insights from ethics, social sciences, and digital studies to inform best practices for addressing the challenges of sharenting. The work aims to contribute to discussions on digital vulnerability from a constitutional law perspective, strengthening the foundation for inclusive practices that protect minors in the complexities of an interconnected world.

Practices of inclusion into non-formal education: interdisciplinary approach towards case of children of transnational families

Vida Cesnuiyte, Brigita Kairiene

Mykolas Romeris University, Lithuania

The research idea was inspired by trends of mass global migration spread in last few decades. It has become a rather common situation when at least one parent is abroad while the children are left in the home country. The research question arise how children from such transnational families are included into non-formal education.

The aim of this paper is to discuss practices that pedagogues apply for the inclusion of migrants' children into non-formal education. Empirical data collected in 2025 during implementation of the sub-project "Implementing Children's Rights In The Transnational Family: The Role Of Non-Formal Education – FAMEDU-CHILD" of a project funded by the State Budget titled "Establishment of Centres of Excellence at Mykolas Romeris University" which is implemented under the initiative "Centres of Excellence Initiative" initiated by the Ministry of Education, Science and Sports of the Republic of Lithuania. In total, three focus groups with pedagogues of non-formal education were conducted at the beginning of 2025. The collected empirical data were interpreted from an educational and sociological perspective.

The research results reveal the importance of the pedagogues of non-formal education in the process of inclusion of transnational families' children into non-formal education. This way, pedagogues contribute to the development of these children, and implementation of their rights. At the same time, special practices are needed in order to accomplish listed goals toward transnational families' children within the context of non-formal education.

PS 10d: Security and AI-Driven Innovation

Time: Thursday, 25/Sept/2025: 5:00pm - 6:30pm · *Location:* Aula Viola 1 - via della Pescheria Vecchia, Macerata

Session Chair: Maria Lambrou, University of the Aegean, Greece

Technological ‘Fixes’—The Interplay of Data Localization and Cybersecurity under International Investment Law

Pooja Damodaran

Mykolas Romeris University, Lithuania

In the digital age, data has emerged as a critical resource, often referred to as the “new oil.” Governments worldwide are grappling with the challenges of safeguarding this resource while ensuring its effective utilisation. Data localisation has been heralded as a technological “fix” to address growing concerns over cybersecurity, privacy, and national sovereignty. By mandating the storage and processing of data within national borders, data localisation seeks to bolster security and minimise risks associated with foreign interference. However, this approach also introduces significant operational complexities and economic challenges, particularly for multinational organisations that depend on the free flow of data.

This paper explores the intricate relationship between data localisation and cybersecurity, analysing how localisation policies aim to mitigate threats such as data breaches, cyber espionage, and Distributed Denial of Service (DDoS) attacks. It also delves into the unintended consequences of these measures, including the centralisation of data and fragmented global cybersecurity strategies. Through case studies and a comparative analysis of international data localisation laws, the article aims to evaluate whether these measures effectively address cybersecurity concerns or concerned vulnerabilities.

Further, framed within the broader discourse of technological “fixes,” the paper aims to analyse the rhetoric surrounding data localization as a one-size-fits-all solution. Also, the nuanced approach that balances national security with global collaboration and innovation highlights the need for robust infrastructure and harmonised regulatory frameworks to achieve meaningful cybersecurity outcomes.

Co-constituting paradoxes and reconciling practices: AI-driven innovation management employing a liminal innovation process model

Maria Lambrou

University of the Aegean, Greece

In this paper, the contextual, multiple (re)configurations of AI -powered business models, being enacted in diverse entrepreneurial conditions, are conceptualised as liminal innovation process instances of iterative experimentation and exploitation.

Arguably, the different forms of AI technology bearing a multiplicity of automation, autonomy and learning capacities, when aimed at various fields and distinct levels of business operation and management activities, instigate correspondingly, distinctive concerns and corporate uncertainties. AI is most often perceived in line with a simplified narrative of algorithmic systems progressively substituting or augmenting established or newly defined organisationsl roles and routines.

An AI-driven liminal innovation process is henceforth theorised as a multiplicity bearing and generating process, purposefully enacted to unveil, leverage and reconcile AI emergence tensions, coupled in distinct value creation and capture logics and associated management and governance “apparatuses”. An integrated, multi-level approach that examines the complex interplay of macro, meso and micro level-influencing factors of AI strategizing is initially adopted.

We view an AI driven innovation process, embedded in multiplicity-ridden business and market orientations, as a mutually constitutive process of AI technology and re-negotiated organising norms and practices. We elaborate on AI entrepreneurship in terms of its inherently paradoxical institutional reinforcement and displacement dynamics as well as its emergence and performativity aptitude. The entrenched innovation and strategic management perspectives adopted aim at offering a hybrid viewpoint for the new fundamentals of AI strategising.

Digital governance maturity as the enabler of municipal resilience

Ilona Bartuseviciene¹, Mindaugas Butkus¹, Rita Toleikienė¹, Vita Juknevičienė²

¹Mykolas Romeris University, Lithuania; ²Siauliai Academy, Vilnius University, Lithuania

As organisations at various levels contend with the challenges of transformation and adaptation during crises, this momentum is particularly sensitive at the municipal level. Despite playing a crucial role in daily life, municipalities remain highly vulnerable due to sector-specific constraints. To address these vulnerabilities, a comprehensive examination of current literature highlights that digitisation is emerging as an essential factor in enhancing municipal resilience. However, it is also evident that we still lack knowledge about how different maturity levels influence municipal response to cope with adversities. In response to this gap, this study raises important questions about whether and how varying levels of digital governance maturity interact with different resilience strategies, and how that interaction affects a municipality's ability to remain resilient during crises. Moreover, this study examines whether municipal resilience through digital governance is contingent upon the strategic alignment of key enablers' strategies, people, and processes, which this study considers essential for successful municipal resilience development through digital governance.

Using the data collected from all sixty municipalities in Lithuania, with the application of structural equation modelling (SEM-PLS), we will explore the interconnectedness amongst different levels of digitalisation and resilience, which could provide insights into whether higher levels of digital governance enhance municipal resilience and what the key enablers of these interconnections are.

This research has received funding from the Research Council of Lithuania (LMTLT), agreement No. S-VIS-23-10.

