



ASAP

A Systemic APProach to social media and pre-adolescents through thinking

ASAP EDUCATIONAL PROGRAMME

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ASAP Educational Programme Approach

INTRODUCTION

The ASAP Approach describes the pedagogical and methodological foundations of the ASAP Educational Programme developed within the project *A Systemic Approach to social media and preadolescents through thinking skills education*, co-funded by the Erasmus+ Programme of the European Union. It outlines the theoretical principles, educational methods, and competence framework that guide the design and implementation of the Programme in real learning contexts.

Through the collaboration of partners from Italy, Portugal, Slovenia, Croatia, and the Czech Republic, the ASAP project addresses the growing educational challenges linked to preadolescents' relationship with digital media. By combining insights from education, psychology, media studies, and communication, it aims to foster digital awareness, emotional literacy, and critical thinking among learners aged 11 to 13.

This document serves as both a conceptual and practical guide. It first presents the ASAP pedagogy, based on metacognition, experiential learning, and the onlife perspective; then it details the methodological pillars and core values that sustain it; and finally, it introduces the ASAP Educational Programme, which translates these principles into competences and Learning Units. Together, these elements provide educators with a coherent framework to promote reflective, participatory, and responsible engagement with the digital world.

THE ASAP PEDAGOGY: A METACOGNITIVE AND EXPERIENTIAL LEARNING APPROACH FOR AN ONLIFE WORLD

The world in which preadolescents grow and learn is increasingly complex and interconnected. Rapid technological change, constant exposure to digital media, and new forms of social interaction shape how they perceive themselves and relate to others. These transformations bring opportunities for creativity and connection, but also challenges related to identity, emotional regulation, and critical awareness. Digital education today must therefore move beyond the transmission of technical knowledge to foster more structural reflection, participation, and conscious engagement with both digital and social realities.

The ASAP pedagogy was developed in response to this need. It proposes a systemic approach that integrates metacognition, experiential learning, and participatory practice, placing reflection and awareness at the centre of the educational process. Rather than focusing on risks or behaviours alone, it encourages learners to explore how they think, feel, and act, developing the competences that enable them to navigate digital life with empathy, autonomy, and responsibility.

The following sections outline the structure of the ASAP Approach. They present its theoretical foundations, which define the conceptual and philosophical basis of the model; the methodological pillars, which translate these principles into educational practice; the role and values of the educator, which sustain the learning relationship; and finally, the framework that connects theory with practice through competences and Learning Units forming the ASAP Educational Programme. Together, these elements form a coherent pedagogy designed to promote wellbeing, critical thinking, and active citizenship in an onlife world.

Theoretical Foundations

The ASAP approach is grounded in three interconnected theoretical foundations that define its educational scope. The onlife perspective recognises the integrated nature of digital and physical experience; metacognition highlights the awareness and regulation of one's own thinking; and experiential learning emphasises the active construction of knowledge through action and reflection.

The Onlife Dimension: Integrating digital and physical realities

The "onlife" perspective (Floridi, 2015) forms the philosophical foundation of the ASAP approach. It recognises that life in the digital age can no longer be divided into separate online and offline spheres. Digital experiences are part of the continuum of everyday reality, and what happens in digital environments has emotional, relational, and ethical implications that are just as real as those in face-to-face interactions.

From this perspective, the ASAP approach promotes a systemic vision of learning. Digital literacy is not treated as an isolated or technical subject but as an integral and meaningful dimension of personal and

social development. Learning to navigate the digital world therefore means learning to understand oneself, others, and the social contexts in which interactions take place.

Educators and learners explore together how emotions, relationships, and choices unfold across physical and digital spaces. In doing so, they strengthen the understanding that digital citizenship is simply citizenship in contemporary life: a way of being present, responsible, and connected within a shared human environment that extends seamlessly across both realms.

Metacognition and Critical Thinking: Reflecting on how we learn

Metacognition forms a transversal layer of the ASAP approach. As first conceptualised by John Flavell (1979), metacognition refers to the ability to reflect on and regulate one's own thinking and learning processes. It invites learners to consider not only on *what* they know, but also on *how* they come to know it, thereby strengthening autonomy, curiosity, and self-regulation.

In practice, metacognition is closely intertwined with critical thinking. Within the ASAP Educational Programme, learners are encouraged to analyse their assumptions, question sources, and explore the emotions and intentions underlying their thoughts and actions. Developing this dual awareness of cognitive and emotional processes allows participants to make informed and ethical decisions in both their social and digital lives.

Rather than a separate goal, metacognition becomes an attitude of inquiry that runs through the entire educational process: from asking meaningful questions, to recognising biases and evaluating information and personal choices. It transforms reflection into a conscious learning strategy, helping learners think more clearly, act more responsibly, and grow with awareness.

Experiential Learning: Learning through direct experience and reflection

Another foundation of the ASAP approach is experiential learning, understood as a process in which knowledge is created through action and reflection. Drawing on John Dewey's idea of "learning by doing" (1971), it emphasises that knowledge is not only a matter of knowledge transmission but also constructed through active engagement with real-life situations. Learning takes shape through experience that involves active application of knowledge and skills, followed by reflection that allows participants to make meaning, draw conclusions, and test new strategies.

David Kolb's experiential learning cycle (1984), articulated in four interconnected stages (concrete experience, reflective observation, abstract conceptualisation, and active experimentation) provides the structural framework for this learning by doing approach. This dynamic process underpins the design of ASAP educational activities, ensuring that learning remains transformative through active engagement.

Within the ASAP Educational Programme, the experiential learning cycle is applied through activities that allow participants to actively engage with real-world situations, reflect on their experiences, and experiment with new ways of thinking and behaving. For example, a learner might reflect on a social media experience (reflective observation), discuss it in a group (abstract conceptualisation), and then experiment with new strategies for digital interaction (active experimentation). This cycle reinforces the integration of thought and action as inseparable components of learning.

Closely connected to metacognition, the reflective dimension, as highlighted by Jennifer Moon (1999; 2004), is central to this process. Reflection is conceived as a generative and transformative practice that enables the learners to rework lived experiences, recognise assumptions, deepen self-awareness, and reshape personal beliefs and meanings. In the context of ASAP, reflection is both individual and collective, supported by dialogue, creative expression, and critical questioning.

Together, these foundations position ASAP as an educational approach that integrates context, awareness, and action. They promote the development of cognitive, emotional, social, and digital competences, including critical and reflective thinking, so that learning becomes an active, conscious, and participatory process.

Building on this theoretical framework, the project identifies a set of methodological pillars, including the preventive, reflective and dialogic, participatory, and animation-based methods, which translate these principles into everyday educational practice, connecting theory with action and reflection with experience.

Methodological Pillars

The methodological pillars of the ASAP approach translate its theoretical foundations into educational practice. Each method embodies a specific dimension of learning, from prevention and reflection to participation and creativity, and together they shape an integrated framework that supports the development of cognitive, emotional, social, and digital competences.

These methods provide educators with pathways to promote wellbeing, critical awareness, and active engagement, helping learners connect thinking and action in both digital and physical environments.

The Preventive Method: Learning for wellbeing and resilience

Rooted in the onlife perspective that recognises the interconnectedness of digital and physical realities, ASAP integrates prevention into its methodological framework not as a reactive measure, but as a proactive and structural dimension of education. Prevention is understood as an approach that anticipates difficulties rather than merely addressing them after they occur. It aims to create the conditions for healthy and balanced development by fostering wellbeing, emotional literacy, and critical thinking. This perspective sees prevention not as an isolated intervention, but as a continuous process integrated into everyday educational practice.

In this view, prevention involves building resilience, strengthening personal resources, and developing transversal competences that support learners in facing life transitions, coping with uncertainty, and navigating complex, rapidly evolving social and digital environments. It is closely linked to personal growth, autonomy, and the capacity to make informed, responsible choices. By promoting awareness and self-regulation, prevention empowers learners to manage challenges before they become risks.

Within the ASAP Educational Programme, prevention takes shape through experiences that help learners recognise, understand, and transform potential vulnerabilities into opportunities for learning. For instance, in some activities, learners explore signs of digital stress and develop strategies to regulate their emotional responses, preventing negative consequences such as dependency, anxiety

or comparison with others. In other activities, reflection on online communication, media authenticity or social influence becomes a space for practising self-control, empathy, and critical awareness.

By embedding prevention within a competence development framework, ASAP aims to move beyond a risk-reduction paradigm. It redefines prevention as a process of empowerment that strengthens agency, self-awareness, and ethical responsibility. In this way, prevention becomes an everyday educational horizon – a shared practice that sustains autonomy, inclusion, and wellbeing in both digital and real-life contexts.

The Reflective and Dialogic Method: Learning through inquiry and shared meaning-making

Rooted in the metacognitive dimension of the ASAP approach, the reflective and dialogic method places questioning, dialogue, and shared reflection at the centre of the learning process. It builds on the idea that thinking develops through interaction, and that understanding deepens when learners are invited to articulate, challenge, and refine their own perspectives in relation to those of others. Inspired by the Socratic tradition of inquiry, dialogue here is not a tool for transmitting answers but a means of generating new questions and co-constructing meaning.

Within this method, reflection and dialogue are intertwined practices. Learners are encouraged to move between personal introspection and group discussion, recognising how their thoughts, emotions, and values influence each other. Through guided questioning, peer interaction, and collective reasoning, participants develop awareness of their cognitive and emotional processes while practising critical and ethical thinking. This process cultivates empathy, active listening, and intellectual humility, essential competences for life in digital and social contexts.

The educator's role is that of a facilitator of dialogue. Rather than providing solutions, educators create a safe space where curiosity and uncertainty can be explored. They model reflective practices by asking open questions, encouraging multiple viewpoints, and supporting learners in constructing their own interpretations. This dialogic stance transforms the educational relationship into a partnership of inquiry, where everyone becomes both learner and teacher.

In this perspective, reflection and dialogue are not separate stages of learning but continuous attitudes that sustain metacognition and participation. They help transform information into understanding, and awareness into action. By practising dialogue as a way of thinking together, learners develop the capacity to reason critically, relate empathically, and take responsible positions within their communities both online and offline.

The Participatory Method: Learning as shared creation

Building on the principles of experiential learning, the participatory approach defines learning as a process of shared creation. It recognises that knowledge grows through collaboration, interaction, and mutual engagement. Participation is not simply involvement in activities, but the active assumption of responsibility within the learning community. Learners and educators become co-authors of the educational process, contributing ideas, perspectives, and experiences that make learning meaningful and context sensitive.

This approach promotes ownership and agency. By encouraging learners to propose topics, ideas, and integrating their lived experiences into the educational journey, participation becomes a driver of motivation and relevance. Learners see themselves not as passive recipients of content but as partners

in the process of inquiry and discovery. This sense of shared purpose strengthens engagement and helps to connect individual growth with collective wellbeing.

In the ASAP framework, participation extends beyond classroom dynamics. It involves creating bridges between educational settings and the broader community, linking formal and non-formal learning environments, and encouraging collaboration among schools and families. Such openness promotes inclusivity and a view of education as a collaborative process and a common good.

Ultimately, the participatory approach transforms learning into a democratic and co-creative act. It nurtures collaboration, communication, and critical awareness, empowering learners to take an active role in shaping not only their own development but also the social and digital environments they inhabit.

The Animation-Based Method: Learning through creativity and participation

Based on experiential learning and complementary to the participatory approach, the animation-based method (Pollo, 2002; Floris, 2018) offers a concrete way to transform collaboration and creativity into learning. It is understood not as entertainment, but as a structured pedagogical and social tool that allows educators to design meaningful and engaging learning experiences. In this context, animation refers to dynamic, participatory activities that bring learning to life through dialogue, play, and creative action.

Role-playing, cooperative games, and interactive storytelling become opportunities for exploration, collaboration, and shared meaning-making. The guiding principle of this method is that the educator does not act, but enables action: learning happens through participation, not instruction. This implies a shift from traditional, transmission-based teaching to an experiential pedagogy that places learners at the centre of the process.

Animation values multiple expressive languages (verbal, visual, bodily, and digital) allowing each participant to contribute according to their abilities and preferences. The group dimension is equally essential: interaction with others fosters perspective-taking, empathy, and cognitive restructuring. Through collaborative engagement, participants learn to express themselves, listen actively and co-construct understanding.

Playfulness is not a distraction but a catalyst for curiosity, concentration, and emotional connection. By integrating creativity, interaction, and enjoyment, animation transforms learning into a social experience in which motivation and understanding grow together. It encourages learners to see education not as a duty, but as a space of discovery, participation, and shared growth.

Taken together, the four methods form a coherent system that transforms the ASAP approach into lived educational practice. They invite educators to create inclusive, participatory, and reflective learning environments where prevention, dialogue, collaboration, and creativity become part of everyday experience.

The Role of the Educator

The effectiveness of the ASAP approach depends largely on the educator's ability to interpret, adapt, and facilitate the methods in real contexts. Within this framework, the educator is not only a transmitter of knowledge, but a facilitator of processes and relationships – a guide who creates the conditions for authentic, meaningful, and participatory learning. Their task is to support personal expression, stimulate reflection, and sustain dialogue within a safe and inclusive learning environment.

The educator embodies the principles of prevention, reflection, and participation that underpin the ASAP approach. They help learners connect personal experiences with broader social, ethical, and digital dimensions, fostering awareness of how emotions, values, and choices interact in everyday life. In doing so, educators act as mediators between the individual and the collective, linking schools, families, and communities in a shared educational effort.

The role of the educator is also intergenerational. By facilitating collaboration between children, parents, and teachers, they create opportunities for shared reflection on digital life, relationships, and social dynamics. They model reflective practices by asking open-ended questions, encouraging curiosity, and showing that uncertainty can be a productive space for growth. In this way, educators nurture empathy, self-awareness, and a sense of responsibility that extend beyond the classroom.

Core Values

The educator's role is grounded in a set of core values that give meaning and coherence to the ASAP approach. These values guide the educator's actions, attitudes, and relationships in every phase of the learning process:

- Person-centredness: recognising each learner's uniqueness, dignity, and potential, and supporting their personal and intellectual growth with empathy and respect;
- Inclusion: embracing diversity and ensuring accessibility for all learners, creating environments where everyone feels represented and valued;
- Educational relationships and participation: fostering dialogue, collaboration, and shared responsibility through trusting, democratic relationships where every voice matters;
- Non-judgement and openness: maintaining a stance of active listening and suspension of judgement, allowing learners to express themselves freely and explore different viewpoints without fear of evaluation;
- Empathy and care: recognising the emotions and perspectives of others, and acting with sensitivity and compassion in both digital and real-life contexts;
- Authenticity and responsibility: promoting coherence between thought, expression, and action, and fostering ethical awareness in personal, social, and digital interactions;
- Critical curiosity: nurturing an open, questioning attitude towards oneself, others, and the world, encouraging learners to explore, inquire, and think independently.

These values translate into the educator's daily practice, shaping how learning environments are created, how dialogue is facilitated, and how relationships of trust and reciprocity are built. By embodying these values, educators turn each learning encounter into an opportunity for growth, connection, and shared responsibility.

Ultimately, the educator acts as a co-creator of meaning. Through presence, listening, and intentional action, they accompany learners in the process of interpreting, questioning, and transforming experience. Within the ASAP approach, the educator is both learner and guide, someone who learns with others rather than for others, turning education into a shared journey of discovery and transformation.

From Theory to Practice: The ASAP Educational Programme

The ASAP Educational Programme represents the practical dimension of the Approach. It translates the theoretical and methodological framework into structured, experience-based learning paths designed to promote the development of transversal competences in educational contexts. Through a balance of reflection, dialogue, and active participation, the programme supports learners in connecting thought, emotion, and action.

This section presents the educational architecture of ASAP and how it turns pedagogical principles into practice. It begins by outlining the key competences that underpin the learning process, as defined in alignment with the European LifeComp (EC, 2020) and DigComp (EC, 2022) frameworks. It then introduces the Learning Units, which embody these competences through a coherent set of participatory and reflective activities.

Together, the competence framework and the Learning Units offer educators a practical guide for implementing learning experiences that foster awareness, agency, and responsibility in the onlife world.

Competence Framework

The educator's role, grounded in shared values and reflective practice, finds concrete expression in the development of key competences that support learners' growth in both personal and digital dimensions.

Building on the principles of LifeComp and DigComp, the European reference frameworks for the Personal, Social, and Learning-to-Learn and Digital Key Competences for Lifelong Learning (Council of the European Union, 2018; EC, 2019), the ASAP framework identifies a coherent set of transversal competences that connect thinking, feeling, and acting – helping learners navigate the complexity of the onlife world with awareness and responsibility.

The ASAP framework is aligned with these European models, ensuring transferability and coherence with European education policy. Its transversal competences include:

- Personal Area (LifeComp P1-P3):
 - Emotional literacy (LifeComp P1): recognising, naming, and managing emotions in oneself and others;
 - Resilience and self-awareness (LifeComp P2): reflecting on experiences, learning from mistakes, and developing confidence and adaptability;
 - Wellbeing and balance (LifeComp P3): maintaining emotional stability, managing stress, and finding harmony between digital and real-life experiences;
- Social Area (LifeComp S1-S3):

- Empathy and relational skills (LifeComp S1): listening actively, communicating respectfully, and understanding others' perspectives;
- Authentic communication and responsibility (LifeComp S2): expressing oneself with clarity and coherence between thought, word, and action, fostering trust and ethical awareness in social and digital interactions;
- Collaborative participation (LifeComp S3): engaging constructively with others, co-creating knowledge, and assuming shared responsibility within groups and communities;
- Learning-to-Learn Area (LifeComp L1-L3):
 - Growth mindset and motivation (LifeComp L1): developing curiosity, openness to learning, and the willingness to engage with challenges as opportunities for growth;
 - Critical and metacognitive thinking (LifeComp L2): analysing information, questioning assumptions, reflecting on one's own thinking, and identifying bias;
 - Self-regulated learning (LifeComp L3): setting goals, monitoring progress, and adapting learning strategies through reflection and feedback;
- Information and Data Literacy Area (DigComp 1.1-1.3):
 - Searching and evaluating digital information (DigComp 1.1, 1.2): browsing, selecting, and critically assessing online information and digital content for accuracy, relevance, and reliability;
- Communication and Collaboration Area (DigComp 2.1-2.6):
 - Digital communication and participation (DigComp 2.1, 2.2): interacting and sharing through digital technologies while respecting diversity, privacy, and ethical standards;
 - Digital citizenship and collaboration (DigComp 2.3, 2.4): participating actively in online communities, co-creating knowledge, and engaging responsibly in collective digital spaces;
 - Netiquette and respectful interaction (DigComp 2.5): applying appropriate communication norms and behaviours to foster trust, inclusion, and empathy in digital environments;
- Safety and Wellbeing Area (DigComp 4.1-4.4):
 - Responsible digital behaviour (DigComp 4.2, 4.3): managing digital identity, protecting privacy, and ensuring emotional and physical wellbeing in online environments;
- Problem-Solving and Creativity Area (DigComp 5.1-5.4)
 - Digital problem-solving (DigComp 5.1): identifying needs, evaluating technological responses, and applying creative solutions to everyday challenges.

These competences are not taught as abstract content, but are developed organically through experience, dialogue, and reflection. Within the ASAP approach, competence development is a lived process, growing from interaction, inquiry, and practice, allowing learners to integrate knowledge, emotion, and action into a coherent sense of agency.

The Learning Units

The transversal competences described above come to life through the six ASAP Learning Units (LUs), which form the core of the Educational Programme. They translate the theoretical and methodological

framework as well as the competence areas identified in LifeComp and DigComp into concrete educational pathways where learning happens through experience, dialogue, and reflection.

Each unit is built around a specific theme and integrates cognitive, emotional, and social dimensions into a coherent learning process:

- The Power of Questions: exploring curiosity, inquiry, and critical thinking;
- Emotions: recognising, understanding, and expressing emotions constructively;
- Communication: developing empathy, active listening, and assertive expression;
- Authenticity and Authority: identifying reliable information and fostering ethical awareness in the digital environment;
- Role Models: reflecting on values, social influence, and responsible choices.
- Onlife: finding balance between online and offline experiences and promoting digital wellbeing.

Each LU provides structured yet adaptable activities designed to help participants explore real-life situations, reflect on them, and develop key competences across personal, social, learning-to-learn, and digital domains. The modular design allows educators to tailor sessions to different contexts, whether formal or informal, individual or group, school or community.

Through the integration of experiential learning, metacognition, and creative participation, the Learning Units embody the ASAP Approach in action. They represent not a sequence of lessons, but rather a journey of discovery and transformation, enabling learners to connect awareness with action, and reflection with participation.

CONCLUSION

The educational landscape today is changing rapidly and in complex ways. Preadolescents face increasing challenges related to identity development, emotional regulation, digital exposure, and social pressure. The spread of social media, the influence of algorithms in daily interactions, and the pervasiveness of online content have not only reshaped how young people communicate and learn but also how they perceive themselves and others. These transformations call for educational models that help learners develop awareness, reflection, and resilience, enabling them to act consciously within interconnected digital and social environments.

Within this context, three theoretical foundations orient the ASAP educational approach: the onlife perspective, which acknowledges the integrated nature of today's digital and physical realities; metacognition, which highlights awareness and regulation of one's own thinking; and experiential learning, which emphasises the active construction of knowledge through action and reflection. Together, they provide a lens for understanding how cognitive, emotional, and social processes intertwine in everyday life.

These principles are translated into practice through methodological pillars that guide educational design and facilitation. The preventive, reflective and dialogic, participatory, and animation-based methods offer educators concrete pathways to promote wellbeing, critical awareness, and collaborative engagement. The educator's role, sustained by core values such as person-centredness, inclusion, non-judgement, empathy, authenticity, responsibility, and critical curiosity, is to create safe, inclusive, and dialogic environments where learning can unfold meaningfully.

From theory to practice, the ASAP Approach translates into an Educational Programme addressing personal, social, learning-to-learn, and digital competences, which align with European frameworks to ensure clarity and transferability. Its Learning Units provide structured yet adaptable thematic pathways that connect reflection with participation, and awareness with action. In this way, ASAP offers a practical, coherent, and context-sensitive route for supporting preadolescents in an interconnected world.

Overall, ASAP promotes a systemic approach to education that bridges the gap between digital literacy and personal growth. By combining experience, reflection, and participation, it helps learners integrate knowledge with action and self-awareness with responsibility. This framework supports educators in empowering preadolescents toward critical, empathetic, and ethical engagement with themselves, with others, and with the digital environments they live in.

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