

07.11.2025

Florence

Innovation
in Language Learning
International Conference
(18th edition)

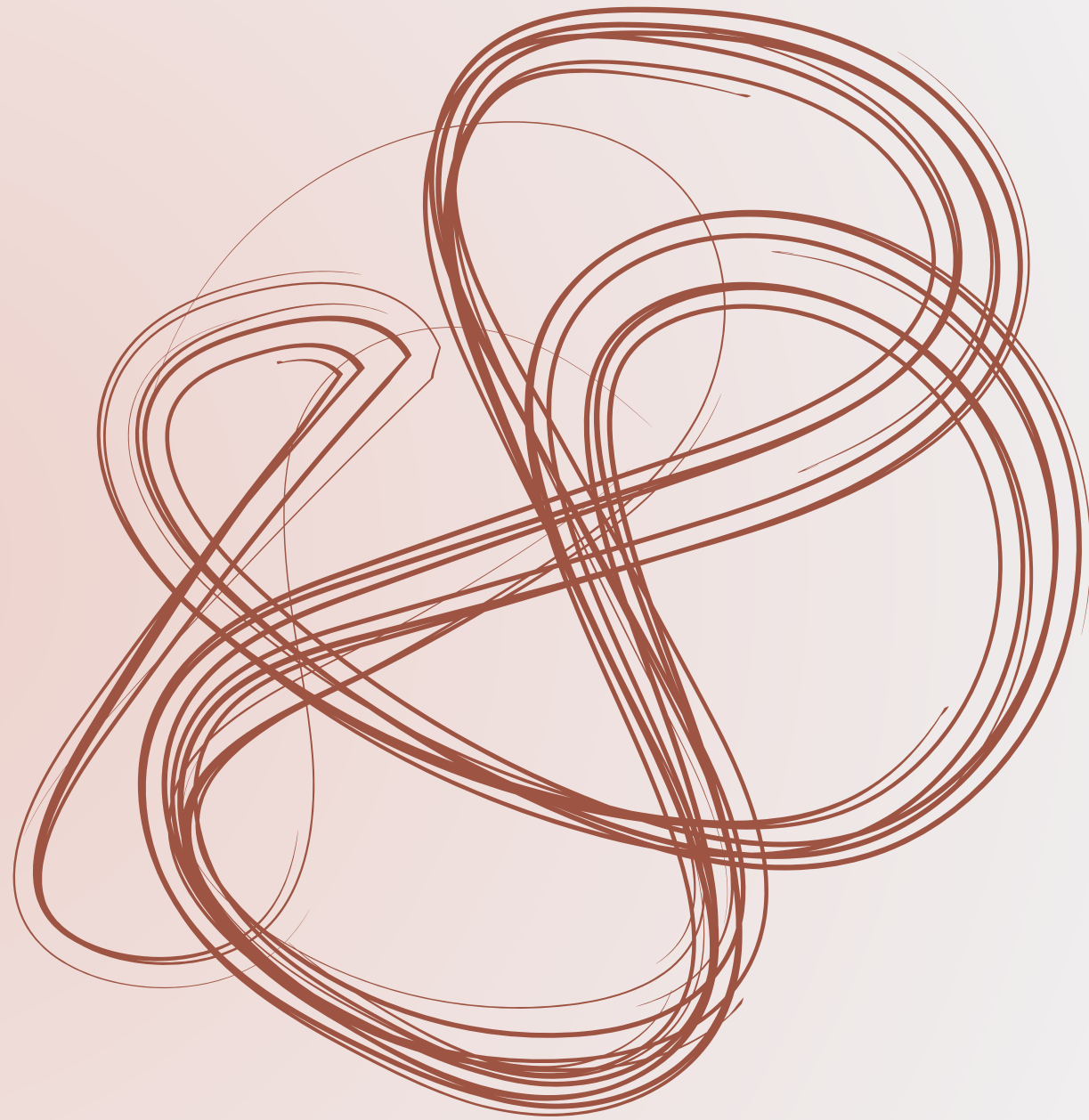
Mediation and Innovation in Language Teaching

Integrating Digital Tools & Emotional Engagement

Sara Biasin

Presentation Overview

1. Why Mediation Today?
2. Theoretical Framework
3. Context and Methodology
4. Three Case Studies
5. Key Insights and Implications
6. Conclusion



A question to begin with...

Emotions + digital tools : possible



OR...

do they go into “airplane mode”? ✈️

(CEFR-CV mediation includes socio-affective dimensions)

2. *Theoretical Framework*

What do we mean by mediation today? (CEFR-CV)

- Creating **bridges** between people, texts, languages, contexts;
- **Cognitive + Social + Socio-affective** dimensions;
- From transmitting knowledge → to **co-constructing meaning**.



Why does emotional mediation matter?

- Emotions shape **attention, memory, motivation, engagement**;
- Supports inclusion, learner voice, and a sense of safety;
- Human connection is a **condition for learning**, not a “nice extra”.

2. *Theoretical Framework*

Why talk about digital mediation?

- New semiotic spaces: multimodal, collaborative, intercultural;
- Students need **guidance** to navigate digital meaning-making;
- Without it, **risk of human disconnection** behind the screen.

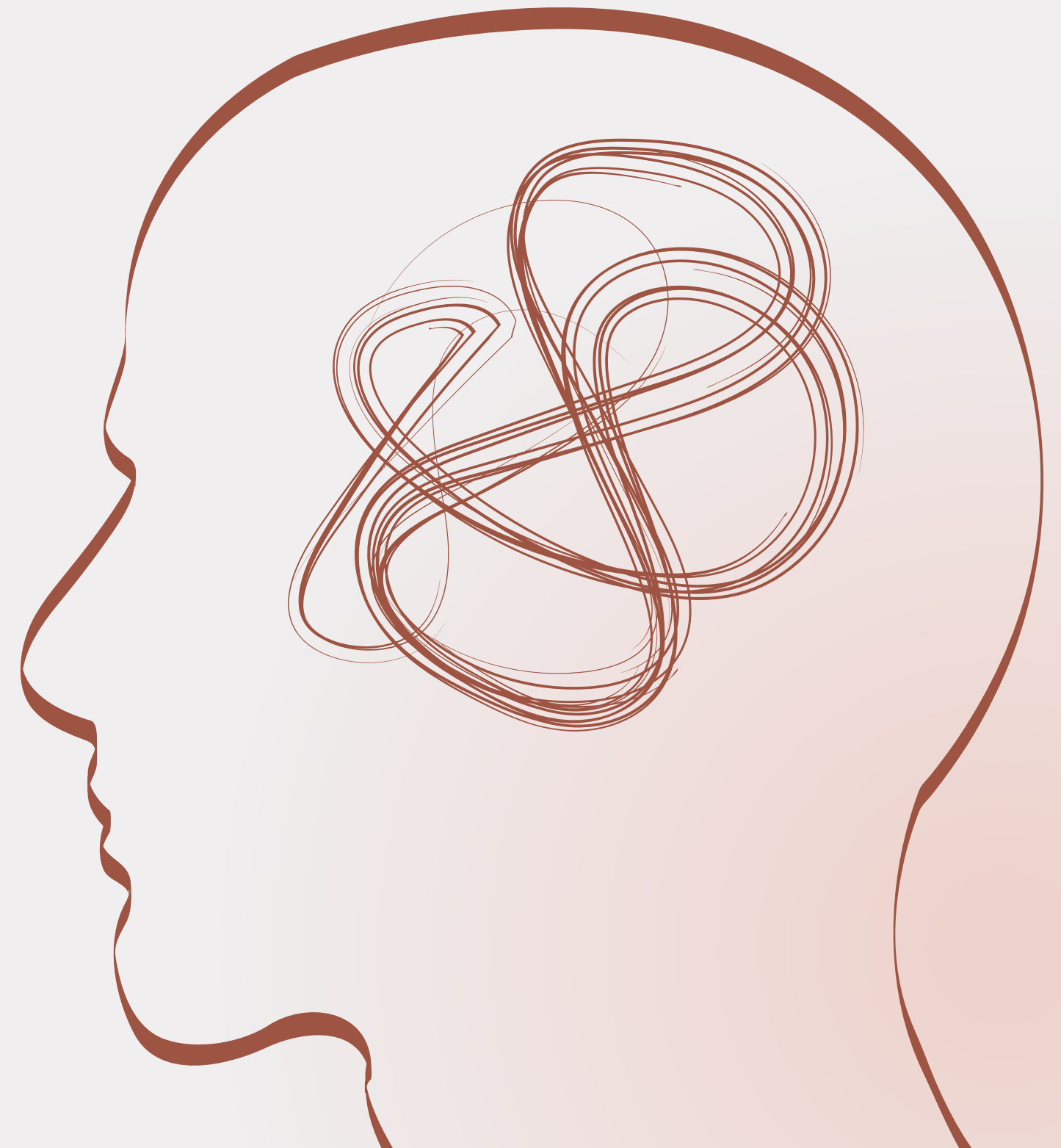


Teacher as a “Double Mediator”

- a. Between learners and **language + emotions**;
 - b. Between learners and **digital environments**;
- ab.** Integrating **both** → more inclusive, relational, meaningful learning.

3. *Methodological Approach*

- Qualitative & reflective approach
- Based on **authentic teacher training practices**
- Data sources:
 - Co-design of activities
 - Observations and self-reflection
 - Teacher feedback
- Focus on **professional growth** & meaning-making
- Inspired by:
 - *Reflective Practice* (Schön; Farrell)
 - *Action-Research* in language education



3. Methodological Approach

ClubAlumni PostMasterITALS – Ca’ Foscari	Futura–Mondadori Education
• Professional community of Italian L2/LS teachers; • Peer mentoring and ongoing reflective practice; • Safe space for sharing, experimenting and rethinking practice.	• National training on digital curriculum innovation; • Focus on co-design, active methodologies and digital mediation; • Workshops linking technology + inclusion + wellbeing.

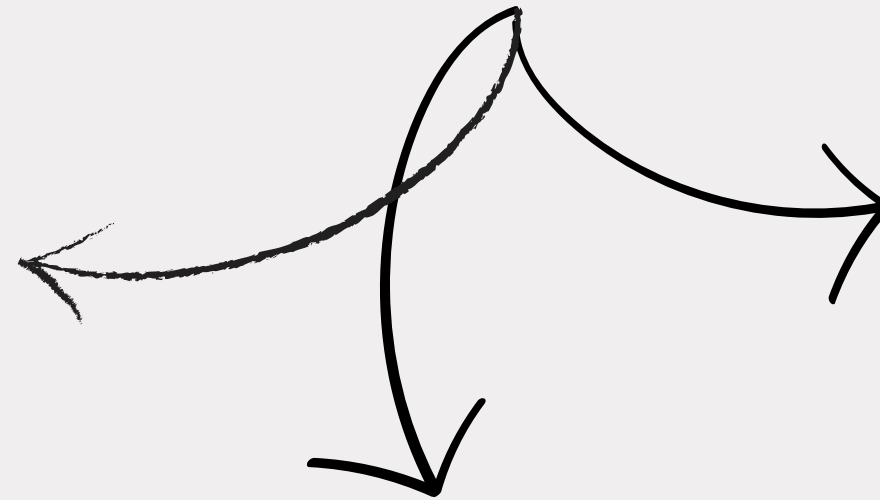
Why these contexts matter

- Promote mediation, collaboration and conscious digital use;
- Connect emotions, identity and technology;
- Encourage teachers to grow as double mediators.

4. Case 1 - Digital Storytelling & Emotional Engagement

Setting

- **Futura - Mondadori**
digital teacher training
(secondary school);
- Teachers co-designing
a digital learning unit (UdA).



The Task

- **Activity**: *Voices and Emotions in Italian Music*;
- **Tools**: YouTube, LyricsTraining, Padlet, Kahoot;
 - Students analyse songs and emotional vocabulary;
- **Final product**: collaborative commented playlist.

Mediation Moves

- 🧡 **Emotional** → expressing and reflecting on feelings evoked by songs;
- 🗣️ **Linguistic** → reformulating and using emotional vocabulary;
- 💻 **Digital** → intentional use of multimodal tools.



What emerged

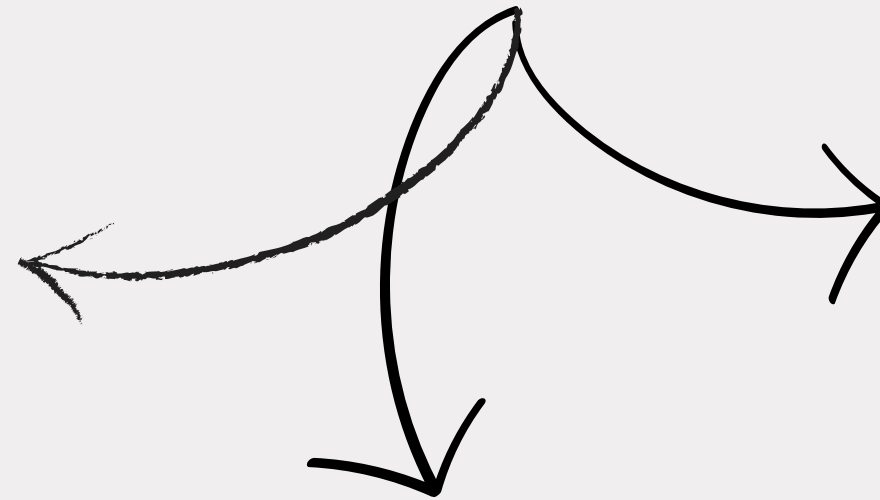
- Increased student engagement and participation;
- Greater authentic self-expression;
- Inclusion of diverse cognitive styles and backgrounds.

Digital tools can amplify students' emotional voice — when framed reflectively.

4. Case 2 - “Cultural Bridges”: Intercultural & Digital Mediation

Setting

- **Futura - Mondadori**
digital teacher training
(secondary school
and adult learners);
- Intercultural exchange
supported by digital tools.

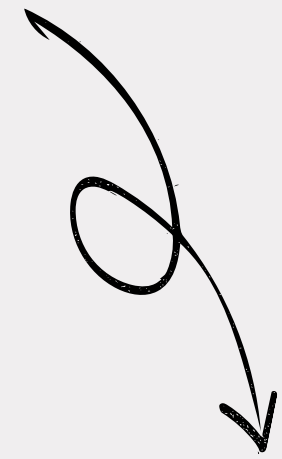


The Task

- **Activity**: creation of a collaborative
Padlet: *Cultural Bridges*;
- **Tools**: Slido, Kahoot, Padlet,
Genially;
- Students post texts, images or short
videos about their own cultures;
 - **Final product**: a shared
intercultural Padlet wall
with posts + peer comments
(questions and reflections)

Mediation Moves

- 🌍 **Intercultural** → comparing values,
perspectives, practices;
 - 🗣️ **Linguistic** → paraphrasing,
simplifying, reformulating (CEFR-CV);
- 💻 **Digital** → co-constructing meaning in
an online environment.



What emerged

- Increased **empathy** and **curiosity** towards other cultures;
- Greater **intercultural awareness** and respect for differences;
- Strengthened **collective voice** of the group.



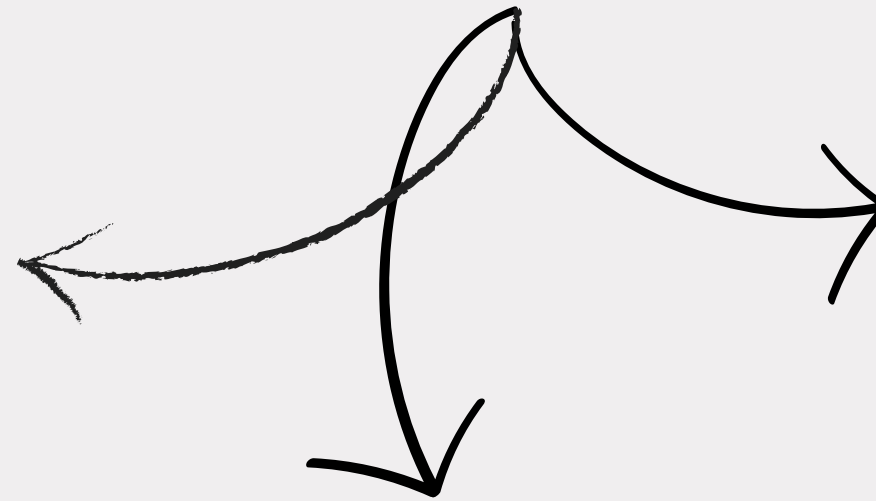
Digital tools can create safe spaces to mediate cultures, not only to share content.



4. Case 3 - PostMasterITALS: Professional & Reflective Mediation

Setting

- **ClubAlumni PostMasterITALS**
professional community
(Ca' Foscari);
- Ongoing professional
development
for Italian L2/LS teachers.

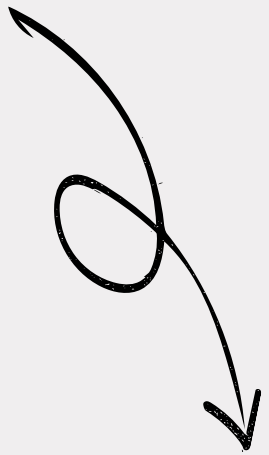


The Task

- Activity: ongoing teacher reflection
and co-mediation through the
PostMaster ITALS community;
- Tools: moodle, online meetings,
website, newsletter, social media;
 - Focus on collegial reflection
and professional growth;
- Final product: shared professional
reflections, collaborative resources,
and co-designed teaching ideas.

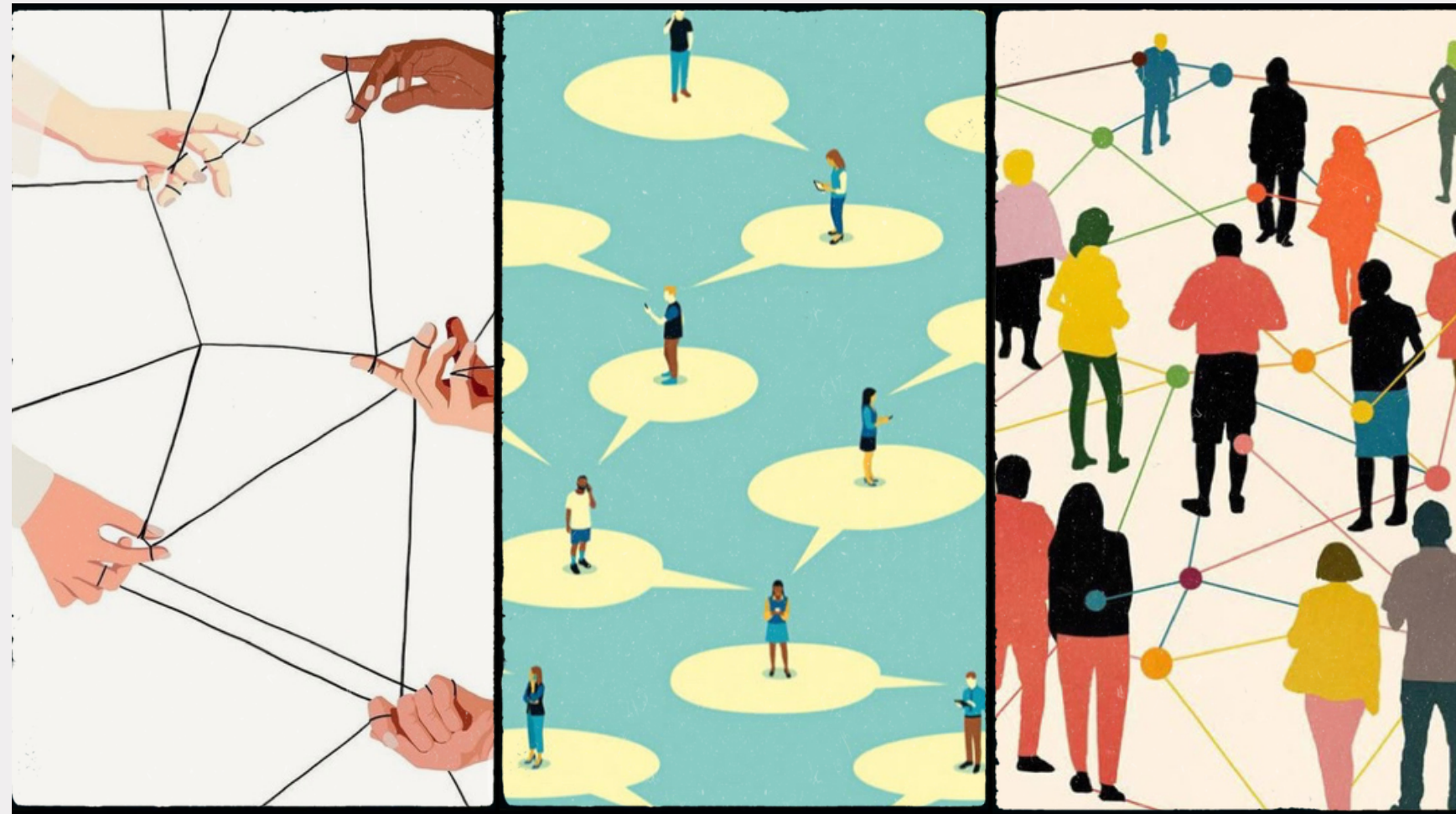
Mediation Moves

- 🧑 Professional → peer mentoring and
co-construction of knowledge;
- ❤️ Emotional → supportive atmosphere,
trust, recognition among peers;
- 💻 Digital → online community
of practice & multimodal exchange.



What emerged

- Stronger teacher professional identity;
- Safe space for shared vulnerability and authentic dialogue;
- Greater integration of reflection + emotions + digital practice.



*Mediation is not only for students:
teachers also grow through emotional and digital mediation.*

4. Three Case Studies

- Synthesis

Focus	Case 1	Case 2	Case 3
Main focus	Emotions and creativity	Intercultural dialogue	Teacher professional identity
Setting	Classroom with students	Intercultural exchange	Teacher community
Type of mediation	 Emotional  Linguistic  Digital	 Intercultural  Linguistic  Digital	 Professional  Emotional  Digital
Role of digital	Increased emotional expression	Safe space for cultural exchange	Space for reflection and support

*Digital tools
do not replace
human connection:
they amplify it
when mediated
intentionally.*

5. *Key Insights & Implications*

- Pedagogical Implication

Implications for Language Education

- Mediation offers a **transformative framework** to integrate language, emotions and digital tools;
- Emotions are not a “nice extra”: they are a **driver of motivation** and **inclusion**;
- Digital tools should be designed as **relational** and **symbolic spaces**, not only technical ones;
- Multimodal & reflective tasks foster **authentic self-expression** and engagement;
- Mediation creates **bridges of meaning** between identities, languages and technologies.

*If mediation is an ethical stance,
how should this influence the way we train
teachers in digital pedagogy?*



5. *Key Insights & Implications*

- Implication for Teacher Education

Implications for Teacher Education & Professional Development

- The *double mediator* role requires integrated competences;
- Teacher growth happens through **reflection** + **emotions** + **digital practice**;
- Communities of practice support **dialogue**, **shared vulnerability** and **peer learning**;
- Mediation is also an **ethical stance**: it keeps the human dimension at the centre of education.

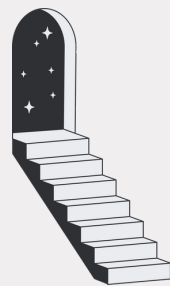
*If mediation is also an ethical stance,
what small step of ongoing professional learning can we
take to make it an integral part of our digital practice?*



Conclusion



Emotions and digital tools are not incompatible: **mediation can bridge them.**



Integrating emotions and digital practice requires **developing integrated competences over time**, through small steps of ongoing professional learning.



Mediation means also **care for relationships and an ethical stance.**

*Technology can connect devices,
Mediation can connect people.*



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*Thank you
for your attention!*

It was a pleasure to share this perspective with you.

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