

## Editorial: Learning and Development in a Post-Digital Age

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Learning and development are the focus of The Journal of Education and Self-development. In the computation era, the contexts and spaces for learning need to be reconsidered. In early learning, the child acts in an approximate environment interacting with parents and also mediated by artefacts. The child learns by sensing human touch and non-verbal communication as well as from the material world surrounding her. Interaction in this approximate environment affords a child in its learning and development through the socialisation process. In post-digital era, the environment is constructed in societal processes utilising physical and digital materiality. The proliferation of digital technologies is affecting socialisation and perception of reality (materiality of physical and digital and transmedia practices) and the child's agency. How the interaction process takes place utilising a set of media is affecting self-development and self-conception. The environment is established by social practices which in post-digital era blur the boundary between physical and digital. In defining literacy, the terms online and offline activity are introduced (Sefton-Green, Marsh, Erstad, & Flewitt, 2016). The boundaries between physical and virtual are blurred (Marsh, 2010; Plowman, 2016).

The social practices and digital technology are interconnected and establish the interaction environment. The affordance of digital technology is realised by this complementarity between the user and the environment (Gibson, 1977) setting the interaction environment driven by social practices utilising digital technology. Affordance is in the intersection reflecting many dimensions of the technological and social (Koole, 2009) and in the post-digital paradigm, the main concern is in social and not the technological (Peters & Besley, 2019). Burr, Taddeo, Floridi (2020) anticipate that the heart of future research will be well-being and ethics in search of what is good for society.

Pedagogy needs to examine how a learning environment is formed through interaction utilising digital technology is influencing learning and development. The educational technology supports the construction of authentic learning which could be defined as meaningful to a learner (Dewey, 1938). It connects the learner to an authentic environment, authentic contents and instruction methods (Istenič Starčič, 2020). Following Dewey (1938), Bruce and Levin (1997) defined educational technology in pre-school curriculum based on child's authentic activity involving (1) learning by inquiry, (2) interaction as basic for social engagement, (3) construction in play and creativity involving a set of materials and (4) expression.

A child's play performed in the early learning environment in the family and later in pre-school involves materiality including digital toys, screen-based digital play, and digital devices. Play manifests socio-cultural practices and incorporates practices involving digital technology. The technological environment is ubiquitous and constantly present and enters various social practices seamlessly. (Istenič Starčič, 2020).

The pre-school play-based curriculum depends on pre-school teachers and their readiness for technology integration and a partnership with parents to establish a safe connected environment. When addressing digital technology at an early age in partnership with parents, the educator follows four key aspects of the role of digital technologies (Istenič Starčič, 2020):

1. The child's development takes place through play activities in which the child interacts with the environment and with cultural artefacts, among which digital artefacts have a prominence;

2. digital technologies enable the development of a child's digital skills;

3. digital technologies enable the development of dispositions for learning in socio-emotional, cognitive, psychomotor domain;

4. Digital technologies and digital skills enable learning in various curricular areas.

A child is born into a cultural environment marked by cultural tools, and his play with/from/by cultural tools is the primary mode of cultural development (Vygotsky, 1978).

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