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The digital transformation that has affected global society in recent decades calls for reflection and a review of current educational models. As pointed out by Norton et al. (2020), the digital transformative drive consists of a change in the organisation of work and social models and implies not only the implementation of a technological solution, but more the creation of an alignment between digital technologies, human and organisational factors, reflecting in a profound and strategic way on the value and sustainability structure of society.

The changes that have already occurred and the effects of globalisation and technology have necessitated redefinitions and modifications in educational systems, approaches and processes. Teaching and learning activities have started to differ from traditional approaches (Bozkurt, 2015) in order to respond to increasingly different and more complex characteristics, needs and learning modes of users. New Media Education (Rivoltella, 2019) poses numerous challenges and opportunities that outline a pedagogical profile characterised by a flexible paradigm in which people contribute to changing the learning environment (Ardizzone & Rivoltella, 2008).

In this rapid process of transformation, the education system has worked to adapt, change, and develop pedagogical and teaching practices. These changes, however, although beneficial, lack a new global vision that, reflecting on past experiences, REFLECTS the educational paradigm in a new key, RECONNECTING the richness of experience to the opportunities of the digital universe, with the aim of VISUALISING the educational scenario of the coming years. To do this, it is necessary to consider not only the changes that seem most likely, but also those that we do not expect (OECD, 2022).

Neuroscientific research in the educational field in recent years can provide a great deal of information and empirical evidence on the issues of learning and teaching in analogue and digital environments, with a specific focus also on corporeity and its importance for the effectiveness of the development process. In particular, with regard to the latter, a fundamental question remains open today on the appropriateness of re-imagining the body in the digital learning experience. As Cregan (2006) puts it, the body has been the object of "intensified extension, abstraction and reconstruction" and in this sense its opportunities for learning should be seized.

The pedagogical sciences, today, have the opportunity to design a new scenario that reformulates educational practices and builds new spaces for the development of teaching-learning processes in an inclusive and valuing of differences key (Sibilio, 2015) where to capitalise on the huge transformations that have occurred in society, linking them with the new neuroscientific knowledge on learning processes and integrating them with the new cognitive, communicative and knowledge management practices (Cicognini et al., 2007; Cross, 2006).

REN Conference aims to offer the space and opportunities needed to reflect, rethink, reconnect and, finally, visualise, the new educational paradigms, through dialogue between scholars, scientists and practitioners.

The themes of the debate will focus on the reinterpretation of educational processes in complex multicultural contexts, of diversity and deviance, building on the knowledge achieved so far and seizing the opportunities offered by digital and neuroscientific evolution.