**OPINION**

**Editor**:   Prof. Dr. Rosiane de Fátima Ponce

**SUMMARY FOR THE EDITOR**

The article presents a current and relevant discussion on the formation of youth identity in the information society, particularly in distinguishing between digital and virtual identity. However, although it provides a solid theoretical foundation and well-defined methodology, the text does not sufficiently connect with the field of Education, which compromises its alignment with the journal's scope. The theoretical analysis could be more in-depth, the results are not clearly connected to the proposed objectives, and the conclusion needs to be more emphatic in synthesizing findings and projections for future research. It is also recommended that the reference list be reviewed, textual fluency be improved, and any modifications made to the manuscript be clearly marked. The article shows potential but requires significant adjustments before it can be considered for publication.

**ARTICLE ANALYSIS**
**INTRODUCTION**

The article discusses how the information society is characterized by the creation of a global information space, where people interact and access global resources, satisfying their needs for information products and services. This concept also enhances the role of information and knowledge in human life, promoting the growth of communications, resources, and information services as part of a country's GDP.

Among the key points, the following stand out:

• Social development: The main vector is the implementation of digital identity.

• Difference between virtual and digital identity: Virtual identity occurs when an individual, in the informational environment, recognizes their belonging to a specific community (part of sociocultural identity).

**CRITICAL ANALYSIS**

The article significantly contributes to understanding the effects of digital technologies on youth identity processes, but it would benefit from a more critical analysis of the social and political implications of these transformations, as well as a deeper empirical exploration featuring the voices of young people themselves.

Furthermore, the research does not fully fit within the scope of Education. Although it briefly mentions online Education, it must be reformulated to align with educational studies properly.

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## STRENGTH OF ARGUMENT

The text begins with a strong theoretical introduction, grounded in relevant authors, establishing youth as a bridge between the past and future. It then presents the central issue: how youth identity is shaped and transformed within a rapidly evolving digital reality. The importance of digital identity and its formation among young people is highlighted as a psychological, social, and cultural phenomenon. The discussion/methodology reinforces the initial argument by clearly presenting the methodological tools used (social stratification, age groups, digital platform analysis, etc.).

Finally, the results function as an applied conclusion, even though they are not explicitly named as such. They detail how young people in each age group relate to digital spaces—from educational formation to early adulthood, highlighting how digital platforms shape behaviors, self-perceptions, and social relationships. However, these findings are not aligned with Education, so they must be reformulated.

## LIMITATIONS AND OPPORTUNITIES

The article sets out to identify "factors influencing the speed of transformation in youth identity processes," but this is vaguely presented. It is unclear which factors will be analyzed or how this "speed of transformation" will be measured. Although it includes several references, the theoretical discussion lacks depth, and the concepts of identity, digital identity, and virtual identity are presented descriptively, without critical problematization. In the results section, there is a mix between legal and contextual data (such as school age in Russia) and the study's findings, which undermines the focus and clarity of the analysis.

The conclusion mentions possible theoretical and practical contributions but fails to summarize the key findings or suggest limitations and directions for future research.

The technical language is appropriate, but at times becomes excessively dense, with long paragraphs and extended sentences. Additionally, while the article mentions the use of technologies in education, it does not delve into pedagogical aspects, limiting its contribution to the educational field.

## DIALOGUE WITH OTHER AUTHORS

Bakulov *et al.* (2020) and Vyalyova (2016) argue that the current global order directly impacts individual-society relations, shaping new directions for cultural and civilizational development. Gagné *et al.* (2022) define identity as an essential component of values, dynamically constructed through self-determination and the search for a place in society. Bakulov *et al.* (2020) and Golubeva (2020) emphasize that identity is formed through real interactions, comparisons with others, and conscious efforts of self-development (physical, mental, and spiritual).

In the educational field, Vaganova *et al.* (2020) highlight that digital technologies have been widely used to develop knowledge, skills, and cultural and professional competencies, especially in technical and higher education courses. Veselova (2017) notes that young people tend to orient themselves early toward adulthood, using social media to explore different versions of themselves, assuming varied social roles, and constructing idealized images based on virtual influences. Finally, Adamides and Karacapilidis (2020) and Mamedova *et al.* (2022) highlight that technological advancements (high-speed internet, big data, and multifunctional smartphones) have significantly expanded the possibilities for digital identity experimentation and expression.

## CURRENT RELEVANCE

The relevance of this article's topic today is highly significant, as it explores the formation of youth identity amid accelerated digital transformation. The study highlights how digital environments, such as social networks, educational platforms, and online public services, shape how young people perceive themselves, interact, and integrate socially.

## FINAL ASSESSMENT

The article presents a relevant discussion on youth identity formation in the information society, distinguishing digital identity from virtual identity. Despite the timeliness of the topic, it lacks pedagogical depth and a clearer connection to Education, requiring adjustments to align with the journal's scope.

The theoretical foundation is solid but addresses key concepts superficially. The methodology is well presented, but the results do not sufficiently align with the study's objectives or incorporate youth perspectives. The conclusion needs strengthening, providing a clearer synthesis of findings and potential future directions.

It is recommended to revise references, improve textual fluency, and highlight modifications made to the manuscript. The study has potential but needs improvements to be approved.

## REQUIRED CORRECTIONS

We request verification of citations and references—all citations must be included in the reference list, and non-cited references must be removed. If the authors suggest the inclusion of bibliographies, adopting these recommendations is not mandatory for publication acceptance, leaving the decision to the authors' discretion. Additionally, we request that any modifications made be highlighted in yellow within the manuscript text.

Other required aspects:

- ORCID;
- Email;
- Completed "Credit Authors" section;
- All abstracts must be adjusted to 150 words;
- A more robust theoretical exploration of the concept of digital identity is required, especially regarding its ethical, political, and cultural dimensions;
- The article does not sufficiently explore pedagogical processes, weakening their contribution to the educational field;
- The concepts of identity, digital identity, and virtual identity are presented descriptively but lack critical problematization;
- The stated objective "identify factors influencing the speed of transformation in youth identity processes," is vague and does not clearly define which factors are being investigated;
- The results section mixes legal and contextual descriptions with research findings, which compromises the focus and clarity of empirical analysis.

**Processing and editing: Editora Ibero-Americana de Educação**
Proofreading, formatting, normalization and translation