

A RESEARCH PROPOSAL: “LEARNING PROCESSES AND DISCIPLINARY OVERFLOWS”

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Abstract:

The current complex society is characterized by various theories and points of view, no longer elaborated through a single human mind, but through the interweaving of flows of information and integrated artificial intelligences, in which different disciplinary fields are interconnected for the construction of the knowledge and for the development of the free man.

Every single man represents a resource.

Therefore, everyone can make a cultural contribution by allowing all other people to discuss and address global issues that affect us on a daily basis.

Through the following research and intercultural dialogue; thanks to the study material included in the Pegaso platform and to the advice offered by the teachers, a group of six PhD students on the course "Law, education, development" (II edition) intends to tell the first year of the Ph.D., mutually engaging on the basis of respect and mutual understanding.

The human being, cooperating with various intelligences, becomes capable of proceeding responsibly, overcoming individualism and meeting the other, finding new balances to adapt to changes, to be able to build links for participatory democracy and for a humanistic and scientific culture

Keywords: Learning Society, Education, Researchers, Interdisciplinarity, Communication

1. INTRODUCTION

The complex society of knowledge, oriented in building flexible minds, that are able to change and plan permanently, defined by Zygmunt Bauman [1] liquid-modern because uncertain, changeable and unpredictable, represents the scenario on which the research activity can fulfill its patient work of plaiting and weaving in order to make education and training key factors for the growth of human development and to give substance to the changing tensions coming from the articulated contexts of reference [2].

In fact, on the threshold of the third millennium, we re-discover that we live in a world marked by economic crises and devastating events such as: problems linked to climate change and continuous environmental catastrophes; communication-economic globalization; incessant proliferation of sophisticated technological tools that with their charm and their power to take root easily, have allowed both the dissemination of information and contents essential for the development of critical and thoughtful thinking, and the dismantling of universal principles shaking the minds towards a progressive sense of loss, loneliness and loss of ethical and moral values.

In this framework, the idea of creating a working group among PhD students of Pegaso International to share and deepen different areas of study and interest, in the light of what has been provided by the University itself, appears to be visionary and advantageous.

The many and diverse materials present in the platform and the cycle of seminars, organized and realized in beautiful and welcoming locations in the province of Naples, have favored moments of meeting and comparison that have proved to be an extraordinary experience shared by us graduates.

Thanks to the valuable interventions of the speakers and teachers-tutors of the Pegasus, a desire has arisen, to reflect on the wealth and infinity of the UNIVERSO, of significant contents that allow man to open boundless horizons on the world of research and on the opportunity to rediscover a common reference paradigm to better respond to the humanitarian challenges underway.

These preliminary comments aim at revealing how some study opportunities can facilitate particular phenomena of commingling between essential knowledge and reinforce a sense of belonging and dialogic practices that foster authenticity of thought, self-care, positivity, increased skill and mutual help.

Interdisciplinarity opens up to a more objective model of knowledge and rational reliability in which an incomplete point of view is overcome because we try to dress the knowledge with a complex dress starting from the coexistence of interconnected contents.

The disciplines that have most offered the tools for canvases, scissors, colors and knots have been in the cycle of seminars: Economics, Philosophy, Law, Bioethics, Sociology, Lifelong Learning, Computer Science, Architecture, Engineering, Physics. This is to support their transversality and ductility but also to practice important ethical behaviors such as: dialogue, comparison, listening and democratic participation.

In this context, during the meetings, the policies of the EU countries were also highlighted, which over the past few years have expressed their commitment to the activation of growth processes and expression of democratic progress through the definition of its own strategy of sustainable development that allows to reach the SDGs (Sustainable Development Goals - SDGs), reporting on the results achieved within a process coordinated by the UN. In order to encourage initiatives to develop, especially in young people, the skills and competences necessary for the labor market and to promote growth and employment in Europe, the Member States suggest that the research activity should be promoted to achieve a quality action, to support the educational activity and to trace the path that will favor the transition to a new, more prosperous and safe economic phase. In the past, the attention of the peoples living in the Union has been aimed at overcoming dictatorships, absolutist regimes and totalitarianism, and this has encouraged respect for diversity and inequality, the preference for forms and norms in support of human rights. The rules also have pragmatic goals. They derive from theorized values and good examples. It is only right that they complement or adapt to the phenomena that occur because they not adapting them to the times and conditions that the social groups are experiencing, can generate anomie. [3]

The Constitutions are fundamental laws to guarantee the axiology of a people. When one wants to question, or neglect the principles to give weight to the complaints of a part of the population, one can witness the phenomenon that nowadays is called populism. Like other ideologies, populism is a dangerous phenomenon because it sings the praises of the people as depositary of entirely positive values in a demagogic and unrealistic way. The clear attempt to please the masses and to exploit anxieties and fears to feed intolerance, thus damaging the community relations and the already fragile world balances lies within it.

In fact, we have witnessed two great trajectories: on the one hand with the progress of civilizations, ever more complex systems have been formed and very different approaches have been generated that distinguish the East and the West, the Arab world and Western cultures today.

On the other hand we have witnessed the slow but inexorable passage from the collective dimension, therefore properly ethical, to the individual dimension, since the systems of daily values describe the life of our cities, the relationships between people and projects for the future.

Naturally, only a good form of government and a valid Constitution can guarantee to all citizens equal fundamental rights and equal opportunities through strategies that promote these skills, turning their gaze to every single person, considered not as a means but as an end in itself ".

When a research is aimed at promoting change also oriented to the European dimension, and to the solution of planetary issues, it first of all warns of the need to refine its ability to read the territory to connect with other institutions and to involve entities, municipalities, professionalism and territorial resources in a structured relationship. The self-referentialness of the researcher is thus overcome and, at the same time, the results of the activities become a heritage of awareness for the whole community. In the same way, training, mobility, knowledge of languages and laboratories become privileged tools for the diffusion of the local and European dimension. The effects of these types of intervention seem to be the strengths, of the different activities suggested during the first year of the doctorate, to start processes of change and growth, because the exchange, the comparison that derive from it, the information that comes from it produce , effects on the knowledge about the other, on cultural enrichment, on attitudes and on the understanding and acquisition of other points of view.

Therefore, for us "experienced researchers" it becomes essential to possess not only the professional dimensions of "knowledge" and "know how" but also and above all those of "knowing how to be" and "knowing how to become" to provide competences able to face the challenges of change effectively. The drive for change is well sketched when it refers to the educational success of each and everyone and to the training project aimed at the acquisition of contextualized knowledge and expendable key-skills. The latter, identified in the Recommendation of the European Parliament and of the Council, dated 18 December 2006, are those that everyone needs for personal fulfillment and development, active citizenship, social inclusion and employment. Key competences are defined as a combination of knowledge, skills and attitudes appropriate to the context; they are all equally important because they foster a positive life in the society of knowledge ".

The function of the research comes into play as a transformational control capable of attributing concreteness to the idea of significant renewal in the culture of the institution and in the thoughts of those who work in the organization. A creative, intuitive, analytical mind ready to stimulate and prod with unusual and unexpected questions, able to formulate and verify answers and make immediate connections, represents the toolbox.

Cultivating ethical and respectful mental attitudes implies an action to welcome, motivate and value human resources, placing oneself in a position of listening in every environment. (Bruner) [4]

Despite the obvious resistances and unexpected obstacles, the research activity must be carried out above all because there is a sense of loneliness and insecurity in the current moment of adaptation to the many social and normative transformations that have occurred quickly and without gradualism in the applications.

The perceived need to proceed to achieve socially shared competences suggests the design of educational-training curricula aimed at an integrated training offer, of welcome and inclusion. We are, in fact, faced with the presence of diversity ... Think of the many students with non-Italian citizenship, particularly gifted students or students too often weakened by the crisis of values and not very motivated for study and school work.

These students, fragile, left alone or misunderstood, live the school as oppression, mortification and sometimes as a waste of time. For many years, alongside the school there are educational agencies that, like the oratory, have risen to such inconveniences, proposing themselves not only as a place of only worship and tradition, but above all as a place of welcome and listening. [5]

In this regard, it is necessary to underline the value of the oratory itself as an educational environment for youth, in general, where Don Bosco used to say: «Everyone can be welcomed with no limitation of degree or condition». [6] So the "territory" becomes a starting point to carefully read situations and educational emergencies and to intercept the needs of the young in order to start up educational

interventions to build a sustainable future based on the well-being of the individual and of the entire community. With the creation of networks, communities of dialogue and learning open to everyone, common spaces will become accessible to anyone.

In this respect, the values of democracy, human rights and fundamental freedoms, pluralism, tolerance, non-discrimination and mutual respect, become cornerstones of a culture that values diversity.

A citizenship education must be introduced in a broader horizon of action, through education to democracy, legality, peace and development.

This leads to the importance of an interdisciplinary study that finds explanation in the non-linearity and unpredictability of contemporary life, in critical thinking and in the ability to look together with another pair of eyes and find solutions.

The complexity of planetary problems and the perceived insufficiency of sectoral scientific knowledge-based research on the sector of knowledge have raised the "usual" problem of overcoming disciplinary barriers by affirming the importance of the unity of knowledge and promoting integrated approaches to the disciplines. In confirmation of this theory, in 2000 E. Morin with the famous essay "The well-made head" underlined the

urgency of a training inspired by new epistemological approaches and at the same time possible ways of further integrated and contextualized approaches. [7]

The disciplinary overflows can be continuous and can stimulate curiosity and alongside uncertainty.

Change and innovation thus become the coordinates to stimulate and develop improvement and qualitative development of educational and instructional processes.

In particular, this means directing, supporting the scholastic institution towards the offer and the realization of a formation that presents defined characteristics of: globality, scientificity, functionality, orientation, persistence, integration of knowledge.

It is a type of high training adapted to the urgencies of the country and that faithfully respects the principle of the centrality of the human being, with its inclinations, diversity, operational intelligences, which acts and interacts in the teaching-learning processes by attributing meanings to it. To put it as Gardner (1991), a training that is able to cultivate and strengthen problem solving skills or to create appreciated products in one or more cultural contexts. In this perspective, the function of the research comes into play as a transformational control capable of giving concreteness to the idea of significant changes in the institution of culture and of the thoughts of those who work in the various institutions.

Therefore, in our opinion, the aim of a research path must be inspired, first of all, to theories that re-deliver a new vision of social identity forged no longer limited to the idea of belonging to a specific and circumscribed local community and to a only objective point of view but on the model of a European Citizenship, which acts in perfect unity and harmony to face global issues and to share universal principles of equality, legality, social cohesion, inclusion through community building, dialogue and synergistic cooperation . (glocal). [8]

The person, other are thus the main resource for the economic growth of the world and becomes the human capital on which to invest to create a legal framework of duties, within which to exercise their rights responsibly and correctly. These are the inspiring principles as a guide for a research oriented project, in particular, to improve the action of educational contexts and review the study paths with the aim of "learning to learn" throughout the course of life ".

Through the enhancement of the available resources, interdisciplinary studies, it is possible to promote virtuous circles aimed at the growth of the country and the return of the desire to appreciate one's geographical place of belonging respecting the rest of the world.

To this end, the role of collective intelligence is functional to the achievement of a model of development taking care above all of the use of available resources not to exhaust them but to promote a series of processes aimed at their reproduction. Collective intelligence also consists in those propulsive capacities to open up to wider territories with which to establish forms of collaboration aimed at enhancing mutual competences

From these premises derives this common reflection that considers important for the research to aim at interdisciplinary didactics and to pursue a methodology that protects the epistemological rigor of the single discipline but at the same time identifies possible modes of integrated and contextualized approaches.

In the society of globalization, knowledge and complexity, the need to govern and manage the same complexity with balance and collaboration arises. This objectivity, however, is reached paradoxically, through a concentration and interior speculation proper to each individual man or woman who travels the path of his or her life.

The traveler, metaphor used by Nietzsche in "Thus spoke Zarathustra" [9] is he who walks in the freedom of life accepting it in suffering and trans-evaluating it in beauty.

The traveler of our age uses digital technologies, also creates products with the latest trendy application but is also he who can take care of content for personalized learning and training the purpose of which is critical thinking and the construction of well made heads (Morin, 2001) [10]

The development of people who are aware and capable of reflecting in a non-trivial and reductionist way on social, ethical and political phenomena.

In today's society, the media often reproduce images of an uncertain, disoriented and disenchanting humanity due to the collapse of "absolute truths" and reflect in a meaningful way the characteristics of the phenomenon of globalization, the continuous cultural, scientific, economic and social transformations and radical unresolved questions. Now it is undoubtable that communication, in all its forms and expressions, in addition to representing an original human need, takes on an eminently constructive character and potential, since it is at the root of the ego's building, of the relations with other, of the way of living and thinking, of transferring ideas, information and forms of thought. Communication and learning skills become "the pillars on which training is built, the *bildung* of every citizen" in order to make him free, autonomous, happy, involved in world growth, in solving everyday problems through communication, dialogue, sensitivity and respect for the identity of others and the environment in which one lives.

The cognitive abilities, skills and memories of people become flow and community, imagination and construction of collective intelligence that is not perceived only as a remarkable set of news disseminated in a telematic network, but as culture and language, exchange and cooperation, awareness of one's limit and the possibility of facing problems together with one's own and others' internal resources: knowledge and skills, emotions and personal commitment.

Notable contributions and fragments of "knowledge" have enriched our heritage, enlightened every man during the journey, created the premises to make society more modern and emancipated, favored the construction of a multi-perspective and high culture, open to any kind of speculation and epistemological research in each examined area.

Scientists, experts, scholars and visionaries, united by passion, dedication to study and by particular sensitivity to social, economic, environmental, educational issues, as well as other issues concerning the destiny of mankind and our planet are the travelers of the "Global village" metaphor that refers us to a farsighted McLuhan. "It is precisely McLuhan who emphasizes and makes the role of human intervention more effective with the aim of integrating the effect of technology with its own contribution, exploiting the margin of action for man ... it remains certain, however, that technology is the dominant factor in the history of mankind [...] therefore interpreting metamorphosis means studying technologies in the profound influence they exert in human relationships [11]

"The huge and uninterrupted dissemination of information makes man uncertain and lost because the message, identifying itself in the media, favors a multiplicity of subjective interpretations but at the same time represents an indefinite possibility of communicating from every part of the world" [12].

Similarly U. Eco on the same topic, in a beautiful essay written during his initial studies asserts:

«The perception of the surrounding world is fundamental for the individual and for the orientation of his behavior; now this perception of the world (this sum of experiences starts to become hypertrophic, massive, superior to the possibilities of assimilation, and initially identical for all the inhabitants of the globe.

On the other hand, this increase in experience takes place in qualitatively new ways: sensually and non-conceptual; not enriching imagination and sensibility according to the modalities of the aesthetic "catharsis" (which required awareness of fiction, rationalization of the represented event and its judgment), but imposing itself with the evidence of unquestionable reality; and - what is most shocking - reversing the proportions that regulated the quantitative relationship between information about past events and these present ones. In other words, if traditional information followed a historical order of an event that happened but with obvious obviously delayed and approximate news, today's man more visual and ever-present, receives an enormous amount of news about what is happening simultaneously in the world but to the detriment of the consideration of memory and the temporal aspects of the events themselves "[12].

Eco anticipates the event that occurred around the first half of the Nineties and that totally changed the way people communicate, gather information, spend their free time and make purchases and economic exchanges: the birth of the World Wide Web.

In fact, in a few years, thanks to the Internet and the most sophisticated technologies, habits have changed radically to relate to us, to spend free time and to communicate: the web-social and mobile telephony have contributed to change our lives.

The Internet, like no other means of communication, has created a "globalized" dimension, becoming for millions of people, in every part of the world, both a form of entertainment (thanks to the exorbitant offer of virtual games, apps and social networks) and a universal and uninterrupted source of information shared in an interactive way. [13]

The considerable use of content transmitted through the web makes it essential to understand how new forms of digital communication and connective intelligences are and how they work, underlining crucial features and aspects to prevent and control the dangers associated with the indiscriminate use of the Internet.

The evaluation of the quality of information is undoubtedly one of the very important innovative aspects to trigger a process of intermediation and connection between the different areas of study.

In particular, the analysis of the "information cycle" in addition to strengthening the reliability, completeness and goodness of the sources, favors the creation of an archive, a wealth of data available to the public.

As an effective tool of knowledge, through an integrated strategy of prevention and reduction of new forms of distorted communication, allows access to the network with greater awareness and technical and social skills necessary for a truly virtuous use of digital media.

Although surfing the internet is a daily activity, what seems to be lacking is, in fact, an education to the network, its potential and the behavior to be kept online.

Information is the unclear cognition of a fact and / or a significant event related to topics of interest and the product resulting from data that follow a framework of elaboration, analysis, interpretation, comparison, reasoned integration and evaluation.

The collection of information is achieved through what is called Intelligence or Information Cycle, which is made up of different phases.

In its evolution the process is repeated systematically, since the findings that are not reported upon in more detail or carried out in the previous activities can, of course, constitute the prerequisite for further investigation. The analysis allows to "break" and de - construct data in all the components, in order to examine the possible applications and usefulness in all the daily contexts.

The way we work, produce, move, travel, communicate, earn, spend and build our squares and the places we live in, produce rapid and radical changes.

Therefore, the free exercise of science together with morality, social justice, respect for equal opportunities, solidarity, and non-corrupt behavior can guarantee a sustainable and evenly distributed development for the Y and future generations.

What a single person can decide to do during the day will have an impact on his quality of life but above all on the quality of life of every human being living in its context, in Europe and even in the whole world.

Ethics, responsibility, respect for the environment and for human beings are the starting points for building a cleaner and less hostile world. Ecology, love for the environment play a strategic role to activate virtuous circles and new synergies between man and nature.

In particular, suitable choices can already be made to guarantee types of designs that evaluate some essential principles for building spaces not only with cement and polluting materials, but also for the intensive diffusion of plants and vegetables, thus allowing for the creation of relaxing corners, pure leisure, shade and fruit production also the function of controlling and improving the air we breathe, the climate balance, the relationships between man and nature.

Sustainable architecture designs and constructs buildings to limit environmental impact in full harmony with the context, thus also thinking about a total re-use of space and materials.

The project aims are mainly: improving the quality of life; energy efficiency, the choices and the benefits of the inhabitants; integration into the building of appropriate structures and technologies, systems of exploitation and management of renewable energy.

The realization involves the use of materials specifically designed to interact with the environment and its peculiar characteristics.

The automated building management, domotics, allows self-monitoring and monitoring of its energy performance and consumption.

Typical example is the supply of electricity. There is no technical and scientifically rigorous definition, in the strict sense, of energy waste. In the absence of this, it can reasonably be said that energy waste is consumption that does not meet the needs of the community in a given time.

Wastes, therefore, are useless but are paid by the community in economic and health terms because they facilitate the emissions of carbon dioxide and pollution.

Energy saving means using only the energy we need without abusing it. The savings techniques are basically two: the conversion of energy from one form to another and the reduction of waste.

This scenario is accompanied by the profound modifications of the natural and artificial landscape, which sees some foundational conditions of the places radically altered.

The same categories of time and space, in fact, are overwhelmed by the value crisis and by the affirmation of the cultural and economic model of the online society (Castells, 1996), which have considerable repercussions on society also in terms of market globalization and of creating local and global conflicts.

The responsibility towards future generations is huge, therefore identity and otherness must dialogue and collaborate with each other in order to implement and shared project with creativity and responsibility.

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