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# I Sette Saperi Necessari All'educazione Del Futuro

*“ Rapid and conspicuous socio-cultural changes always have a*

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*strong impact on human life and a significant influence on mental health. . . the cultural system introjected during the first years of life tends not to modify. It is the central nucleus of psychology” The author has held a series of*

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*conversations with persons who are no longer young but are not resigned to taking back seats. She has explored with them the current changes in society, researching the essential capacities to face new challenges, different circumstances*

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*and societies of the contemporary world. These debates, rich in interrogatives, at times rather disturbing, and with surprising answers have paved the way to a better understanding of ourselves and of the world around us, even*

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*though it appears so different.*

*This volume addresses personalisation, a key education policy in England and a key issue identified by the OECD for the schools of the future. The central questions addressed are: Which*

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*are the main theoretical perspectives on personalisation? Which are the policy strategies in different contexts? Which ingredients and theories of personalisation as legitimated knowledge from abroad are locally*

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*adopted and adapted in different countries? What are the meanings and purposes of personalisation? Why does it come paradoxically to be implemented by teachers through grouping by ability? Which alliances between the public and*

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*the private sectors are proposed?  
Leading scholars in the  
comparative education field as well  
as scholars committed to  
understanding the design and  
substance of education processes  
and politics, such as Michael*



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*Fullan, Chris Watkins, Michael Peters, Michael Fielding, Giorgio Chiosso, Ruth Deakin Crick, Ferran Ferrer, and Baocun Liu, engage with personalisation from a plurality of theoretical frameworks and in relation to many national contexts.*

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*The volume, prefaced by Mark Ginsburg, presents two main perspectives which are simultaneously at work. In the first, personalisation is assessed as a recent and global education policy, in line with the current restructuring*

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*reforms of State administration worldwide. In the second perspective, personalisation is assumed to be not only a matter of recent education policy regarding school clients and their choices, but foremost a pedagogical theory, a*

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*reassembly of old and new pedagogical approaches under new reform discourses. The volume edited by Monica Mincu offers a remarkable map of the theoretical understandings which inform different educational politics and*

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*school practices. Personalisation tends to legitimising forms of autonomy and a flexible educational relationship and thus its connection to standardisation represents a salient issue of this work. Luciano Benadusi, University*

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*of Rome Moving from  
teaching/learning theories to  
theoretical, critical, historical and  
religious arguments about  
schooling and its reforms, the  
various contributions provide  
impressive insights into the*

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*possibilities and limits of personalization for school innovation. The reader is engaged in a dialogue about the specifics of personalization as a reform focus and the historical, social and comparative complexities in which*

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*such efforts are bound. Thomas S. Popkewitz, University of Wisconsin-Madison The volume represents a significant opportunity to engage with the possibilities of personalized/individualized learning environments. It is our duty to*



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*provide our children with such positive learning contexts, and over the last thirty years we have focused considerable effort on this area in Japan. Koji Kato, President of the Japanese Society of Education for Individual*

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*Development*

*The present publication is brought about by the joined researchers efforts to share common concerns and scientific analysis to the global current pandemic Covid-19, which discussions were held abridged*

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*during the International Online  
Congress "Critical Dialogues on  
Pandemic Perspectives: Global  
Justice, Rule of Law and Human  
Rights" comprising professional  
and theoretical reflections and  
synergy to promote international*

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*academic and scientific exchanging  
cooperation on the current global  
pandemic context on reflecting,  
thinking and scrutinizing  
government's, public policies and  
decision-making process and  
innovation in the fighting against*

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*direct and collateral damages  
caused by the Covid- 19's social  
and institutional impacts,  
considering transnational  
implications to the political,  
economic and the rule of law  
systems from a Global Justice*

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*approach and, locally to human rights' protection. The Sustainable Development Goals achievements cannot ignore the technological challenges of The Industrial Revolution 4.0, the precariousness of labor relations, the growing of an*

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*economic inequality, and a return to  
extremist nationalism. Yet, the  
pandemic context, after two years,  
forces us to think about the  
ascendancy of intramural violence,  
since social distance ends up  
challenging everyone, however,*

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*with outstanding, material, and dissimilar conditions since it tends to the social elimination of the socially vulnerable. Despite the needed corporate and public adopted strategies, disenfranchisement and excessive*



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*administrative measures have been settled, reframing, and mitigating international relations pulling geopolitical, economic, and technological strings in the multipolar world. For those finding facts, we are invited to discuss the*

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*new challenges and outcomes from a pandemic perspective to the Global Justice, Rule of Law, and Human Rights questioning if and how human rights can be ensured and mainstreamed in the taken prevention and recovery measures*

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*in democratic societies. The International Congress was organized to celebrate the tenth anniversary of the Research Group Culture, Law and Society ((DGP CNPQ UFMA), and was upheld by The Graduate Law Program of the*

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*Universidade Federal do Maranhão  
(PPGDIR/UFMA), together with the  
Graduate Law Program of the  
Faculdade de Direito de Vitória  
(PPGD/FDV), the Chinese Study  
Center of the Instituto de  
Relaciones Internacionales of the*

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*Universidad Nacional de la Plata,  
and the Institute for International  
Legal Studies of the National  
Research Council of Italy, by each  
representative, we are pleased to  
WELCOME you to the Critical  
Dialogues on Pandemic*

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*Perspectives, discussing Human  
Rights, Democracy and Pandemic  
Perspectives. ISBN  
978-65-00-40218-6*

*This book provides an innovative  
and thought-provoking analysis of  
the policy of integrazione scolastica*

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*from an inclusive perspective.*

*Drawing on historical and empirical research methods the book arises out of an ethnographic study, which investigates the extent to which the policy of integrazione scolastica can be considered an inclusive*

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*policy. The author poses two fundamental questions: why are there episodes of micro-exclusion and discrimination against disabled pupils still taking place in regular schools after more than 30 years have passed since the enactment*



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*of such a progressive policy? Can the policy of integration lead to the development of inclusion in Italy? The research findings presented in the book indicate that exclusion and discrimination towards disabled pupils in education do not result*

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*from a lack of implementation of the policy at a school level, rather from the perpetuation of dominant discourses, which construct disability as an individual deficit. The book does not deny the progress made in the country*

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*following the application of this anti-discriminatory policy; rather it challenges the hegemonic abilist culture and the traditional perspectives of disability and schooling that undermine the development of inclusive education.*

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*After having investigated the theoretical premises of the policy of integration, the author argues that this progressive policy is still rooted in a special needs education paradigm and that what was once a liberating policy has been*

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*transformed into a hegemonic tool which still manages, controls and normalizes disability leaving school settings and teaching and learning routines unchanged. She finally argues for a human rights approach for the development of an inclusive*

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*school for the 21st century. The book is an essential reading for academics, policy makers, researchers and students involved in education as it links ideological pressures to practical analyses. The Thought of Werner Sombart*

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*A Research Study in Six European  
Countries*

*Progettare e governare la scuola.*

*Democrazia e partecipazione: dalla  
progettazione educativa*

*all'organizzazione scolastica*

*The Relevance of the Keynesian*

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*Social Thought in a Global Society*  
*Ricerca pedagogica e educazione*  
*educativa*

*Practicing Critical Pedagogy*

**Attraverso una serie di testi  
scritti da autori che si sono  
occupati di comunicazione e di**



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**scuola, si viene a costruire un percorso che analizza le forme comunicative intersoggettive e mediate che sono il centro delle dinamiche comunicative di ogni classe.**

**Inspired by Marcelo Dascal's**

**theory of controversies, this  
volume includes studies in the  
theory of controversies, studies  
of the history of controversy  
forms and their evolution, and  
case-studies of particular  
historical and current**

**controversies. The purpose of this volume is to identify a taxonomy of controversies and also to sense a line of development for the phenomenon of controversies itself. At the same time, we want**

**to ask ourselves about the impact and the spread of controversies in the contemporary world, eminently intended as a heuristic element facilitating knowledge. For all these reasons, the fundamental**

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**aim of the volume is to provide the reader with a selection of current theoretical and practical perspectives on controversies, and to offer a broad picture of the complex range of definitions, meanings and practices**

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**connected to them.**

**I sette saperi necessari  
all'educazione del futuro I sette  
saperi necessari all'educazione  
del futuro Raffaello Cortina  
Editore**

**This book explores the current**

**state of Corporate Social  
Responsibility (CSR) from an  
international perspective, the  
goal being to share ideas and  
visions for a sustainable future  
and to provide useful guidelines  
for academics, practitioners and**

**policymakers in the context of the 2030 “Agenda for Sustainable Development” released by the United Nations. Research on CSR has evolved considerably over the last three decades. However, there are still**



**many unanswered questions concerning the sustainability of business in an increasingly changing world, for example: If most companies consider CSR to be valuable to their organizations, why do only 15%**

**of them systematically  
implement Social Responsibility  
initiatives? If CSR has been  
found to be profitable for  
companies, why are they so  
reluctant to develop an active,  
internal CSR policy? Why are**

**there such significant differences in CSR adoption from country to country? Why does it take a huge crisis to make politicians react and regulate certain core CSR issues? This contributed volume**

**answers these questions,  
presenting a wealth of case  
studies and new approaches in  
the process.**

**Policy Critique and Theories of  
Personal Improvement  
Media Education in Action**

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**La via**

**Qualitative and Quantitative  
Models in Socio-Economic  
Systems and Social Work  
Personalisation of Education in  
Contexts  
Smart future. Teaching, Digital**

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## **Media and Inclusion**

Sulle tracce di La testa ben fatta e I sette saperi necessari all'educazione del futuro, Edgar Morin auspica una riforma profonda dell'educazione, fondata sulla sua missione essenziale, che già Rousseau aveva

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individuato: insegnare a vivere. Si tratta di permettere a ciascuno di sviluppare al meglio la propria individualità e il legame con gli altri ma anche di prepararsi ad affrontare le molteplici incertezze e difficoltà del destino umano. Questo nuovo

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libro non si limita a ricapitolare le idee dei precedenti ma sviluppa tutto ciò che significa insegnare a vivere nel nostro tempo, che è anche quello di Internet, e nella nostra civiltà planetaria, nella quale ci sentiamo così spesso disarmati e



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strumentalizzati.

This edited text recaptures many of Joe L. Kincheloe's national and international influences. An advocate and a scholar in the social, historical, and philosophical foundations of education, he

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dedicated his professional life to his vision of critical pedagogy. The authors in this volume found mentorship, as well as kinship, in Joe and express the many ways in which he and his work made profound differences in their work and lives.

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Joe's research always pushed the limits of what critically reflective and informed teaching entailed, never diluting the import of comprehending the complexity of sociopolitical, cultural, economic, and educational discourses and

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practices. Dedicated to a praxis of social and political activism rooted in students' development as citizens and workers, the labor of teachers as action researchers, cultural workers, and social mediators is always at the heart of all he achieved. We who

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were so influenced directly and indirectly by him knew his genius and relished the generosity with which he shared his ideas, advice, encouragement, and art. The world is better because of Joe L. Kincheloe scholarship—inextricably related to

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“critical” critical thinking and enactment of education that tenaciously interrupts complacency, mediocrity, always responding thoughtfully to particular educational contexts.

Multi-Chaos, Fractal and Multi-

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Fractional Artificial Intelligence of  
Different Complex Systems  
addresses different uncertain  
processes inherent in the complex  
systems, attempting to provide global  
and robust optimized solutions  
distinctively through multifarious

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methods, technical analyses,  
modeling, optimization processes,  
numerical simulations, case studies  
as well as applications including  
theoretical aspects of complexity.  
Foregrounding Multi-chaos, Fractal  
and Multi-fractional in the era of



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Artificial Intelligence (AI), the edited book deals with multi- chaos, fractal, multifractional, fractional calculus, fractional operators, quantum, wavelet, entropy-based applications, artificial intelligence, mathematics-informed and data

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driven processes aside from the means of modelling, and simulations for the solution of multifaceted problems characterized by nonlinearity, non-regularity and self-similarity, frequently encountered in different complex systems. The

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fundamental interacting components  
underlying complexity, complexity  
thinking, processes and theory along  
with computational processes and  
technologies, with machine learning  
as the core component of AI  
demonstrate the enabling of complex

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data to augment some critical human skills. Appealing to an interdisciplinary network of scientists and researchers to disseminate the theory and application in medicine, neurology, mathematics, physics, biology,

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chemistry, information theory,  
engineering, computer science,  
social sciences and other far-  
reaching domains, the overarching  
aim is to empower out-of-the-box  
thinking through multifarious  
methods, directed towards

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paradoxical situations, uncertain processes, chaotic, transient and nonlinear dynamics of complex systems. Constructs and presents a multifarious approach for critical decision-making processes embodying paradoxes and

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uncertainty. Includes a combination of theory and applications with regard to multi-chaos, fractal and multi-fractional as well as AI of different complex systems and many-body systems. Provides readers with a bridge between application of

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advanced computational  
mathematical methods and AI based  
on comprehensive analyses and  
broad theories.

Learning to Learn provides a much  
needed overview and international  
guide to the field of learning to learn



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from a multidisciplinary lifelong and lifewide perspective. A wealth of research has been flourishing on this key educational goal in recent years. Internationally, it is considered to be one of the key competencies needed to compete in the global economy,

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but also a crucial factor for individual and social well-being. This book draws on leading international contributors to provide a cutting-edge overview of current thinking on learning to learn research, policy, and implementation

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in both formal and informal learning environments. But what learning to learn is exactly, and what its constituting elements are, are much debated issues. These seem to be the crucial questions if assessment and development of this 'malleable side

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of intelligence' are to be accomplished. The approach of this volume is to consider a broad conception of learning to learn, not confined to only study strategies or metacognition, yet acknowledging the importance of such elements.

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The book sets out to answer five main questions: What is learning to learn? What are its functions and how do we assess it? What does it promise to the individual and society at large? How is it conceived in national curricula internationally?

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How can it be developed in a variety of contexts? The text is organized into two parts: the first addresses the core question of the nature of learning to learn from a theoretical and policy viewpoint, and the second presents recent research carried out

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in several educational systems, with special attention to assessment and curriculum. It gives an account of pedagogical practices of learning to learn and its role in individual empowerment from childhood to adulthood. Contributors also

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highlight the potential use of learning to learn as an organizing concept for lifelong learning, school improvement, and teacher training along with potential conflicts with existing incentive practices and policies. This book is a vital starting



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point and guide for any advanced student or researcher looking to understand this important area of research.

The Learning Society in Europe and Beyond

Comunicare a scuola. Autori e testi

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Help Your Mind to Change - Seeds  
for the Change

Manifesto per cambiare l'educazione  
Digital Cultural Transformation  
*The hypercomplex digital-  
technological environment is*

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*exponential and  
revolutionary. Our social  
mindset adaptation, instead,  
is slower and evolutionary,  
as an individual's or an  
organization culture needs  
time to transform. This book  
offers students,*

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*institutions, and  
organisations innovative and  
interdisciplinary digital  
sociology tools to help  
build an adaptive, flexible,  
imaginative social mindset  
in order to cope with such a  
gap and to match a*

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*sustainable digital transformation (DT). By disrupting traditional linear approaches to understand the context into which business models are designed, institutions and students are challenged with*

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*innovative transdisciplinary  
holistic models grounded  
into business case studies.  
If the book stimulates  
students to learn how  
purposefully and  
autonomously to explore the  
web, to grasp the deeper*

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*meaning of DT and its social impact, institutions are solicited to answer to direct quests that go right to the core of their transformative DNA as: 'How effectively are you carrying on DT in a sustainable,*

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*people-centred way? Which is  
your socio-cultural DT  
profile and what are your DT  
areas of strength and areas  
of improvement?' In this  
frame of work, the  
innovative Four Paradigm  
Model indicates new*



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*coordinates and provides original tools to profile an institution's digital transformation strategy, to analyse it, and measure the level of sustainable socio-economic value. Sample syllabi, PowerPoint slides*

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*and quizzes are available  
online to assist in the  
teaching experience.*

*Edgar Morin, figura  
emblematica delle scienze  
umane e sociali in tutto il  
mondo, dall'Europa  
all'America Latina, ha*

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*vissuto in prima persona le  
tappe fondamentali della  
storia del Novecento e  
continua ad essere testimone  
lucido, appassionato e  
critico degli eventi che  
hanno segnato l'inizio del  
nuovo millennio. Il suo*

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*stesso pensiero sembra  
muoversi, proprio come la  
Storia, per tappe, approdi e  
nuove partenze, senza mai  
conoscere mete o traguardi  
definitivi. Pertanto questo  
libro non è solo una  
biografia intellettuale,*

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*tanto meno il semplice  
invito al pensiero di un  
maestro del nostro tempo. È  
molto più simile al diario  
di un viaggio che si può  
scrivere solo pagina dopo  
pagina, nel tentativo di  
ripercorrere con Edgar Morin*

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*i più significativi  
risultati del suo pensiero  
alla luce delle vicende  
storico-biografiche che ne  
hanno segnato genesi e  
sviluppo. Questo modo di  
procedere altro non è che  
l'applicazione concreta del*

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*Metodo della complessità da  
lui teorizzato,  
contrassegnato dalla  
circolarità permanente tra  
soggetto e oggetto, tra  
l'uomo Morine l'uomo di  
Morin. Accompagnano questo  
percorso le testimonianze*

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*dei suoi discepoli italiani  
e di alcuni autorevoli  
studiosi che hanno  
contribuito a rielaborare e  
diffondere nel nostro Paese  
la "lezione" moriniana.*

*Res is a journal of  
anthropology and comparative*



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*aesthetics dedicated to the  
study of the object, in  
particular cult and belief  
objects and objects of art.  
The journal presents  
contributions by  
philosophers, art  
historians, archaeologists,*

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*critics, linguists,  
architects, artists, among  
others.*

*Textbook*

*Insegnare a vivere*

*Cinema is a dream*

*Conoscenza Ignoranza Mistero*

*Multi-Chaos, Fractal and*

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*Multi-Fractional Artificial  
Intelligence of Different  
Complex Systems*

*Building Strategic Mindsets  
via Digital Sociology*

*I leader educativi. La  
dirigenza scolastica nelle  
scuole dell'autonomia*

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Why does trust collapse in times of crisis? And when, instead, does it become a driver of growth, generating value? Through a sociological interpretation of the thought of John Maynard Keynes, Padua

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introduces the innovative concepts of Economy of Trust and Nominal Economy within the context of the 2008 financial crisis.

This book is published on the occasion of the emeritus status awarded to Professor

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Richard Foque, ir. arch,  
MSc. His successful career  
as founder and partner of an  
architect firm, professor in  
design theory and Head of  
the Department of Design  
Science has provided  
opportunities to meet

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colleagues both at home and abroad. No less than twenty-two colleagues were more than pleased to write a personal contribution in the framework of their own field of expertise, to explore the boundaries between art and

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science, knowledge and research, theory and practice, representation and reality. Thus, the Liber Amicorum became a "book of friends" linking the evolution in science to an unheard of self-expression



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in architecture, product development and culture. Dit boek wordt uitgegeven ter gelegenheid van het emeritaat van prof. ir.arch. Richard Foque. Zijn rijke loopbaan als manager van een architectenbureau, professor

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in de ontwerptheorie en departementshoofd heeft geleid tot talrijke ontmoetingen met collega's in binnen- en buitenland. Tweeëntwintig ervan werden bereid gevonden om vanuit hun eigen kennis- en

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beroepeveld een persoonlijke  
bijdrage te schrijven, die  
de grenzen tussen kunst en  
wetenschap, kennis en  
onderzoek, theorie en  
praktijk, voorstelling en  
werkelijkheid, beleid en  
werkelijkheid zouden

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aftasten. Zo groeide het Liber Amicorum uit tot een volwaardig boek, waarin de actuele evolutie in de wetenschap in relatie wordt gebracht met een nooit tevoren gekende zelfexpressie in

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architectuur,  
productontwikkeling en  
cultuur.

Con la collaborazione di  
Sabah Abouessalam Cosa fa  
emergere la pandemia? La  
necessità di un nuovo  
umanesimo Non riuscendo a

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dare un senso alla pandemia,  
impariamo da essa per il  
futuro. Un minuscolo virus  
in una città molto lontana  
della Cina ha scatenato lo  
sconvolgimento del mondo.  
L'elettroshock sarà  
sufficiente per rendere

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finalmente tutti gli umani consapevoli di una comunità di destino? Per rallentare la corsa frenetica allo sviluppo tecnico ed economico? Siamo entrati nell'era delle grandi incertezze. Il futuro

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imprevedibile è in  
gestazione oggi.

Assicuriamoci che tenda a  
una rigenerazione della  
politica, alla protezione  
del pianeta e a  
un'umanizzazione della  
società: è tempo di cambiare



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strada.

Morin riflette qui sul rapporto del cinema con il reale e l'immaginario, e ne evidenzia le relazioni con i processi profondi della psiche e della conoscenza.

Il cinema implica una

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percezione realizzata in stato di doppia coscienza: l'illusione di realtà è inseparabile dalla coscienza che si tratta effettivamente di un'illusione. In questo modo il cinema mette in gioco qualcosa di magico che

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ci permette di entrare in un universo nuovo senza sentirci spaesati: una trasfigurazione estetica che ci fa anche scoprire il mondo. L'intensità emotiva dello spettatore è l'elemento che innesca una

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metamorfosi cognitiva, ma è anche il fondamento dello spettacolo, e questo chiama in causa le implicazioni economiche, sociali, antropologiche e politiche di un fenomeno complesso come il cinema nel quadro

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della cultura globale dei  
media.

Cambiamo strada

International perspectives  
from theory and practice

New Management Approaches  
for Sustainable Development

CRITICAL DIALOGUES

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Anthropology and Aesthetics,  
52: Fall 2007

New Society Models for a New  
Millennium

**The emergence and spread  
of new images -  
photography, film, television**

**and audiovisual - have brought about an important epistemological revolution that has encouraged contemporary man to have a new attitude of confidence not only towards the image**

**but also to reality. The modern knowledge that exploded man's certainties into hundreds of relative truths has been removed. The perfect doubling of reality offered by the new**



**media has quietly eliminated  
doubt about the faithful  
restitution of reality into  
images, and, consequently,  
into the events of the  
outside world. Opposing this  
credulity, this mental**

**breakdown as Joseph Conrad called it, we will need to recover the principles and themes of modern thought that came into existence in the Seventeenth century. This recovery will serve not**

**only to oppose illusions and  
deceits, but also to  
understand the nature of  
the new images better.  
Le nostre conoscenze  
sull'umano, sulla vita,  
sull'universo, sono in piena**

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**espansione. Sono anche  
separate e disperse. Come  
legarle fra loro? Come  
affrontare problemi che  
sono nello stesso tempo  
complessi, fondamentali,  
intellettuali e vitali? Come**

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**situarci nell'avventura della  
vita e in quella  
dell'universo, tenendo conto  
del fatto che l'umano è  
interno all'universo e  
l'universo è interno  
all'umano? La risposta di**

**Edgar Morin è luminosa di  
intelligenza e accessibile a  
tutti. L'autore ci invita a  
"pensare globale", cioè a  
considerare l'umanità nella  
sua natura "trinitaria",  
poiché ciascuno è nello**

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**stesso tempo un individuo,  
un essere sociale e una  
parte della specie umana.  
L'umanità è trascinata nella  
corsa sfrenata della  
mondializzazione: la  
riflessione di Morin ci**

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**propone di scrutare il suo  
futuro senza cedere alla  
facilità dei luoghi comuni né  
alle ingiunzioni  
dell'attualità.**

**"This book investigates  
changes induced by**

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**information and  
communications technology  
in today's education  
system"--Provided by  
publisher.**

**Edgar Morin, nato nel 1921,  
ha scelto di riunire qui tutti i**

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Futuro

**ricordi riaffiorati alla sua  
memoria che, a 100 anni, è  
rimasta intatta e gli  
permette di dispiegare  
davanti a noi l'epopea viva e  
caleidoscopica di un uomo  
che ha attraversato i grandi**

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**eventi del XX secolo e che  
continua a occuparsi con  
brio e acume di quanto  
accade nel nuovo millennio.  
Nel libro, la grande storia è  
punteggiata degli episodi di  
una vita traboccante di**

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**viaggi, incontri con persone affascinanti, in cui l'amicizia e l'amore rivestono un ruolo centrale. Edgar Morin è il "filosofo della complessità". Ma è noto e apprezzato in tutto il mondo, dall'Africa**

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**all'Asia all'America latina,  
anche per la sua capacità di  
enunciare pensieri  
complessi con una  
semplicità e una  
piacevolezza uniche. “Questi  
ricordi non sono emersi in**

**ordine cronologico. Mi sono venuti incontro a seconda dell'ispirazione e delle circostanze. Interpellandosi reciprocamente, alcuni ne hanno fatti scaturire altri dall'oblio."**

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**John Maynard Keynes and  
the Economy of Trust  
Società-mondo e pedagogia  
della differenza  
Origins of Capitalism and  
Jewish Ethics  
Le 15 lezioni del Coronavirus**

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**Employability &  
Competences  
Teaching in the Knowledge  
Society: New Skills and  
Instruments for Teachers**

*The book is composed of several  
articles that explore complexity in its*



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*most varied aspects. The solution of contemporary problems, whatever they may be, requires a multifaceted vision, far beyond the reductionist perspective. The study of complex systems, however, does not have the capacity to offer ready answers to the challenges of*

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*humanity. On the contrary, it points to the increase in uncertainty, the need to control variables, and uncertainty. This does not mean, therefore, that we should simply ignore the social, economic, and political phenomena that are all around us. What this book*

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*demonstrates is the importance of knowledge being disseminated, and it is imperative that different sciences exchange ideas, theories, and breakthroughs.*

*“Chi aumenta la propria conoscenza aumenta la propria ignoranza”*,

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*scriveva Friedrich Schlegel. “Io vivo sempre più avvertendo la presenza dell’ignoto dentro il noto, dell’enigma dentro il banale, del mistero dentro ogni cosa e, soprattutto, dell’avanzare di una nuova ignoranza dentro ogni conquista della conoscenza”, ci dice*

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*Edgar Morin. Così in questo libro si spinge a esplorare i territori del sapere, in cui ci si imbatte in una terna inseparabile: conoscenza, ignoranza, mistero. Tutti i progressi delle scienze suscitano nuovi interrogativi e sfociano nell'ignoto: quello dell'origine, della*

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*fine, della natura della realtà. Più si vede quel che c'è di razionale più bisogna vedere anche quel che sfugge alla ragione ma il mistero non svaluta affatto la conoscenza che vi approda, al contrario, stimola e fortifica il senso poetico dell'esistenza.*

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*Come considerare il mondo nuovo che ci travolge? Su quali concetti essenziali dobbiamo fondare la comprensione del futuro? Su quali basi teoriche possiamo appoggiarci per vincere le sfide che si accumulano? Rispondendo a una proposta dell'UNESCO, Edgar*

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*Morin, che ha consacrato gran parte della sua opera ai problemi di una “riforma del pensiero” e di una conoscenza adeguata, propone qui sette saperi “fondamentali” che l’educazione dovrebbe trattare in ogni società e in ogni cultura. Questo*



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*piccolo testo luminoso, sintesi di tutta un'opera e di tutta una vita, è già stato diffuso in molti paesi del mondo e ha aiutato uomini e donne ad affrontare meglio il loro destino e a meglio comprendere il nostro pianeta.*

*Modern technology has enhanced*

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*many aspects of life, including classroom education. By offering virtual learning experiences, educational systems can become more efficient and effective at teaching the student population. The Handbook of Research on Collaborative Teaching*

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*Practice in Virtual Learning*

*Environments highlights program  
developments in the realm of digital  
worlds in educational settings.*

*Featuring pedagogical methods and  
topics relating to cooperative learning,  
hands-on curriculum, and meta-*

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*cognitive dimensions, this publication is a critical reference source for pre-service and in-service teachers, school administrators, higher education faculty, and researchers interested in virtual reality incorporation in the classroom.*

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*Io, Edgar Morin*

*New images and the principles of  
modernity*

*I rischi dell'educazione. Nuove  
prospettive pedagogiche*

*Teaching, Digital Media and Inclusion*

*Bringing the World Into Culture*

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*Handbook of Research on  
Collaborative Teaching Practice in  
Virtual Learning Environments*

**The book is the final report of  
the researches, discussions,  
conversations around and  
about the Project PRIN**

**Employability & Competences  
which took place on March  
9th-11th, 2017 within an  
International Conference at the  
University of Florence. It was  
the final event of the project  
PRIN2012LATR9N which aims**

**were: «to design innovative programs for higher education, to promote personalized and learner-centered teaching and learning, to build on job competencies, to value talents**



**to create new work opportunities, to support young adults during their employment emergency, as a response to socio economic crisis and as a citizenship action».** The research

**activities concerned the main phases of the students' academic life: career guidance upon entry, personalized teaching, career calling, professional vocation, profession building activities**

**such as internships and work related experiences, and lastly job placement.**

**Prefazione di Mauro Ceruti**

**Conflitti etnici e religiosi,  
convulsioni economiche,  
degradazione della biosfera,**

**crisi della modernità. Andiamo  
verso una serie di catastrofi?  
È quel che sembra probabile  
se non riusciamo a cambiare  
strada. Edgar Morin pone qui  
la sfida di una “via” di  
salvezza che potrebbe**

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**delinearsi dal congiungersi di  
una miriade di vie riformatrici:  
riforma del pensiero,  
dell'educazione, della  
famiglia, del lavoro,  
dell'alimentazione, del modo  
di consumare... Una**

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**metamorfosi ancora più  
stupefacente di quella che ha  
segnato il passaggio dalle  
società arcaiche di cacciatori-  
raccoglitori alle società  
storiche.**

**This book focuses on the**

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**religious origins of the spirit of capitalism through the thought of Werner Sombart. It offers a critical analysis of the link he makes between Jewish ethics and the spirit of capitalism. Sombart's exploration of this**

**topic has not found, to this day, adequate representation in the literature. As such, this book analyses the origins of capitalism through a materialistic and spiritual approach, thus offering an**



**unprecedented  
methodological and  
epistemological path. It brings  
to light a different, little-  
investigated, avenue of  
exploration followed by the  
social processes that have**

**governed the relationship between economy and religion, in the belief that this can generate new cognitive and development perspectives for contemporary capitalism. The main purpose of this book**

**is not only to present recent studies and advances in the field of social science research, but also to stimulate discussion on related practical issues concerning statistics, mathematics, and economics.**

**Accordingly, a broad range of tools and techniques that can be used to solve problems on these topics are presented in detail in this book, which offers an ideal reference work for all researchers interested**

**in effective quantitative and qualitative tools. The content is divided into three major sections. The first, which is titled “Social work”, collects papers on problems related to the social sciences, e.g. social**

**cohesion, health, and digital technologies. Papers in the second part, “Education and teaching issues,” address qualitative aspects, education, learning, violence, diversity, disability, and ageing, while**

**the book's final part, "Recent trends in qualitative and quantitative models for socio-economic systems and social work", features contributions on both qualitative and quantitative issues. The book**

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**is based on a scientific  
collaboration, in the social  
sciences, mathematics,  
statistics, and economics,  
among experts from the  
“Pablo de Olavide” University  
of Seville (Spain), the**



**“University of Defence” of  
Brno (Czech Republic), the “G.  
D’Annunzio” University of  
Chieti-Pescara (Italy) and  
“Alexandru Ioan Cuza  
University” of Iași (Romania).  
The contributions, which have**

**been selected using a peer-  
review process, examine a  
wide variety of topics related  
to the social sciences in  
general, while also  
highlighting new and  
intriguing empirical research**

**conducted in various countries. Given its scope, the book will appeal, in equal measure, to sociologists, mathematicians, statisticians and philosophers, and more generally to scholars and**

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**specialists in related fields.**

**Il management nella scuola di  
qualità**

**Responsible Business in a  
Changing World**

**Governing Turbulence, Risk  
and Opportunities in the**

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**Complexity Age**

**Res**

**Inclusive Education in Italy  
Human Rights, Democracy  
and Pandemic Perspectives**