



Angela Arsena

Fixed-term assistant professor

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Education and training

2013

PhD Philosophy

The role of the hypothesis in the scientific method and in the epistemic investigation - Summa cum laude

Università Pontificia Antonianum - Roma - IT

1999

Philosophy degree

The Pauline sources in Eckhart - 110/110 lode

Università di Lecce - Lecce - IT

Academic experience

2017 - 2022

Post-doctoral fellow

Università di Foggia - Foggia - IT

2018 - 2019

Adjunct Professor

Abu Dhabi University - Abu Dhabi - AE

Language skills

English

Independent

Teaching activity

Sustainability education

Methodology of educational and didactic research (Lab.)

Observing and communicating in the nursery (Lab.)

Research interests

I deal with epistemology and pedagogical hermeneutics and work on new education technologies both on the education side and on the side of relationality, as shown in my main scientific works. In particular the three monographs published by Rubbettino:

1. (2018) *'From the global village to the global polis'*, where I discuss

educational and training processes conducted through social platforms, recovering the great literary paradigms of humanity as extremely timely theoretical and educational places for examining relational problems of digital coexistence;

2. (2019) *'Teaching Philosophy Online. Questions of pedagogical hermeneutics'*, where I discuss online teaching and learning processes and of digital teaching as frameworks of educational and communicative values rather than as a simple transfer to the virtual world of the frontal lesson;

3. (2020) *'Educational Figures of the Myth. When the ancient narrative gesture teaches to contemporaneity'*, where I discuss the empirical and pedagogical hypothesis of a retrieval of literature in the broader context of contemporary education.

I prefer interdisciplinary problems: in my training and in my research I have always focused on the intersection of distinct themes, preferring it to a monothematic unidirectionality. One of the main subjects of my work is the comparison between the educational potential of democratic contemporaneity and the relational problems of the Internet, without ever losing sight of the complex question of the construction of digital identity understood as a pedagogical question and as a new responsibility that, first of all, challenges a new civic culture understood as the backbone of post-modern convivence. On the subject of education to the citizenship and in the practical circumstances of digital environments, I study the hypothesis of a recovery and enhancement of the dialogic aspects of the relational dimension for a differentiated, plural teaching model open to multiple contributions (philosophy and hermeneutics of literary educational figures, psychoanalysis, contemporary digital relational dynamics).

Along this path I develop reflections on some crucial issues related to the potential and, above all, to the risks of the Net (such as hate speech phenomenon and the phenomenon of cyberbullying) and related to contemporary civic-political coexistence.

These critical issues are discussed in view of a theoretical hypothesis which, in a methodological and epistemic perspective, proposes the construction of a new digital personalism within which to recover the meaning and authentic sense of educational research in political, educational and virtual relational dynamics: in particular I discussed 1. the issue of cyberbullying in terms of emotional and literary illiteracy; 2. the theme of human-machine linguistic relationality; 3. the theme of contemporary political relationality; 4. the theme of teacher training; 5. the theme of digital social coexistence; 6. the theme of writing and literature as an educational practice; 7. the theme of contemporary communication (emoticons and selfies); 8. the theme of the contemporary family (in particular grandparent-grandchild relationship) in the light of domestic and fabulous writings; 9. the theme of eco-education and sustainability; 10. the theme of the recovery of the myth in the contemporary world; 11. The theme of feminism and gender issues in digital relationality.

My research aims to explore the meaning and possible variations that the processes of learning, training and programmed education can assume within the complex contemporary intercultural scientific situation, in constant dialogue with the leading edge technological research and with

the suggestions of pluralism, indispensable for a discussion on a new educational pact between the analogue and digital dimensions in the sphere of the university and in the direction of lifelong education. The intertwining of literature / communication / pedagogy / technological globalization / civic, democratic and sustainable coexistence, which is deepened also by considering the acquisition of political and relational awareness, which is essential crossing responsibly the contemporaneity, is explored starting from the literary, human and empirical foundations of practical-ethical-planning knowledge. Those foundations can also be found in the Lasallian Journal, a quarterly of pedagogical culture, of which I am a member of the scientific board. In these areas, I intersect research on teacher training, on strategies to improve and qualify teaching-learning processes in schools and universities, and, more specifically, on the adoption and creation of texts and hypertexts for teaching. From this branch of research stem the works around the potential of distance learning, the integration of new technologies in educational processes, the data-analysis of reality.

Publications:

<https://scholar.google.com/citations?user=PDfsAIIAAAAJ&hl=it>

Grants

2019 - ONGOING

How the role of philosophy changes in the school of the XXI century. The exercise of philosophical skills at school.

IUL/Indire - IT

Volume publication - Scientific director - Principal investigator

The research analyzes the response to the ministerial initiative and the educational transformations underway by teaching and training professionals. Starting from an exploration of the most advanced theoretical reference models relating to teaching, the survey aims to provide a mapping indexed through the key themes and perspectives adopted by faculty teaching in the humanities degree courses. Overall, the research highlights a considerable liveliness and drive for innovation at the level of practices spread across the territories. The project will materialize in a volume (monograph and curatorship), to be delivered by October 2022 [in press].

Editorial activity

Editorial activity

Scientific Board of 'Rivista Lasalliana', Quarterly of Culture and Pedagogical Training.

Referee for *Studium Educationis*, *Nuova Secondaria* and *Nuova Secondaria Ricerca*, IUL Research Open Journal of Iul University.

Scientific contact IUL / Indire Research Project on the impacts in the didactic practice of National Indications and Guidelines for learning Philosophy in the knowledge society.

Assignments abroad

Adjunct Professor Abu Dhabi University, Emirati Arabi Uniti