

Elementa

Intersections between Philosophy, Epistemology and Empirical Perspectives

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Editorial

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The University of Foggia has been investing in training innovation for decades, dealing with the study, research and implementation of new transmedia learning environments in schools, academies, companies and organizations, aiming at the psychosocial well-being of users.

To this end, the university has set up the *Learning Science hub* (LSH) centre in Foggia, located in Via Arpi at the Department of Humanities. The centre intends to respond to the innovation needs of Learning Design and hence promotes interdisciplinary research on the effects of digital media and technologies on motivation, self-determination and self-regulated learning, through the most recent research methodologies in the psychological and neuroscientific fields.

The objective of the laboratory intersects with the mission of the CNR Institute of Neuroscience: to promote global knowledge of the organization and functioning of the nervous system and the application of this knowledge in the prevention and treatment of psychosocial disorders.

Regarding its activities, the laboratory focuses on both basic and applied research, which is why the cognitive goals produce a scientific, technological, social and economic impact not only for the scientific community but also for the players in the educational and training context. Studies are aimed at solving pedagogical problems, the innovation of teaching tools, the prevention of psycho-pedagogical difficulties and the promotion of effective and motivated learning.

The Learning Science hub also operates through psychometric surveys in the field. It measures psychosocial variables, assesses the needs and requirements of users and studies the effects of learning environments, using standardized tests or the validation of new tools. The results of these studies determine a participatory community of practice that monitors and implements innovative educational contexts while respecting the psychosocial dynamics and perceptions of all those involved in the training process.

Finally, the structure is also a reception centre for students and trainees who are interested in research and intend to deepen and develop skills in the field of Learning Design and Cognitive Neuroscience.

A distinctive feature of the centre is its multidisciplinary wherein scholars, professionals and expert scientists of Pedagogy, Educational Sciences, Computer Science, Psychology and Neuroscience co-participate.

LSh has various professionals such as university professors, researchers, doctoral students, fellows and trainees. It also hosts scholars with different types of training, some from foreign countries, who collaborate in the implementation of the established projects.

And it is precisely in this perspective of multidisciplinary and inter-connection of knowledge that the new journal of the University of Foggia *Elementa. Intersections between Philosophy, Epistemology and Empirical Perspective* is born, online, peer-reviewed, biannual, engaged in the publication of articles, studies, texts, notes, discussions and reviews, which compares and directly connects the world of philosophy with that of pedagogy.

For each issue, we propose to critically explore a theme within the contemporary philosophical debate and the main epistemological reflections; this philosophical investigation will then be the empirical basis for applied research in the psychological and educational sector. In fact, as stated by the editor-in-chief of the journal, Prof. Paolo Ponzio, *Elementa* attempts to propose an epistemological and scientific dialogue between experimental, philosophical and pedagogical disciplines, and between conceptual instances and tools of educational epistemology, in order to arouse interdisciplinary interest in issues of contemporary life.

Issue 1 of the magazine collects contributions capable of critically framing the different philosophical, epistemological, educational and psychological perspectives on the theme of identity/otherness. Specifically, the issue is divided into two sections.

The first section, of a philosophical nature, deals with the history of philosophy, the history of ideas and epistemology (from ancient to contemporary thought) as essential parts of contemporary discourse on human sciences.

The contributions in this section are edited by:

SLAVOJ ŽIŽEK, entitled *The Vagaries of the Superego*, which, starting from the distinction made by Lacan between “ideal ego” and “super-ego”, structured by the imaginary-symbolic-real triad, investigates how it is possible to distinguish the a-sexual social space from the domain of libidinal-bad interactions.

RICARDO ESPINOZA LOLAS, entitled *Nature and Pandemic*, which aims to demonstrate how the Covid-19 pandemic is not only an issue associated with nature but also an essential theme for understanding humanity today, as the pandemic has demonstrated how nature caused this disaster and how nature itself, in a certain sense, was taking revenge on humanity.

PAOLO PONZIO, entitled *Mask and Otherness between Recognition and Concealment: Notes on the Self and the You*, which specifically addresses the theme of otherness, crossing the theme of the mask that performs its function precisely in the dialectic identity/otherness.

DANIELA SAVINO, entitled “*Liquid*” *Identity and Otherness in the Phenomenon of Religious Alienation: The Loss of Critical Thinking and the “Barter” of the Self in the System of Communion*, which aims to investigate the so-called “interior space of conscience”, especially when it happens that it is “violated” voluntarily or unconsciously.

FRANCESCA R. RECCHIA LUCIANI, entitled *The Sexistential Vulnerability of Bodies in Contact in the Philosophy of Jean-Luc Nancy* that analyzes the “r-existence of sexiness”, or that stubborn rejection of distinct and different bodies to the homologation and uniformity of the identical and identity shared by “trans-feminism”.

The second section, of a pedagogical nature, represents the pragmatic and applicative element of the theoretical reflections that emerged in the first section of the journal, trying to build a bridge between the theoretical formulations and practical and educational applications.

The contributions in this section are edited by:

MARTINA ROSSI, entitled *Universal Design for Learning and Inclusive Teaching: Future Perspectives*, which aims to reflect on the didactic and methodological changes brought about by distance teaching, focusing particularly on the concept of inclusive teaching.

MARCO CECCARELLI, entitled *A Historical Account on Italian Mechanism Models*, which tells the Italian story about the collection of mechanical models that have been used and can still be used in design, teaching and research activities, not only therefore limited to research and development of mechanical systems.

GIUSI ANTONIA TOTO and ALESSIA SCARINCI, entitled *Cyberfeminism: A Relationship between Cyberspace, Technology, and the Internet*, which analyzes the socially and culturally constructed value assumed by the media in the cyberbullying movement.

LUIGI TRAETTA and FEDERICA DORONZO, entitled *The Super-ego after Freud: A Lesson not to Be Forgotten*, which aims to retrace the evolution of the super-ego, in the psychoanalytic and phenomenological fields, describing its repercussions, starting from the formation of individual morality, in the educational field.

FEDERICA DORONZO and GIANVITO CALABRESE, entitled *Functioning of Declarative Memory: Intersection between Neuropsychology and Mathematics*, which aims to investigate the neural correlates that regulate the cognitive system, through a dual neuropsychological-mathematical interpretation.

GUENDALINA PECONIO and GIULIANA NARDACCHIONE, entitled *Peer Tutoring and Scaffolding Principle for Inclusive Teaching*, which aims to investigate the theoretical references that literature offers with respect to the scaffolding principle and the peer tutoring methodology defined in an inclusive perspective.

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