

## THE DIGITAL INVESTING IN EDUCATION

### A CHANGE THAT STARTS FROM THE FUTURE TO RETURN TO THE PAST.

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#### ABSTRACT

*Digital today is present in every context and has increased its opportunities for use and at the same time the risks of speculation and unethical uses.*

*This research work will deal with educational actions in the digital age with the aim of analyzing three virtuous cases that have worked in the educational field, highlighting the potential and possible critical issues in order to transfer know-how for future projects.*

*The analysis methodology used is of a qualitative nature through a mix of data collection tools, first of all a participating observation made in the first case study. Then you will apply a content analysis for the second observed case and finally you will conduct an interview with the organizer of the last examined educational project. Therefore, based on the Grounded Theory we will start from an empirical analysis of the data to arrive at conclusions and theories in view of the implementation of these particular models in other areas.*

*Starting from the reflections of sociologists Franco Ferrarotti and Vanni Codeluppi, who frame the problem related to education above all by observing the digital context and the changes it brings, we will analyze empirically some virtuous models that use digital not only as a technological support, but as an ontological concept on which to base their innovative educational offerings.*

*Specifically, we will observe the hybrid teaching methods used at the Talent Garden Innovation School, which offers digital professional teachers experts in the labor market.*

*The second case analyses the innovative Treccani Scuola platform: a perfect example of a combination of innovation and tradition.*

*Finally, the project Ma.L.L. Mo at the Heracle UniCusano Lab, a project that studies predictive models of learning motivation through algorithms of machine learning (AI), will be analyzed.*

*Lastly a particular focus on the Ma.L.L. Mo at the Heracle UniCusano Lab a project that studies predictive models of learning motivation through machine learning algorithms (AI) and finally in the international context it will observe the Mit open courses and the TED platform that that distribute knowledge at high levels for free.*

*The hope of this analysis is to be able to take interesting ideas to strengthen research in the field of digital education and put the ethical question of technological instrumentation at the center.*

**Keywords:** digital work, social media, education, media education, ethics, infosphere.

#### 1. INTRODUCTION AND THEORETICAL FRAMEWORK

Today's world seems to deny traditional values and reduce them to a mere technical factor, it is a question of living in a hyperproductivistic and chronophatic way. The speech is emptied and made insignificant because of the large amount of information, no longer logically mastered, but deforming and phagocytic. The fact that ethical questions are put on the same level as aesthetic appearances and

consistency is exchanged with stubbornness no wonder and makes the research must find tools to stop this rapid rise of the irrational to the benefit of judgment critical and modulated. Among the various paths to be taken certainly that related to digital education must be pursued with force and probed in all its most relevant parts.

*Si dice che i bambini e gli adolescenti di oggi, perduto innamorate dello schermo e abilissimi nel cacciare Internet, siano più intelligenti, più informati di quelli di ieri. Può essere vero. Ma di quale intelligenza, di quali informazioni si tratta? Se non già oggi, quasi certamente domani, saremo probabilmente messi di fronte ad un popolo di informatissimi idioti, se è vera la definizione dell'idiota come di colui qui sait tout et ne comprend rien.* (Franco Ferrarotti 2019: 109).

*It is said that today's children and adolescents, who are madly in love with the screen and are very skilled at taking advantage of the Internet, are smarter, more informed than yesterday's ones. That may be true. But what intelligence, what information is that? If not already today, almost certainly tomorrow, we will probably be faced with a people of highly informed idiots, if it is true the definition of the idiot as the one who sait tout et comprend ne rien.* (Franco Ferrarotti 2019: 109, Tran. Eng).

Many have found an atrophy of the imagination that therefore reduces the habit of reading, while increases correspondingly the satisfaction induced by the contemplation of images. Experts say that we are faced with a new form of illiteracy that leads us to prefer the acquisition of knowledge through images.

Knowledge should not be confused with a sum of information, any knowledge of reality necessarily refers to a theoretical-conceptual apparatus that is the pivot to the reality of the world at the very moment when it is explored. Today, according to Innis, the human being is in the fourth phase of transformation and social organization, dominated by the two imperial systems, American and Soviet, linked to the use of electricity, electronics and oil. Yet new users have an escape from the power of the mass media and is called according to Lazarsfeld "small informal group" within which develops the concrete daily life of the individual and which plays a decisive function with regard to acceptance, refusal or indifference to media messages (Franco Ferrarotti: 2019: 187).

Certainly nowadays the immediate usefulness and the massification of profit are hindering all those activities not directly utilitarian as the tradition, the custom, the conviviality, the pure taste of being together. We must therefore remember that the spectator being disposes to passive participation, becomes the antechamber of mental passivity and political inertia. It almost seems that one is impersonally experienced by other systems and other superstructures.

The educational system that schools offer is based on the assumption that children should learn by providing them with basic skills such as writing, reading, accounting and other such as geography, history and literature. A current of pedagogical thinking states that strengthening the child's thinking ability should be the main task of the school, in order to promote the ability to reason and judgment.

Initially being educated was compared to acquiring information, today it is not only about this but there is a phase that sees critical reflection at the center of thought and a development of the creative component of it that pushes students to employ an imaginative thought; there is also a value and ethical component that must not be neglected.

The school represents the means through which past and present generations try to give an imprint to the future. If today goods have progressively enriched their meaning with a symbolic and communicative value as well as material, the school must be the instrument that makes us reflect on the true meaning of things and reality in order not to lose sight of the true meaning of life. Students must be treated reasonably so that they become more reasonable human beings.

The child in the early years is faced with a problematic world, everything invites to be investigated and examined thoughtfully, it is a world that stimulates thought, incites action and causes amazement, a world that marvels. In the school environment, however, we are faced with structures and superstructures, and the natural mystery of the domestic and family environment is replaced by stability and conformity in which everything is regular and explicit.

The child comes to miss the pleasure of discovery and it is therefore necessary to encourage both organization and creativity, to create the conditions capable of leading curiosity, establishing connections and promoting the course of suggestion.

The new educational objective to be pursued must be the acquisition of the ability to understand and to "judge well" and the fundamental part of the educational process must be the understanding of the internal and reciprocal relations between the subjects.

It is the analysis of problems that generates interest and motivation in order to create independent, imaginative and ingenious thinking as stated by John Dewey (Lipman, 2003: 30).

The purpose of this educational revolution is to be able to speak of a class as a research community in which students listen with respect to the ideas of others, can integrate them, ask them to give reasons in support of their opinions and help each other to draw conclusions, so this is a mature and responsible system.

Today it has added a time made possible by the Internet, instant that requires individuals to be always active and connected, in the same way that the world of consumption requires to be always ready and available to commercial novelties. The human mind, however, has not evolved as fast as the economic and cultural system; in an age in which hyper-communication and technologies capable of simple life dominate, the brain takes on a determining role and is continuously stressed and often used even beyond its capabilities.

Human beings are experiencing, according to James Lull, a culture that wants to overcome the communicative limitation of the written word and oral speech, adopting languages symbolically richer, less analytical and based on the emotions given by images and music (James Lull, 2000: 120). To count only the novelties of the stimulus produced, the one that I categorize as the "slavish difference" and eccentricity. There is therefore a continuous search for the new, variety and excess. What is fed by the media is continually combined with what is directly experienced by individuals, without the latter having the time to elaborate the necessary distinctions and their semantic contributions. It is here that media education and the new digital edu-platform must enter and find its investigative and decisive dimension to guide man in the right experiential direction. Let us always remember that, despite the fact that the world today stands on financial markets and the economy, the economic sphere necessarily needs the cultural sphere, which is capable of creating a reliable environment where trade can take place.

## **2. METHODS AND METHODOLOGY**

For this analysis work, it was decided to use a qualitative methodology in order to investigate in depth some salient aspects of digital education present in the main study platforms. The qualitative methodology used is based on the Grounded Theory that sets out to discover or construct theory from data, systematically obtained and analyzed using comparative analysis. Some of the most significant examples of digital education will be analyzed using the method of content analysis, participatory observation and a final interview in depth.

The whole analysis will be carried out from a sociological point of view with the main purpose of investigating and providing insight into how human into how human society functions in relation to digital education.

The choice of conducting empirical research on three case studies is based on the objective of revealing the existence of virtuous models to be emulated or improved.

In the first instance, consideration was given to the need to get to the heart of the online educational mechanism that, thanks to the participant observation technique, was analysed in detail and discussed concretely with the participants. A continuous exchange of opinions and points of view allowed the visualization of the phenomenon in many aspects that would not have emerged by performing a simple questionnaire. Often the quantitative methodology is not the best option to pursue as it leaves uncovered the emotional and character peculiarities of the more human reality that, in this precise context, had to be investigated in depth in order to understand what were the best aspects for their training on the web.

The analysis of the first case study will therefore focus on the observation from within a Digital Marketing course held between April and July 2020 at the Talent Garden Innovation School, a digital training institute that provided courses both in presence and at a distance, but that for the problems caused by the epidemic was entirely provided online.

For the entire analysis process, a precise analysis of the content has been carried out, which has made it possible to find the most relevant details of each case study under consideration. In particular, for the Treccani Scuola platform, we went to see which themes and which service techniques are used to show the various educational contents. Therefore, based on the Grounded Theory we will start from an empirical analysis of the data to arrive at conclusions and theories in view of the implementation of these particular models in other areas.

Starting from the reflections of sociologists Franco Ferrarotti and Vanni Codeluppi, who frame the problem related to education above all by observing the digital context and the changes it brings, it will be emphasized some virtuous models that use digital not only as a technological support, but as an ontological concept on which to base their innovative educational offerings.

Therefore to summarize the observation of the hybrid teaching methods used at the Talent Garden Innovation School, which offers digital professional teachers experts in the labor market; The Treccani Scuola platform: a perfect example of a combination of innovation and tradition; ultimately the present research will end with a particular focus on Ma.L.L. Mo at the Heraclio UniCusano Lab, a project that studies predictive models of learning motivation through algorithms of machine learning (AI). An in-depth interview will be conducted with one of the project's collaborators to highlight the innovations from the educational and organizational point of view. A last focus to open the horizons towards an international panorama it will be on the work of Massachusetts Institute of Technology (MIT) and the TED Talks that for years has been providing free courses on digital platform proposing innovative themes that students can spend on the job market.

The comparative analysis of these various models of digital teaching at high levels allows to understand strengths and gaps and lays the foundations for developing new models of pedagogical growth.

The research objective is to describe and to provide, through a qualitative empirical analysis, a detailed account and reporting of the characteristics of this digital education systems, including establishing regularities in this models in order to assess social impacts and identify the likely social and cultural consequences of a planned technological project.

### **3. CASE STUDIES.**

#### **Talent Garden Innovation Schools - Treccani Scuola - Ma.L.L. Mo - MIT.**

The way we learn, communicate, work and interact, socialize, have fun, play and care has been completely revolutionized by the arrival of digital technologies; these have offered us the opportunity to do more at the same time, become so multitasking and to be present in several places simultaneously,

what is called telepresence, thus transforming the nature and the conception we had in the past of temporality and spatiality.

These initial considerations are useful to understand that we live in a new environment, which Luciano Floridi defined *infosphere*, a space that is increasingly made in function of the ICT and IOT to allow them to interact and meet our needs. Think for example of the fact that we are rebuilding cities and the road fabric for autonomous cars and not vice versa; our habitat is becoming more and more robot-friendly and less and less human-friendly (Floridi, 2020: 15).

It is necessary to dwell still to investigate in depth the current context and keep in mind that technological changes have lived three periods sanctioned by three types of philosophies: the philosophy of programming, the philosophy of automation and the philosophy of simulation. During a lecture organized by Treccani Futura, Cosimo Accoto talks about software code and how this marks the change of civilization; initially man was part of an oral civilization, of a civilization of writing and printing and then finally arrive at the so-called civilization of programming. All technological devices today live and work because inside there is a software code that presents an executable language, that is, it does what it says. Today the language of machines is not interpreted, it is executed because it is a formal structure made of instructions and commands; moreover the software code that you are writing is able to perceive the world and living beings: it is sentient.

The challenge for the future of man is to increase our distinctive ability to reason critically and apply more consciousness, more judgment and more creativity, what robots are not yet able to do.

In the new age of technology and digital, men become more and more officers of apparatuses and the identity of the individual is assigned by the apparatus in which the same is inserted, thus shifting the identity more and more towards the role.

Digital technology therefore becomes a structure that is an integral part of public and private life; today it is in fact used in every sector, from the financial sector to the health sector, up to the clerical and school life. Every human being has called for the use of technology to speed up processes and simplify procedures, but the question remains what the disadvantages of this progress may be. Does technology really simplify people's lives? It happens sometimes that instead complicates it and creates potential dangers or unsurpassed difficulties; just think of the news of Stefan Thomas, a German programmer living in San Francisco who risked losing \$220 million in bitcoin because he couldn't remember the password to access his cryptocurrency wallet.

Personal information plays a fundamental role in who I am and who I can become. It is necessary to call into play a philosophical understanding of human nature that is adequate in the digital age and in our information societies.

It is in fact with the arrival of social networks that have developed "boxes" information built in the image and likeness of customers and only by promoting a more open comparison and a higher quality of information that can improve the social context starting from investing in education.

How is it possible to decline the digital in the various educational contexts in the best way?

A reading was given by the journalist and writer Gianluigi Nuzzi during his speech on the platform Treccani Futura who insisted on promoting a school course of media interpretation. Every young person must be able to relativize and listen to what he is hearing or seeing.

Today there is a cultural decline determined by the inability to give value to knowledge as a matrix of problem solving, so Giovanni Floris observed. The characteristics of immediacy and simplification typical of digital are declined in any context and also for what concerns the choice of politicians is more a representation of empathy and not the ability to solve problems. «We are fascinated by those who complain about the same things we complain about, just in line with the logic of likes of social networks, we follow and like only those who confirm our thinking».

The only structure that can restore a coherent and objective vision of the world, which can increase a critical consciousness, is the school that is, even today, the only effective network of the country. We guarantee the whole country's contact with culture, but we don't give it the importance it has. With what rules and principles should we conceive the use of digital? Prometheus said, quoted in many speeches by Umberto Galimberti «technique is far weaker than the laws that govern nature». Nature, for the philosopher, is the background to refer to in order to live with new digital technologies. Today we inhabit the technique and look at the universe only from the point of view of utility, but we must stop verifying the truth only on the basis of effectiveness.

So how can the school educate the soul in the digital age? The answer is: going to incentivize what resides within man, emotions and morality. The ethical question must therefore be the pivot on which all the adoption of technology revolves.

Any activity today is rationally ordered in terms of efficiency and productivity. According to Galimberti, adults no longer have an alternative to technical thinking, people have become accustomed to thinking binary "yes" and "no", everything passing in the middle is excluded and children are increasingly affected by this mentality. It was thanks to the use of divergent thinking that solutions were found by reversing the problem and this was stimulated first of all by the schools where at the base there was the difference between education, that is, the passage of cognitive contents, and education, care of the emotional and sentimental path of students. The technological context is almost irreversibly reducing this difference, making schools increasingly incapable of educating; because it is thanks to emotion, the emotional resonance, that every child feels the weight of their words and behaviors (Umberto Galimberti, 2021, p.98).

In today's world, in many situations, there is no emotional resonance of the gravity of one's gesture. This is because, still according to the psychologist, it is necessary to leave in the first three years of life to manage the formation of emotional maps.

Man has no feelings but emotions, as feelings are cultural phenomena; feelings are learned, all primitive tribes have myths and stories to teach what is pure and what is impure, what is good and what is bad, right or unjust. Literature is the unique and indispensable repertoire from which to draw and learn feelings. The school first understands the importance of literature, the sooner it will be able to train the young of the technological future who can dispose of emotions and feelings to face life in a *phygital* environment.

So how does digital fit into the various educational contexts? I bring here an example that I had the opportunity to analyze and live concretely: Talent Garden Innovation School a model of education that sees Davide Dattoli creator of a real digital school that counts thousands of students around the world. He has made digital materials the leverage to create new skills and inject them directly into the world of work, the study plan includes lectures in presence or an entire online teaching that uses tools and platforms such as Miro, Google Drive, Canva, Facebook Business Manager to work together in the creation of projects and the analysis of results. The experience of this new teaching puts the practice first and grants maximum freedom of expression to students who can measure their creative and cognitive abilities.

The difference that emerges from Talent Garden is the choice to bring into the classroom teachers who are first of all digital professionals, work for corporates and have field experience of what the market and society requires. An attentive, participatory, almost "ethnographic" gaze that gives students an effective concreteness.

School data shows that almost everyone at the end of the course has the opportunity to join a digital team where they can spend the new knowledge acquired. It is not just a matter of understanding the importance of the direction the world is taking, but it is primarily a matter of teaching new students/users the advantages that digital can offer them both in economic and experiential terms; Moreover, by touching the ICT, students have the opportunity to understand how these can become potentially

dangerous and harmful for their interlocutors. Talent Garden is primarily a place of relationship and meetings between people who want to work with the future, but who can not forget that they are working especially for the future.

The period in which the online educational mechanisms of Talent Garden have been observed is from April to July 2020; from the beginning there is an atmosphere of confidence and serenity, every student has the opportunity to present himself and everyone is asked what his super power is, that is, his greatest ability. There is a first obvious enhancement of individual abilities that can be put at the service of others. Taking into account the aptitudes of the individual allows to modulate the subsequent requests for the tasks to be performed.

The educational strategy adopted involves the creation of small classes, a maximum of 25 participants are invited to collaborate in groups of up to 5 people. The communication platforms on the web allow in this case to strengthen ties and create perhaps a stronger union because to bridge the physical distance increase the chances and opportunities of contact thanks to the phenomenon of telepresence that electronic devices and digital allow. It creates a continuous exchange of ideas, reflexive ideas almost 24 hours on 24 because this possibility of being continuously connected increases the opportunities for comparison.

Another significant benefit of this type of online teaching mechanism is the learning of the use of new digital platforms, useful for cooperation and telework, were in fact used graphics and brainstorming platforms such as Canva and Miro, file sharing platforms such as Google Drive, video calling platforms such as Google Meet or Zoom and finally also platforms for work planning and deadlines such as Trello. It is therefore a whole series of instruments which would have been almost superfluous in the present situation but which at a distance have proved to be very useful and effective from the point of view of group work management.

A new method of work that can be spent in the company in the future has been learned, a method that involves working for goals, obtaining rewards and returns thanks to a mechanism of personal satisfaction that becomes an incentive to do more and better. A didactic therefore that incites the individual to become autonomous and to follow his own style.

The distance learning experience ends with the opportunity to conduct a day of interviews and get to know the managers and human resources managers of large multinational companies, which thanks to technology has been easier to achieve. The opportunity has therefore been created for each student to establish links and expand their network of contacts.

The sentiment of the class has always been very positive and the knowledge acquired has also proved useful in the workplace, being online has stimulated offline meetings for the curiosity to get to know each other and to organize face-to-face meetings.

Another type of educational experience that treats digital as its support and not just as an activity to be countered is the case of the Treccani Scuola platform, which provides two types of products: on the one hand interactive teaching, and on the other of the Treccani lessons with guests of great cultural and political importance. The offer is aimed at students, but also teachers, who have the opportunity to enter a club where interventions and practical advice are spread to better experience the world of school. The topics addressed are of various types and range from literature, science, economics, philosophy, but do not forget the new digital context in which they are inserted. In fact, there is no lack of a reference to technologies and the way to use them in a conscious way; Treccani, thanks to its interest in exploiting the potential of new media, becomes an example of value that combines culture and culture of digital novelties.

The frequency of the courses also provides for the issuance of a certificate that certifies the presence and participation, it is a pdf to be printed and have physically with you to give a physical trace of a virtual experience.

The mechanism implemented by the digital platform adopts a user retention process that receives email reminders of future events and lessons, therefore feeds a type of education that uses marketing ploys to increase views and clicks. In addition, online participation allows you to use the chat during educational meetings and be able to ask questions to guests, characters of a certain caliber with which it is usually rare to be able to get in touch. This increases the curiosity and reputation of the platform, encouraging the creation of virtuous communities linked to the desire to learn and know.

From this, therefore, we deduce that many educational contexts are taking into account the impact that digital has on education and try to exploit it in a positive perspective that takes into account the simplicity but also the effectiveness and immediacy with which the various contents can be vehicled. However, it remains to be understood how these are received by the students, since the almost maternal physical contact that is established in a space with the teacher in three dimensions is certainly more meaningful and more incisive. In Massimo Recalcati's book *L'ora di lezione. For an erotic teaching*, this is precisely what we are talking about and it is shown how important it is to «achieve maximum closeness with the body of the teacher to absorb all knowledge» (Massimo Recalcati 2014, p. 39).

We must be cautious and thoroughly analyze the prevailing contemporary model of a satisfying drive that seems to burn every difference between absence and presence. This is what Recalcati defines as the «cult of the immediate enjoyment of the Thing» that excludes the possibility of the encounter with the Other and carries out a certain independence in the the formation that becomes a continuum of the individualistic mentality born with capitalist society.

In the investigation carried out by Milena Gabanelli and Francesco Tortora on *Il Corriere* emerges the guidelines that provide for the prohibition for children from zero to two years of standing in front of a screen, from two to four years must never spend more than an hour a day passively watching tv or mobile phones, tablets. From 6 to 10 years the critical threshold stops at two hours. The time spent in front of the screen can harm children and indicates correlations with overweight, obesity, problems of motor and cognitive development and psycho-social health. In addition, excessive exposure to devices risks damaging the ability to express emotions and communicate effectively.

There is one datum that seems to discourage the idea of progress towards digitalization and it is precisely the one about schools. In America, public institutions that house children from the middle and lower classes are becoming more and more digitized, but in Silicon Valley and other areas inhabited by technology managers are increasingly popular Waldorf Schools that promote the educational approach developed since 1919 by Rudolf Steiner: learning through recreational and practical activities.

Con la premessa che ci viene da questi dati si prendano ora in considerazione due esempi internazionali di didattica online, la prima è quella utilizzata dal Massachusetts Institute of Technology (MIT): a technology institute considered one of the best in the field of education to be ranked as the second best school in the world in 2021; la seconda è una forma educativa che vede nel talk uno strumento necessario a fornire conoscenza, i TED Talks che, oltre a essere momenti di scambio motivazionale, appaiono come eventi che si servono di tecniche televisive e di show entertainment per trasmettere informazioni circa determinate tematiche.

With the premise that comes from these data it now considers two international examples of online teaching, the first is that used by the Massachusetts Institute of Technology (MIT): a technology institute considered one of the best in the field of education to be ranked as the second best school in the world in 2021; the second is an educational form that sees in the talk a necessary tool to provide knowledge, The Ted Talks that, in addition to being moments of motivational exchange, appear as events that use television techniques and show entertainment to convey information about certain topics.

A few years ago, the American university announced the MITx program to attend free courses through an open-source platform, accessible via the Web to all students in the world. Anyone can audit an interactive course through the OpenCourseWare e-learning platform that includes lectures, online workshops, self-evaluation tests and discussions between students. This type of project is embodied as one of the most human projects of MIT as it has been realized that there is much untapped potential that



is lost for the development of human society because of the impossible financial support to obtain the required training. One would feel with the location of the institution, along with the price of admission and study, plus an acceptance rate that is only 7.3%, MIT would be one of the least accessible institutions in the world. But on the contrary, MIT has been aware of facilitating accessibility for students and prospective students by staying true to its slogan "the soul of MIT is research" by digging into ways through which a wider range of people can be educated.

The university co-founded Edx with Harvard University in the year 2012. Edx is a non-profit educational platform that currently offers students more than 200+ courses that are free for audit. In addition to this, MIT has made a habit of publishing free of charge on the Internet all the teaching materials of its undergraduate and postgraduate courses since 2001. The more than 2,000 of these free MIT online courses are easily accessible to anyone with an Internet connection and Internet-enabled devices through the MIT OpenCourseWare platform. Edx is a tool to study any of MIT's free online courses within which you can live a more traditional classroom experience that includes video lessons, community involvement in discussion forums and assessed assignments (for those who opt for the paid version) and a certificate of completion that can be shared on social platforms such as LinkedIn or more traditionally on their Curriculum Vitae. Among the various courses proposed are, for example, machine Learning with Python: from linear models to Deep Learning that offers an in-depth introduction to the field of machine learning.

There is no lack of anthropological and sociological insights for example the course of Global Africa: Creative Cultures that shows students the opportunity to learn more about the material and visual culture of Africa. Additionally, students have the opportunity to learn more and examine how the continent's literary, musical, and artistic productions intersect with global politics.

Arts, crafts, science is another among MIT's free online courses where, through historical, theoretical and anthropological visions, they study the development, consumption, marketing and the value of craftsmanship in the past and present with the ultimate purpose of building and explaining personal critical thoughts on craftsmanship using the techniques investigated.

Research the link between new technology, work and society to establish action plans to improve the workforce are the topics covered by the course entitled "Shaping the work of the future". Students will explore how civic institutions can leverage the benefits of new technologies to enhance equal opportunities, Social inclusion and shared prosperity by addressing class issues from a historical perspective of labor and employment policy in the United States and around the world. Another interesting element addressed in this teaching portrays the tools for academic engagement in public policies and takes into account that the latter are becoming more complicated and technological and scientists and engineers must collaborate with the policy makers to provide scientifically sound answers to public issues. In short, a large number of courses and insights that the new technology makes possible the use. In a plurinformational context it is necessary to know how to find the right channels on which to inquire and certainly many of the courses provided by MIT reach a very high scientific level and quality.

The second example that was mentioned earlier concerns the TED Talks phenomenon. According to an educational neuroscience scholar there is no learning without emotion, there is need emotion to acquire new knowledge, to retain that new knowledge and focus attention. It now knows that positive emotions are related to association memory.

Recent research in neuroscience tells that the emotions are contagious, mirror neurons are in fact responsible for the empathy and happiness that the human beings feel when they see another individual experiencing those same feelings. This is the concept behind the TED philosophy with the mission to discover and spread ideas that spark imagination, embrace possibility and catalyze impact. The organization is devoted to curiosity, reason, wonder and the pursuit of knowledge, they welcome people from every discipline and culture who seek a deeper understanding of the world and connection with others, and they invite everyone to engage with ideas and activate them in your community. TED began

in 1984 as a conference where Technology, Entertainment and Design converged, but today it spans a multitude of worldwide communities and initiatives exploring everything from science and business to education, arts and global issues. In addition to the hundreds of TED Talks published on TED.com, they produce original podcasts, short video series, animated TED-Ed lessons and TV programs that are translated into more than 100 languages and distributed via partnerships around the world.

The education platform is based on watch-video lessons organized by subject and age, lessons collection organized by theme, interactive experience created with other organizations. Moreover you can create and build your own video-based lesson and participate to students and educators talk. Each year, more than 3,000 independently run TEDx events bring people together to share ideas and bridge divides in communities on every continent. Through the Audacious Project, TED has helped catalyze more than \$3 billion in funding for projects that seek to make the world more beautiful, sustainable and just. In 2020, TED launched Countdown, an initiative to accelerate solutions to the climate crisis and mobilize a movement for a net-zero future.

It is worth recalling that TED is owned by a nonprofit, nonpartisan foundation. To close the analysis framework, it was decided to do a further study on a type of education that uses new artificial intelligence technologies to improve the quality of teaching and investigate the best techniques to convey the teachings. The principle is to evaluate the student's learning methods and the internal dynamics of individual students in order to propose the best educational solutions. Technology is here at the service of the human being, first by discovering it and then by helping it. This is the research project M.L.L.Mo that is carried out at H.E.R.A.C.L.E. laboratory of Niccolò Cusano University has as common focus the analysis of learning processes through scientifically validated methodologies. In particular, as regards the educational reality, of great importance is the strand of studies related to Educational Data Mining, that deals with designing models and algorithms useful for the development of new educational strategies through the formulation of accurate predictions on the behavior and performance of students and teachers. Within the conceptual framework exposed, the study group coordinated by Prof. Luigi Piceci, and composed by Dott. Emanuele Marsico and by Dott. Umberto Barbieri deals with studying the applications of Machine Learning in the educational field, mainly analyzing the different variables that influence the learning processes at an intersubjective and environmental level. Specifically, this field of investigation aims to structure a new model of learning motivation that enhances the differential weight of a series of cognitive factors, affective, sociodemographic and intraindividual through the use of a machine learning algorithm. The data in question are obtained through the application of an experimental evaluation protocol consisting in the administration of a series of tests validated in digital format that investigate the various components of the motivational processes and determine their effective manifestation both on a conscious and unconscious level. In this sense, the algorithm used will allow the creation of a predictive model of learning motivation that, based on the data collected through the administration of the presented protocol, allows the identification of motivational profiles structured on the basis of a computational process of systematization of indicative values in reference clusters calibrated on subjective characteristics. This model will provide useful information to university teachers for the setting of personalized training courses to enhance individual motivational events.

#### **4. CONCLUSIONS**

Many examples have been treated on the benevolent use of digital, the road ahead is still long and uphill, but if you do not start from improving education and work by making digital a support and not an enemy, it cannot build a future that is adequate to the many problems that lie ahead, first and foremost climate change.

It will rediscover the privilege of giving ourselves, of giving our person not to obtain something in return that is useful pragmatically, but to nourish emotions and feelings that must be the engine of the world to create solidarity, cooperation and mental openness.

Since Copernicus the human being has discovered that he is no longer at the center of the world and every current signal I am continuing to tell him that he must reinvent himself, rediscover himself, measure himself against his limits and perhaps, what he must do, is simply to take a step back and return to being human, a human with the peculiarities that have distinguished him for millennia and that technology can not supplant.

Simplicity is the answer to complexity, banality is the answer to novelty, nature is the answer to technique. Let us go back to see with more disenchanted eyes a world that immerses, encompasses, sometimes almost suffocates, only in this way we can judge and change it more critically, more concretely.

The comparative analysis of all these results shows the innovation of these methodologies and clarifies the satisfaction of users who can take advantage of these new educational content, but above all of a method of teaching that makes it comes closer and closer to the needs but above all to the peculiarities of individual students, going to intercept them in the moments most suited to them.

It is the birth of a new era that brings into vogue the possibility of creating a smart, dynamic and innovative environment, leaving behind what slowed down schematic and repetitive learning to be more modular on the expectations and interests of learners.

The satisfaction of students, the effectiveness of the tools used that eliminate geographical and temporal barriers, the rapid connection and the intersection of various topics almost simultaneously, These are just some of the highlighted parameters that are among the positive aspects on which research still has to do a lot of work.

The digital revolution has started some years ago and the school must be one of the institutions capable of understanding and managing it in order to consolidate useful learning for students.

If you want to breathe in a sea of information you need to provide the right boats and the right equipment to conduct a safe and profitable trip.

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