



**Proceedings of the 2nd International
Conference**

of the Journal Scuola Democratica

REINVENTING EDUCATION

VOLUME III

**Pandemic and Post-Pandemic
Space and Time**

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DEMOCRATICA"**

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**Pandemic and Post-
Pandemic Space and
Time**

Via Francesco Satolli, 30 – 00165 - Rome, Italy

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***Title* Proceedings of the Second International Conference of the Journal “Scuola Democratica” – Reinventing Education VOLUME III Pandemic and Post-Pandemic Space and Time**

This volume contains papers presented in the 2nd International Conference of the Journal “Scuola Democratica” which took place online on 2-5 June 2021. The Conference was devoted to the needs and prospects of Reinventing Education.

The challenges posed by the contemporary world have long required a rethinking of educational concepts, policies and practices. The question about education ‘for what’ as well as ‘how’ and ‘for whom’ has become unavoidable and yet it largely

remained elusive due to a tenacious attachment to the ideas and routines of the past which are now far off the radical transformations required of educational systems.

Scenarios, reflections and practices fostering the possibility of change towards the reinvention of the educational field as a driver of more general and global changes have been centerstage topics at the Conference. Multidisciplinary approach from experts from different disciplinary communities, including sociology, pedagogy, psychology, economics, architecture, political science has brought together researchers, decision makers and educators from all around the world to investigate constraints and opportunities for reinventing education.

The Conference has been an opportunity to present and discuss empirical and theoretical works from a variety of disciplines and fields covering education and thus promoting a trans- and inter-disciplinary discussion on urgent topics; to foster debates among experts and professionals; to diffuse research findings all over international scientific networks and practitioners’ mainstreams; to launch further strategies and networking alliances on local, national and international scale; to provide a new space for debate and evidences to educational policies. In this framework, more than 800 participants, including academics, educators, university students, had the opportunity to engage in a productive and fruitful dialogue based on research, analyses and critics, most of which have been published in this volume in their full version.

Pandemic and Post-Pandemic Space and Time

A Premise

Papers in this third volume deals with the Covid-19 pandemic which is having an enormous impact on education systems worldwide. Policy makers, teachers, school managers, parents and students have been called to the reinvent their way of 'doing school'. At the same time, the governance of the education system and schools' organizations have been exposed to unprecedented tensions.

Within a short period of time, radical changes had to be introduced, simultaneously, at various levels of the school system. At national and regional level, there has been the need to rethink the way in which teachers are recruited, engaged and managed. National assessment and evaluation systems have been suspended or redefined in their uses by school actors. The ways through which institutes were managed and organized had to be rethought, passing in a very short time through an on and off of dematerialization and hyper-normativity of time and space. Within schools, managers and teachers have been called to redefine the role of digital technologies in their didactic, as well as in their relationships with families and students. In some cases, these set of changes led to experience novel and unexpected daily proximities, in other prevailed a context characterized by distance and unsatisfactory relationships. Managers and teachers have been asked to re-invent their professionalism to rethink their organizational, didactic and relational competences. Students and families, on their side, have been called to rebuild and reimagine new way of being at school, re-inventing the spaces and time of schooling and the way in which they relate among each other and with teachers.

The pandemic emergency has been a lens revealing intersections and structural tensions among various level and actors of the education system, but also allowing opportunities of changes thanks to the exogenous shock. At the same time, it must be considered that the emergency is interacting on pre-existing inequalities and contradictions. The pandemic clearly revealed the deep disparities of educational opportunities associated to students' life and housing conditions, beyond their access and uses of technological devices. Remote teaching and the enactment of an 'emergency didactic' has exacerbated learning difficulties for underprivileged students (children facing material deprivation, students with migratory background, students with special needs or disable, etc.). The interaction between the pandemic and pre-existing inequalities created different contextual conditions for actors' agency, orienting

toward different directions the pandemic's transformational potential.

Higher education systems have been affected too: in constant evolution due to constant transformations of society and changed functions of knowledge, universities have undergone a structural change along with pandemic times. Simultaneously, the growing relevance of knowledge for the economic development of the capitalistic system has profoundly affected higher education systems, characterized by the neo-liberal approach which has subject of increasing critical analysis.

However, Higher education systems are starting to be affected by other somewhat inevitable changing processes due to the evolution of knowledge and the consequent forms of its transmission. These forms have to be necessarily new both because of the availability of new instruments and the increased need to develop interpretative models of a constant and often unpredictable change. In this juncture the university might assume a renewed central role. At Higher Education System level, the growing use of digital instruments is envisaged in order to cope with the rising of the management rates of the training offer as well as to answer to the growing differentiation of user categories. A feasible consequence could be the increasing of the already pressure for the differentiation among the universities, with the related social implications.

At individual university level, it is foreseeable the demand for university involvement in tackling the problems of society and the economy will increase. And this at global, national and local level. From an organizational point of view the most significant feature is represented by the accumulation of traditional and new tasks that do not seem to be possible to manage. Whatever form the higher education systems will come to take, it remains that a central point to be clarified concerns the management of change. It will be the market that will impose its rules and the universities will organize themselves individually within the invisible enclosures that will guide their policies (with predictable growing social and territorial differences), or instead the State will choose incentive policies to direct its training system. It remains that in a condition of uncertainty and constant change the university's roles multiply and become – at least potentially – more and more central. It can therefore be argued that the university is not only called upon to respond to the demands of society but by elaborating answers and solutions to the problems it progressively affects the functioning of society.

We are fully aware that each educational experience produces specific results and definitions of teaching-learning practices. The well-established model of the magister teacher, based on a one-to-many transmission of knowledge, is complemented by new configurations of teaching-learning practices. There are

teaching practices that cultivate the ambition to combine the technological innovation with the psychological and pedagogical issues. Educational technologies, such as the Interactive Whiteboard, incorporate a new grammar and pragmatic in which the emphasis is placed on the involvement and the participation of the student, as well as on a “reverse teaching”, compared to the traditional one. The diffusion of online educational platforms, based on algorithmic architectures and data-driven approaches, also draws attention to a personalized way of learning and a datafication of teaching. Digital technologies are therefore stimulating a series of transformations in the socio-material order of the class affecting the spatial and temporal configuration of teaching. At the same time, they are embedded in the complexity of the educational contexts that rework their practical and symbolic value.

In the European framework of strengthening the relations between the labour market and education, we also witness the implementation of teaching practices associated with the idea of knowledge as an economic and social investment. Recently, a large field of critical investigation has highlighted how teaching aimed at improving the employment prospects of students is deeply affecting public values in education. At the same time, different points of view in the educational field claim to postpone the transmission of skills related to the labour market to broader educational objectives of social inclusion and civic participation.

The new proxemics imposed by the current pandemic challenge traditional spatial configuration, from the arrangement of desks to the mobile use of chairs, from the forms of communication in virtual environments to the interaction in the classroom. Therefore, this is to register the need to re-elaborate the ecology of the educational practices, starting from the socio-material space of learning.

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University 2030: Thinking About a Structural Change

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ABSTRACT: *A structural divergence has opened up between Universities (as other educational and heritage institutions) orientation, forms and cultures and the mature dynamics of the Network Society (Castells, 1996). In summary: the dominant model of knowledge construction is based on dematerialization and decentralization in millions of networks, producing and reusing billions of 'content' every day, mainly concentrated on large global platforms (Van Dijk et al. 2019). We are facing gigantic processes of globalization, virtualization, media convergence, based on connectivity/relationship on the web; consequently substantial breaks in continuity must be provisioned (and governed) also for the traditional twentieth-century forms of education and research institutions. Great changes are under way: towards permeability – opening up to the flows of digital life; towards creativity – the investment necessary to make online subjects active and not passive; and towards the most difficult, the network reorganization, implying a strong change in the structure and mentality. Can we still discuss an answer to this divergence and suffering in terms of reform? Ruberti (1990) and Berlinguer (1998) overturned the old organizational forms by playing on a European dimension, and putting Italy back in an advanced position in addressing the transition to the knowledge economy. While today the processes are global, all institutional forms are in crisis, confidence in a reform policy is low. In this contribution, taking into account the discussion in recent years on some crucial issues, it is proposed to design a new model, counteracting bureaucratization/corporatization, vertical teaching transmission, uncertainty about missions, excessive isolation and self-referentiality of structures and individuals.*

KEYWORDS: *Network society, University, Polarization, Differentiation, Bureaucracy, Reform.*

1. A structural divergence

Ten years ago we analyzed on *Scuola Democratica* (Ragone *et al.*, 2011) some different sides on which a structural divergence had already visibly opened between the orientation, the forms, the material cultures of our universities and the mature dynamics of the Network Society, considered as the epochal change based on a new ('informational') mode of production, which has accompanied the transition to today's globalized world since the 1990s: new technologies, new forms of culture and economy, and a massive restructuring of social relations (Castells, 1996;

2002). A context in which the institutions responsible for innovation and transmission of knowledge are facing, often unprepared, the new centrality of information flows – which are now the raw material of production, services, communication and social life. In the virtual-real space of flows, all spheres of activity are increasingly converging: working, living everyday life, but also learning and research, involving increasingly similar actions, typical of networks: remediation, reproduction, collective and connective conversation, transmedia translation. Actions and perceptive, relational and cultural forms that are only partially new, indeed often recovered from the past, from craftsmanship and the cultural industry; but now based on global supply chains and platforms, hosting reticular organizations in which individual products and research are integrated. Even the dominant model of knowledge processes – such as the model of consumption processes – is in fact based on dematerialisation and decentralization in millions of networks, producing and reusing billions of ‘content’ every day, largely concentrated on global platforms (Van Dijk *et al.*, 2019). The entire human environment (technologies, culture, social relations) takes on the continuously accelerating features of globalization, virtualization, media convergence and connectivity/reticularity. For some time, therefore, a looming break in continuity has been evident, in various respects already affecting the forms of education and research, inherited from the twentieth century, now facing the three great challenges that ‘digitization’ presents for all institutions: permeability – openness to the flows of digital life, creativity – the investment necessary to make network subjects active and not passive, and the most difficult, reorganization in network systems, which implies a strong change in the organizational structure and individual mentality (Capaldi *et al.*, 2012; Ragone, Capaldi, 2019). Ten years later, how did that structural divergence develop? It can be observed, at least as regards the molecular and bottom up changes, that the delay in facing the three challenges tends to slowly decrease as a result of the generational turnover of the actors. In this regard, we can point out for example: various researches on students’ opinions (for instance Capaldi, Ceccherelli 2021) and on digital processes in research activities, or some initiatives for experimental didactics based on a ‘constructivist’ imprint (for instance the *Rewind* project at Sapienza University of Rome). More generally, it is evident that all educational actions (schools and universities are in this sense homologous to heritage institutions) are gradually being permeated by aesthetic and representation/narrative forms that pass through multimedia and spectacular virtualizations and through the Internet, in an inextricable intertwining between formal and informal activities. Even more generally, it can be said that in a disruptive way – especially in the last fifteen years, with web 2.0 and social networks – technologies, the infinite availability of objects, and the new relationships between places and flows have substantially changed the way where collective identities and knowledge are formed: no longer just referring to a canon made up of

works and authors, and of established theories and procedures; the canon is in fact very relativized, since we rely mainly on mainstream currents, based on media and technological infrastructures, within which multitudes of actors are learning, projecting imaginaries, constructing information flows, in relation to each other and in a predominantly indistinct past-present. Therefore, the paradigms according to which culture and science must be transmitted by institutions to their 'recipients' tend to be overturned. These reflections have recently led to valid new attempts at general elaboration on how and why to change educational models in the digital age (Balzola, 2021).

2. Facing a new age of virtualization

It is also necessary to consider the substantially new environment induced by the new phase of virtualization. Even up to half a century ago, learning through the written word and the daily press marked the collective imagination and the orientation capacity of the educated upper class. Today, learning and debating with digital technologies, but also the immersion of convergent audiovisual media, and above all the Artificial Intelligence applications, are influencing the entire life of individuals of every social class and every level of education. There is a substantial change in cognitive processes, with attenuation of classificatory and deductive activities, accentuation of associative and analogical activities, hybridization of the more stable structures of knowledge with the imaginative faculties. And new interpersonal skills are required: in order to function and not to fall into self-imprisonment (bubbles, echo chambers), a positive opening towards every actual or potential interlocutor becomes essential. In summary: the communicative and cultural centrality of the web has made the idea of an individual construction of knowledge, based for centuries on texts, classifications, disciplines, definitively obsolete. Knowledge is now developing mainly in connection with the imaginative and logical faculties of millions of people, whose contributions can be traced on the web – a connection incorporated in the search algorithms of browsers. Its main pattern – at least apparently – is the dialogue between peers in social networks. If one is able to avoid self-imprisonment and self-serialization, he can learn and research bottom up, and online, elaborating his materials individually, but with the intention of communicating, sending messages and opening up to counter-proposals. By not imposing a closed product. Consequently: not only for the delocalization and detemporalization typical of the space of flows, but also and above all for the network model, the pair 'teaching'/control', is no longer central (with all due respect to the pedagogical obsession for evaluation and feedback tests). It becomes just one of many possible variations. The common pattern within which we – all – find ourselves is no longer that of a knowledge already built

and to be transmitted, but that of a knowledge to be rebuilt, re-discussed, re-mediated, re-created.

It's an epochal revolution, which cannot be faced in a purely defensive way – as shown by the low quality of the response to the pandemic emergency that forced most of schools and universities' activities to move online, accelerating the digital transition in 2020-2021, and bringing to light new contradictions, but also new demands towards a life that the virtual environment could make easier, more enjoyable, richer and more equitable. In this context, the current challenge is solving the stratified and encrusted blocks that historically afflict in Italy the issues of education, skills, starting work, research, without dramatically aggravating them. The actors of the world of education (but also museums and other public institutions, while companies will reconvert faster) tend to 'resist' around their unique anchorage with physical places, rules, individual groups and unions of intellectuals and managers, while a planned and negotiated reconversion is needed, identifying reticular and open structures where most of the functions can be carried out through collaborative practices. The necessary change does not concern only the teaching/control couple, but all the traditional forms of distribution of power in the academic institution, and must be faced by enhancing new, more open 'figures' of social interdependencies (Elias 1969). Moreover, all international institutions and observers have been showing for years awareness of the absolute centrality of learning as a necessary factor for the survival of every subject, culture, organization and business; the more necessary the faster the transformation of the environment is proceeding. Only by enhancing education it is possible to build the foundations for any innovative design in any sector (that action which in turn determines all other knowledge management activities aimed at fulfilling specific social mandates). Moreover, it is fundamental to base education on those communities of practice, and of mutual commitment, indispensable for individual self-construction and generating collective identities, which can be the key factor for inclusion/exclusion in the network society (Castells, 2001).

In Italian universities, the issues of structural, organizational and other changes, necessary to reduce the structural divergence with the new forms of culture and society, and to guarantee quality and equity in the digital transition, are still substantially removed. Discussions and scientific works usually analyze substantially obsolete processes, without assuming a structural transformation. The current forms of governance (on the topic: Capano *et al.*, 2017, Fumasoli *et al.*, 2019) in fact derive for better or for worse from the historical phase in which we tried to make our institutions more entrepreneurial and faster in research and training initiatives, through a centralization of the internal command, using a corporate model. The current forms of evaluation (of universities, structures, individuals) are consistent with the attempt to subordinate every action (organizational and individual) to the top-down command of the governances – which more than anything else conforms to the input

of the system of evaluation, with perverse effects of a vicious circle and self-reference of powers. On the other hand, I believe that a holistic re-thematization is ripe, which directly pursues the objective of addressing and reducing structural divergence. Visionary and propulsive in this sense were the reformist phases interpreted by Ruberti (autonomy) and Berlinguer (the European integration of the system, the articulation and pluralization of training courses), despite limitations and strategic errors; high-level, moreover, were the intellectual and scientific groups that supported and implemented their reforms. Then funding cuts, bureaucratization and academic habits took over the field again. Through what new ways, in a completely different political context from that of the big parties that acted as brains or representatives/mediation of collective interests, will it be possible to reorganize the system?

3. The bureaucratization

Bureaucratization is probably the main obstacle. Especially in the last ten years, an intense process of bureaucratization has permeated the university, as the main support of an obsolete organization and powers. Apparently, everyone agrees: it is a cancer that must be eradicated, the main enemy of any innovation, capable of killing the diversity and evolution of systems, etc. Its weight in the practices of the teaching/researcher profession is now overwhelming, subtracting vital time and energy for core activities, not to mention the more experimental ones; useless, for the insiders, to describe the innumerable sides. It is perhaps more useful to thematize the problem on a more general level. According to Weber's classic scheme (1922), the bureaucracy builds a top-down chain of command, exercised 'in the name' of a non-bureaucratic power; in theory, the bureaucratic apparatus is aimed at producing speed, forecasting, 'dehumanized' impartiality, controllable documentation, certainty of the legitimacy of each act, etc. at the 'service' of a power, whatever it may be; but in practice the bureaucracy tends to assume power on its own. It plays on its own expertise, with respect to which politicians are often quite inexperienced amateurs; it invades every aspect of society, and suffocates the spaces of freedom and movement. 'Living machine', according to Weber, it comes to provoke – especially in the presence of a politics in collapse – the powerlessness and impossibility of democracy itself.

As Mannheim (1929) already noted, «the fundamental tendency of all bureaucratic thought is to transform every political problem into a simple administrative question». But perhaps even more important – regarding an institution like the university that has innovation as its mission – is the other aspect of Weber's theory: that is, the bureaucracy needs to transform us into bureaucrats. Think of Franz Kafka's impressive metaphor in the *Castle*: all the inhabitants of the village are reduced in different and absurd ways to the role of insane carriers of the bureaucratic

virus that emanates from administrative officials in the service of an evanescent (perhaps even non-existent) power; and the environment is filled with absurd and violent practices, in a stupefying void where new systems of totalizing but meaningless rules are always generated. Weber's theory on the 'spontaneous' sharing of the intermediate layers in the bureaucracy was recently revived by David Graeber (2016), according to whom the dynamics of capitalism imply from the origins «the gradual fusion of public and private power into a single entity bearer of norms and rules with the ultimate aim of extracting wealth in the form of profits»; since the 1990s, the acceleration of the process has led to an era of total bureaucratization, through a co-optation of the middle class. «The bureaucratic tools (performance evaluation, focus groups, time allocation surveys...) developed in financial and corporate circles have invaded the rest of society – school, science, government – to permeate practically every aspect of daily life». To those who suffer it, the idea that bureaucracy may have something to do with rationality or efficiency may sound strange. But seen from above it is not: the mathematical formulas and algorithms through which the world is evaluated become not only measures of value, but its very origin.

The main activity of bureaucrats is to evaluate: they are continuously committed to measuring, checking, comparing and weighing the merits of different plans, proposals, questions, lines of action and candidates for promotion. The culture of evaluation is particularly rampant in the hyper-credentialed world of professional classes, where accounting control dominates and nothing is valid if it cannot be quantified, pigeonholed or inserted in some type of interface or quarterly report. This world is the natural extension of financialization.

The oppression of bureaucracy as a system of power, therefore, concerns in every organization and more generally in every society the relationship between the small but very powerful dominant layer and all the intermediate and subordinate layers. As Abruzzese (2020) wrote, each person is inscribed as a modern 'subject' in systems of power that demand the sharing of a particular 'subjectivity'. Opening spaces, restoring balance in the person-subject relationship, also guaranteeing free creativity is a necessary condition for a recovery of energy without which a university re-design project is not imaginable. Are there today the cultural and social premises sufficient to support real political actions in an anti-bureaucratic sense?

4. University 2030: I have a dream...

In 2011 some lines to work on were already evident: a) by redesigning universities as networks of laboratories and research groups, place-based/web-based, open to students, external experts and other subjects

(not like the current departments, which are aggregates of individuals and services/administrative procedures); b) by designing digital infrastructures for the management and development of knowledge, interoperable at least with those of other universities and with other institutions and entities (the open access standard has recently become widespread, but does not in itself guarantee accessibility and collaboration); c) by developing didactic paths in collaborative and project-based blended learning on the laboratory model, aiming to integrate learning activities and innovation activities in the research environment; d) in general, by hybridizing/integrating institutional research/training activities, scientific and technological innovation activities in the public and private sectors, in productions (especially high tech), in services and in the third sector. In short: abandoning closed structures, closed 'products', classroom teaching as a transfer of notions, and above all the self-referentiality in every ganglion of the entire institution.

Of course, in ten years something has moved, especially on the last point (see for example Secundo *et al.*, 2016 on the 'third mission'). But it is possible to go further. The following scheme, as will be evident to readers, tries to shift the terms of the discussion on universities. In fact, I believe that the core issues should no longer be identified in the issues discussed for 30 years and now established as valid principles, namely the need for a reward in national public funding and of the external evaluation. Instead, it is now a question of rationalizing the hypothesis of an overall re-design. The question is: assuming that the objectives are the reduction of the residual structural divergence between the academic system and the environment of the network society, and the opening of spaces free from bureaucratization, if we moved in 2031, what would be the most desirable features of a new academic landscape?

The proposals concern the following points:

- Since it is necessary to answer differentiated social questions, and no teacher/researcher is able to do a good job at the same time on all fronts, an internal Polarization of the universities is needed. At least large universities, or university aggregations reaching a defined critical mass, should be divided into 3 poles:
 - The pole of advanced, interdisciplinary research departments. The actions are aimed at scientific and result objectives (with growth plans and indicators). Researchers work in teams and teach only in integrated modules. The department is made up not of individuals but of structured research groups, where the researchers are free to participate in more than one. The groups rely on a departmental administration. Democratic forms of self-management are guaranteed and self-regulated. CNR research groups should also be integrated.
 - The didactic center, made up of teachers who for at least 3 years during the first 30 years of career must devote themselves to coordination and redesign of study courses. These are

- educational structures with budget and administrative autonomy, which choose departments or district administrations to rely on, in dialogue with the other two poles.
- The cluster of districts, made up of researchers who during their career dedicate themselves for defined and renewable periods to developing the third mission in terms of technology transfer, non-curricular training, territorial development. In the district structure, additional researchers/professors with annual or multi-year contract are recruited with mixed funding between the Region, companies and other entities, and the Government, for a total body equal to at least one third of the researchers/tenured professors. The districts have administrative autonomy and self-regulate.
 - An articulation and differentiation in the national system is functional to the pursuit of particular vocations. Medium-sized universities can replicate the same polarization as large ones, but for advanced research they select determined and specific areas/objectives, referring to adequate concentrations of researchers. Areas/objectives should be agreed with the Government and the Region, following external evaluation. Small universities should join networks or specialize as universities with a didactic and territorial vocation, with super-specialized exceptions.
 - All universities should participate with at least 10% of their researchers, on a rotating bases, in the growth of a national/regional system of technical-scientific higher education, including an adequate number of ITS with two-year undergraduate degrees, and should implement the 'bridging steps ' of ITS graduates in academic study courses.
 - Teaching should be fully reconverted into paths based on project work, individual or group, in blended learning or in the laboratory, under the guidance of researchers, in integrated modules between several researchers. Theoretical classroom lessons must be limited and functional to project-based learning. The planning of teaching in the integrated modules should not be subordinated to regulatory rules constraining the type of activities.
 - The career of researchers should necessarily include 3 years abroad (through exchanges) and 3 years of teaching management or ITS, while the periods of work in district clusters could be voluntary, but valued in new career systems.
 - To ensure a radical de-bureaucracy and an effective technical-managerial enhancement, all administrative procedures within the departments, teaching structures and districts should be fully computerized and online; the control of procedures should be attributed to a departmental, or educational structure or district governance of no more than five researchers with an administrative manager; the administrative staff must be massively reconverted

towards the didactic or research management, and limitedly towards assistance at the help desk for researchers; for every newly hired researcher in a department or district, a specialist technician or manager should be hired.

- The conversion of universities towards the new organizational, didactic and administrative models should be planned by an elected commission, which manages a continuous experimentation; the governance structures must be freely determined autonomously, with the sole constraint of the presence of a Rector (elected), an academic Senate and a Board of Directors, elected for at least 80%, and a Director General (on contract); the structures of the department, educational center, and district must self-regulate.
- It is necessary to build common digital infrastructures for research, in open access and interoperable for the whole national and European state system. The infrastructures should be financed by the state and built with tenders between the best universities.
- In the NRPs of the MUR, 50% investment in regional techno-scientific districts should be guaranteed, with mixed State-Region funding, with the aim of achieving shared third mission objectives, specific to each Region.

These are first guidelines, however based on real and momentary processes, such as digital transformation, the tendential hybridization between formal and non-formal learning, the diffusion of the research group as a standard model in the organization of work, the evolution of the third mission, the growing demand for universities to be involved in the effort to restart Italy after a period of stagnation and crisis.

But are there subjects capable of opening a new chapter in the almost millennial history of our universities?

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