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Editorial

Editorial: Didactic innovation

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The purpose of this editorial is suggested by two themes born at different times, but both current. The first is linked to the didactic experiences dictated by the necessary strategies to cope with covid19. The second issue is related to technological innovation in teaching, born in a more remote time, which represented a possibility of continuity in teaching.

Even if the subject is not specific to the purpose of MJCP, many examples are adherent to Clinical Psychology. The current implications of the discipline gradually extend to include areas of pure health interest (Caputo, 2013; Conversano, 2019; Hunter et al., 2014; Merlo, 2019; Rozensky et al., 2013; Tovian et al., 2003; Vender et al., 2014), as well as related to the current pandemic theme (Brooks et al., 2020; Fiorillo & Gorwood, 2020; Kang et al., 2020; Settineri & Merlo, 2020a, b; Walsh & Foster, 2020). It is important to notice the new path related to Core Curriculum in Clinical Psychology. This fact could be considered as strongly related to innovation, especially for new generations (e.g. Amicucci, 2019).

Didactic innovation and Europe

A clear example of educational innovation in Europe can be suggested by the analysis of the participants in the REGIOSTARS Awards competition organized annually by the Directorate General for Regional and Urban Policy of the European Commission.

The aim is to identify efficient regional development practices and highlight EU funded innovative projects. It is also aimed at stimulating both the circulation and the implementation of ideas. From the analysis of the link it is possible to notice that on 25 finalist programs, 13 can be identified in terms of innovation on promoting technologies and digital skills (https://regiostarsawards.eu/?mc_cid=6c8b9e9890&mc_eid=6b0428f6e5).

The latter aspect must also be considered as a change in internal representations, for which renewal must be identified. Change solicits motivation and it is always in the more general desire of the community that progress must be found. In Europe it was inaugurated by historical stages of Greek thought and the importation of Judeo-Christian thought. It could be referred to the evolution of a continent that only today appears free from wars, but not from economic conflicts. Fostering relationships for young people coming from different nations, corresponds to the creation of new motivations, development frameworks, the opposite with respect to the needs that emerged in terms of necessary measures to stem the spread of Covid19.

This last event made it possible to test the digital skills of the various member countries and therefore and the opening of new debates regarding the freedom of teaching and the distinction between face-to-face and telematic transmission. In the writer's opinion, it seems that many projects, undoubtedly rigorous, constitute a set of pieces of a mosaic that fails to give sufficient general form for directionality and attribution of overall meaning.

The University of Naples Federico II represents an example of strong innovation, since it offers different solutions, convenient for costs and possibilities of use in different fields of knowledge. In particular, there is high-level online training, orientation and in-depth study of topics of general interest (www.federica.unina.it). The innovation proposed by Federica is also interesting for the free admission of almost all MOOC (Massive Open Online Courses), courses that complete the educational offer of both the Federico II University and other associated universities.

Public engagement and educational innovation

In the last ten years, Italian universities have tried to identify a third reason for achieving institutional goals (mission) which in the absence of a specific word (such as teaching and research) was preferred as a number (third), in order to summarize a series of values that make knowledge more credible both among peers (after all, science has always tried to value its errors by placing in them the basis of its growth) and ordinary people. It is well known an incomprehensibly contrary trend in the face of the increase in results, the rigor of evaluation methods, peer comparison processes in the evaluation of scientific articles almost totally counted blindly (although the most advanced sciences are debating new alternatives).

The development of rigorous evaluation processes, not neglecting the ethical background, has shown a series of flaws which, when incorrectly disclosed, have made the general public lose the trust, today more savvy in the field of related communication. A form of communication that use emotional stimuli to broaden the resonance of the topics also in the reading of the data. It is necessary to remember the high level of attention on the epidemiological data, read daily in a press conference by the Italian National Institute of Health that during the central period of covid19.

“Sacral” listening mechanisms in which attention, in the absence of the possibility of therapeutic alternatives, aroused a resilience dictated by hope. Since all the facts related to life or death evoke sacred dimensions, the atmosphere in which the objectivity of research and the effort of transmission (didactic) is immersed recalls an ancient affirmation of a Russian theologian (Cadaev) quoted by G. Ravasi in a radically different context (biblical interpretation): the power of the word vibrates only in sound places and this means that the dissemination of science itself needs a ready and receptive place, today more than in the past. The second quote refers to men who always speak well and are never eloquent (also applies to men of science). This means that, although a person may be of great value and fame, the same communicator is not always illustrative.

The same observation on social behavior during a pandemic as well as the behavior of populist movements, deniers and so on was the opening words of Censon (2020) for an article addressed to a large educated public concludes with a sentence that effectively establishes the end of competences in a historical split between “competent and incompetent”. The latter that in other times would have been brought back to the charlatans’ class, today generate a new birth, or rather the development of a new class: "the half-bloods of competence".

Not being able to place themselves among the competent and incompetent, the half-bloods of competence constitute a group of their own by basic formation, multiplicity of generations, by intelligence, the latter, as the ability to respond to new situations, such as those that have determined phenomena of excellent variety and geopolitical diversity, producing considerable bias that have prolonged the effects and damages of the pandemic.

Particularly struck by the category of half-bloods of competence are those social states that believe that competence, like some religions, that confuse wisdom and science, is of divine origin (yesterday) or of popular recognition (today) as if becoming a researcher today could be considered as the product of an electoral process based on aesthetics, hypertrophy of the left hemisphere or in the resumption of those rhetorical skills. The alternatives proposed by the half-bloods are either totally accepting the arguments of the competent people or, on the

contrary rejecting, a bit like the law of all or nothing of nerve transmission. In this context are the ideas of great politicians who, by the mere fact of having been economically successful, believe themselves to be omnipotent, over all the undiscovered laws.

The study of half-bloods' psychology can be read in the light of self-esteem processes and, not surprisingly, Censon (2020) refers to the vast literature generated by N. Branden which has strongly influenced the understanding of feelings of self-esteem (we are always in the vast field affectivity), especially in America. It has not taken long to grow in Europe already predisposed by psychoanalysis on that hard core of narcissism, an irreplaceable model for mythical aspects, not difficult to identify and which only a few years ago celebrated a century (2014). In these terms, a great example is represented by the celebrations organized by the Revue Francaise de Psychanalyse. It is well described in the introductory argument, in which Girard (2014) underlined the dimension of narcissism born out of clinical facts, therefore dysfunctional in adults linked to immaturity due to the consequences in maladjustment.

Horizontal, vertical and transversal competences

The knowledge we have been accustomed until now is close to the XVIII century type, oriented by Cartesian modalities that promote the education of intelligence through the acquisition of elements from the simplest to the most complex. These "vertical" skills have given excellent impetus to technological evolution and in particular to the specialization of knowledge with differences compared to Renaissance knowledge such as Leonardo's which today would hardly be possible, due to the impossibility of acquiring in terms of deepening the multiplicity. Those who aspire to a horizontal knowledge risk being "ineffective" because of erudition which, while conferring more knowledge, can become ineffective by comparison with a reality that is specialized also due to the request for ever higher abstractions, sometimes ineffective in their pragmatic translation.

Sometimes this leads to an imbalance between pure and applicative research as can be inferred from the disproportion between the economic investments between the two researches. Thinking about an innovation in teaching also means identifying what goes beyond the spatial orientation of knowledge to address what is necessary to be truly ready for the challenge that many sectors of knowledge pose. As we have already said, we can say that pandemic of covid19 has found the world largely unprepared even in those specialties that were thought to be widely consolidated and technologically advanced.

Something has not gone well in the field of knowledge. Probably E. Morin's conceptualization (1999) could help us in identifying flaws such as the lack of relevant knowledge, not fragmented, capable of associating the parts in a perspective of complexity.

In psychopathological terms a formation that is not split and denied. An education, continues Morin, which has been unable to teach the human condition, an ethics based on the ability to recognize the ternary character of the human condition (individual, species, society). We like to remember again an understanding-based training as a gateway to subjectivity that can be denied in the light of the principles of management and quantitative results despite qualitative ones.

In positive terms, today it is necessary to re-propose a training innovation with transversal characteristics based on integrated visions. Since Morin proposed the theory of complexity, considered by several scientists in the exemplification of dialogic levels (social, individual, cerebral, psychosomatic, etc.), it should be extended to the digital world and in particular to the Anglo-Saxon one to which we are linked. Amicucci (2020) finds specific knowledge to be refined in terms of:

a) Collaborative problem solving. Problem solving derives from a cognitive culture, its success derives from multiple contributions. These factors have become important to the point of introducing specific training courses in prestigious universities such as that of Washington (e.g. <https://www.american.edu/provost/undergrad/core/complex-problems/>). In the case of the study of emotions, in order to become aware of primary emotional nuclei (jealousy, envy, ingratitude) whose study has been and is largely supported by psychoanalytic reflection. In the clinical field, the refinement of collaborative resolution has ancient roots in clinical practice (for example in the discussion of clinical cases) but this must be proposed from the beginning.

b) Learning to learn / continuing to learn. Being open to innovation, to learning new technologies whose strengths are shared and open access. This is the role of Open Science which also means seriousness and independence in revisions, in order to get closer to that scientific ideal of knowledge and reproducibility of data (Frisone, 2018; Khan, 2015; Settineri & Femminò, 2019; Settineri & Merlo, 2020c).

c) Knowledge as self-knowledge. This implies the moral duty to improve accessibility. The university drop-out rate still seems high to us and in the health professions, even if the rate is lower, the time to graduate seems to be extended. It is a question that also concerns the student - teacher relationship. In these terms, psychoanalysis and clinical psychology have also matured this type of problem in its therapeutic territory (Eremie, & Ubulom, 2016; Fusco et al., 2019; Halewood, 2017; Loewenthal, 2015; Loewenthal, & Samuels, 2014; Parola & Donsi, 2018, 2019; Rizq, 2007; Settineri et al., 2018; Sommantico et al., 2017).

d) Skills and digital mindset. Amicucci (2020), recalls that digital competence exceeds the knowledge of technical tools (basic knowledge of the tool) and implies the exercise of digital skills or more complex skills (such as those relating to the increase of software). This type of

opening is creating new jobs with training paths that surpass those used by traditional academic training.

e) Resilience. In its difficult process of conceptualization, it has been evoked as relevant and not to be superimposed on other positive concepts such as that of intelligence and activity. Resilience is therefore considered along developmental phases, a predictor of well-being, overcoming trauma and a predictive response target. Despite having a solid psychological tradition, a very recent article by R. Feldmann (2020) highlighted the biological aspect that must be mentioned if we want to keep faith with the transversality that we want to enhance. Feldman has a critical attitude towards resilience when it is cited *ex post facto*, which would limit its practical use and does not disdain the use of both contemporary psychoanalysis and humanistic psychology to mark the importance of growth and its relationship with neuro plasticity. For example, he considers the role of oxytocin a broader point in the maturation processes of the mother-child relationship, for the development of empathy, post-identity human relationships in the genesis of adult-adult empathy processes, for the value of intimacy among adults not excluding the role of other figures, such as that of the father. This recent study allows the intuition of broader application fields that are decisive for psychology, psychodiagnosis, pedagogy and, in general, training. After all, Amicucci cites the master of the modern conception of intelligence, Gardner, who speaks of a cyber resilience due to the specific capacity in the stressful processes of digitization of the relative threat of personal and social security.

Amicucci concludes with other no less important factors linked to the capacity for adaptation such as the capacity for expression that is interdependent on cultural awareness that has been accentuated in the processes of globalization.

In conclusion, we should implement the offer of digital skills for a state-of-the-art academic program that should include the skills training we have talked about in the core curriculum. In all this, at least, with reference to the health professions, the clinical psychologist can also make his contribution in the methods that we have had to develop in this period by trying on ourselves what it means to adapt to achieve institutional goals.

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