

# ESCILO

*Information, Links and Opportunities ESC PhD Students*

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## «On the significance of leaving traces»

To be students in Education in contemporary society means to inhabit thresholds: between the known and the unknown, between the urgency of the present and the promise of the future.

**INFO**

We do not move between certainties, but between questions that breathe, that opens, that disquiets. This newsletter was born as a living, evolving space: it collects fragments of research, thoughts on the way, experiences that both interrogate and inspire.

**LINKS**

"Nothing social exists outside the text". - thus says Maurizio Ferraris-. In this sense, research means leaving traces, signs and writings that not only tell, but also make up the world in which we live. Every note, every reflection, every contribution of this doctoral community is an inscription in the present, a small document that opens up spaces of signification and possible paths. Research is an act that faces oblivion, leaving marks capable of resisting and becoming a starting point for other journeys.

**OPPS**



You will find small circles like this one with photos of the authors, click on them to access their personal profiles and learn more about their work and research trajectories!

# If we still want to research, «the eccentric way, this is ours»

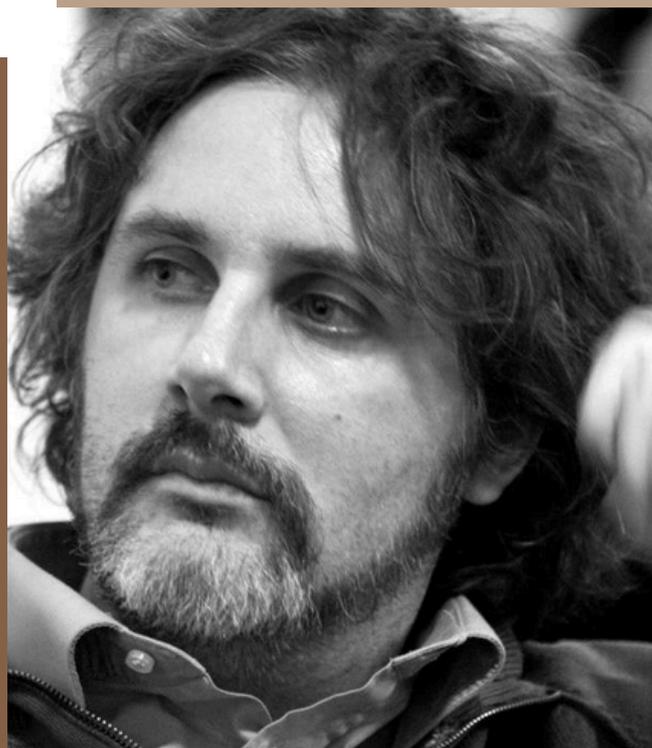
We talk about transdisciplinarity...this transdisciplinarity, in my opinion, does not just mean jumping from one field to another, from one specialism to another, because this has always been done in some way, hasn't it? Or anyway, if it is done in a more systematic way, this is my impression, it does not change things too much.

Now, though, what is less than in the past? Maybe now there is a “more”: more expertise, more specialisation, even more possibility of dialogue. But minus there is... risk. That is, what happens?

*That transdisciplinarity is as if it always stops at a threshold, because it is afraid of syncretism.*

## Marco Dotti

Marco Dotti teaches Publishing Professions at the University of Pavia. He specialises in public ethics issues related to new professions and new technologies. One of the founders, in 2011, of the No Slot Movement, he has dedicated investigations and reportages to gambling, moving between cultural anthropology and social ethics. He is a member of the [Transdisciplinary Laboratory on Adolescent Languages Lab Babel](#) (UniMiB).



## Side Notes

What you are going to read is the verbatim transcription of a fragment of an interview in which I had the pleasure of dialoguing with Marco Dotti.

Don't expect to find a discourse articulated in hierarchically set structures as much as - and perhaps this is loyal to the powerful, eccentric, voice I am reporting - a network of atoms of meaning that only stand up in the complex of relationships they entertain with each other, not proceeding in a linear manner but spiralling, swirling, slightly opaque.

Marco's words are incorporated - and here the material device on which they are deposited forces us into a stratigraphy - as the incipit of these pages, not as a vademecum or some sort of “major knowledge” but as wise, that is - as the italian etymon suggests - savoury, with flavour.

What flavour this discourse has for each of us is not given in advance; what is certain is that its intention is to touch the palate of researchers and, in particular, of those entering this profession in the academic sphere.

So that research has a different, eccentric flavour.

*Monica Faccischi*

And whoever, who somehow mistakenly, and obviously falling, takes this risk, is in any case initially labelled as the eccentric, or in any case as a maverick, a free-runner. So it is strange that, let's say, **healthy carriers of transdisciplinarity** have always, and today even more so, been subject to a kind of **stigma**.

This is a point that, in my opinion, is crucial today, especially in Italy, because **the figure of the intellectual** - let's call it that way, using this expression in a technical sense - has disappeared. The expression "intellectual" is used in generalist public discourse simply as something to be denigrated. I have heard recent public debates: 'there are no longer any left-wing intellectuals', 'there are still no right-wing intellectuals', things like that... but in the end, the discourse is always the same: there are no more intellectuals. In academic contexts, there has never been the intellectual, in the sense that there is the professor, there is the academic, there is the role.

*The professor, the academic, who had a role, then also had within him - in my opinion, in certain cases - the ability to embrace the risk of syncretism, that is, to be truly intellectual.*

This could also be due to age and biographical issues. Many - two, three generations ago - came from other experiences. I will give an example: a professor, a philosopher of aesthetics, Dino Formaggio, was born as a worker. But what was he like? The working-class man who had redeemed himself? No: he was inside things, precisely because he had been a worker.

## What is Lab\_Babel?

Lab\_Babel is a permanent laboratory dedicated to critically exploring the question of signification, emerging at the intersection of the human sciences (pedagogy, philosophy, anthropology, psychology, social sciences, health, and law) and contemporary forms of language (digital media, visual studies, contemporary art, performative languages). Rooted in a socio-semiotic perspective, the lab aims to be a space for theoretical elaboration and field research, focusing on the transformation of communicative codes and their formative effects on today's adolescents.

**Ongoing projects:** Current activities focus on diagnostic languages and the development of a "lexicon" of contemporary adolescent language, in collaboration with local organizations and community-based groups.

Lab\_Babel welcomes PhD students who are interested in joining the lab's activities or staying informed through our dedicated newsletter.

Contact: to get involved or subscribe to the newsletter: [lab.babel@unimib.it](mailto:lab.babel@unimib.it)

*Back to us, I mean: maybe there was a lack of great expertise, but there was a need to go to the public square. I mean a square of ideas, not flags. Challenge. Challenge things. Challenge the risk.*

Today, in my view, this is the urgency. Because the risk is that **everything is reduced, not by individual will, but systemically, within protocols**. So, within protocols, the protocol requires that two seemingly distant pieces of knowledge come at some point to dialogue according to a third protocol that relates them, and a fourth protocol provides that from this relationship a sort of meta-relationship arises, hence other dialogues with other protocols. So knowledge is, in a way, apparently related, but in practice this relationship is very strained, in my opinion. There is a need to break this threshold.

I see it a bit Sartre-like, no? That is, Sartre, with the book *Plaidoyer pour les intellectuels*, says: what is the intellectual? It is whoever is “there”. **It's how you stand in front of things, isn't it? How you stand “there”**. And this posture in front of things, in my mind, is what so much technical knowledge is lacking today.

Man, Sartre teaches somewhere, is condemned to be free. This condemnation to freedom can take the form of escape: an escape from a past that paradoxically precedes and overtakes us, or from a future that, with the same paradoxical burden, ties us to something that will never be: a “not already” and a “not yet” that end up becoming a never.

*But there is a third, essential step: a freedom that is no longer escape, but openness, a passage, the possibility of acting and moving right where the traces end. It is a land of the unknown, dangerous precisely because it is not mapped, and for this reason it must be explored by taking the risk of error, margin or failure. I believe that the transdisciplinarity we are talking about is located in this space: where the traces end - a space of risk, but also of invention.*

In my belief, the topic is therefore to regain what is also a **proudly eccentric dimension**, which we - researchers of past generations - have unfortunately declined, over the years, only as a position of power. That is, we were eccentric biographically, as studies we had done, just because we didn't have power, because we were on the margins, because we had crappy contracts... these kinds of stuff. Instead there is - in Hölderlin's *Hyperion*, in the introduction - a beautiful point: it says, very simply: **“The eccentric way, that is our way”**.

The great scholar Ferruccio Masini, now forgotten, an excellent journalist, philosopher, translator of Nietzsche, a man who threw himself into the struggle with his body, wrote a beautiful book on it, entitled, precisely: *The Eccentric Way* (in italian: *La via eccentrica*).

*This is ours. This eccentricity from stigma must become method.*

This, in my vision, is a bit of a wish. It will not happen, but at least it is the tension that must be there. Otherwise we will still be eccentric in relation to the power we will not have, and we will unfortunately be very entrenched in terms of the dimension of thought we will assume. This is my urgency. And I would like it to be the urgency of others as well.

Writer



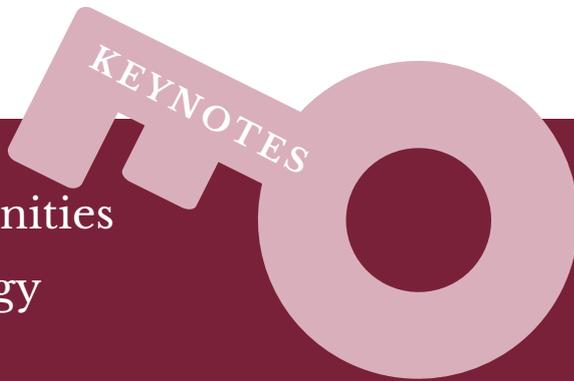
Monica Facciocchi

# Internationalisation Days 2025 -Empowering PhD Students and Early-Career Researchers through International Collaboration

On February 27–28, 2025, the Department of Human Sciences for Education “Riccardo Massa” at the University of Milano–Bicocca hosted its annual Internationalisation Days, spotlighting the theme:

*Studying the Digital: Unpacking Epistemic Areas, Frameworks, and Policies from an Interdisciplinary Perspective*

This event served as a dynamic platform for PhD students and research fellows to engage with international scholars, explore interdisciplinary methodologies, and showcase their globally-oriented research.



Digital Humanities  
and technology  
black boxes



Braxton  
Sonderman

Giovanna  
Mascheroni



From online risks to digital skills and  
children’s rights: two decades of  
research and policy on children and  
digital media in Europe

Why the Internationalisation Award is an opportunity for us?

- **Academic Recognition:** Awardees gain formal acknowledgment for their contributions to international research, enhancing their academic profiles.
- **Networking Opportunities:** The award facilitates connections with global scholars and institutions, opening doors for future collaborations.
- **Professional Development:** Engaging in international research projects broadens perspectives and enriches the academic experience, preparing recipients for diverse career paths.

Internationalisation Days is more than an annual event, it's a growing space for cultivating a culture of international research among emerging scholars. Whether you're a first-year doctoral student or nearing the end of your PhD, the event (and its award) is a chance to reflect on the global relevance of your research.

Stay tuned for calls and deadlines for the 2026 edition. **Your project could be the next one to take the international stage!**

 Link



### PhD Students

 Eugenia Campanella

 Petar Lefterov

 Special Mention: Maria Ratotti

### Postdoctoral Fellows

 Valeria Cotza

 Raul Zecca

 Special Mention: Pietro Agnoletto



LINKED TO THEIR INTERVIEWS

The Award



Eugenia Campanella

# DDL BERNINI

Over the past year, you may have heard about the DDL A.S. 1240, better known as the “Bernini Reform” against which the precarious researchers of the Italian university have been protesting for months now throughout the country.

*The DDL, in its original form, included the introduction of several precarious professional figures, further fragmenting the careers of young postdoctoral researchers.*

Precarious workers in Academia have organized themselves into Assemblee Precarie Universitarie and, together with the main trade unions -including ADI-, have begun to mobilize in opposition to the Bernini DDL, considered yet another reform that not only does not solve the enormous problem of academic precariousness that plagues the Italian university, but **it even exacerbates the situation**. In fact, although the PNRR's large investments, there seems to be no intention of a long-term investment in stabilization: **the PNRR funding has brought 9.000 RTD-a positions and over 23.000 post-doc positions, with no prospects for the future.**

## Info

To stay update:

 [assembleaprecariauni.milano](https://www.instagram.com/assembleaprecariauni.milano)

 [adimilano.phd](https://www.instagram.com/adimilano.phd)

 <https://www.dottorato.it/>

 <https://m.flcgil.it/universita/>

## Fonti articolo

- <https://dottorato.it/content/ma-quale-valorizzazione-questa-%C3%A8-una-umiliazione>
- <https://ilmanifesto.it/gli-stati-di-agitazione-delluniversita-i-precari-e-la-spinta-allalleanza>
- [https://drive.google.com/file/d/1eXDu9k-ApnSpAUKDwCY\\_TjFLOF9lfuVu/view](https://drive.google.com/file/d/1eXDu9k-ApnSpAUKDwCY_TjFLOF9lfuVu/view)
- <https://jacobinitalia.it/universita-uno-sciopero-sotto-assedio/>
- <https://dottorato.it/content/fine-precariato-mai-cosa-prevede-l%E2%80%99emendamento-occhiuto-sul-preruolo-e-perch%C3%A9-espone-l>



From November to the present, there have been several protests in Italian universities, culminating in a **strike last May 12.**

The demands of the precarious workers have converged in a national manifesto and include:

- the demand for a doubling of the Ordinary Financing Fund, a single postdoctoral contract;
- the abolition of the ANVUR evaluation system;
- stable contracts for all figures working inside the university; measures to combat the cost of living (especially the housing issue).

*These demands are accompanied by a strong critique of the context of control of dissent (with DDL 1660 or Decreto Sicurezza which, with its Article 31, directly involves the university) and increasing militarization and military investment at the expense of funding for education and public health.*

The mobilizations of the precarious workers have had a great resonance and, at the time of the release of this newsletter, **the discussion of DDL Bernini is blocked in parliament.**

**May 20**, the Senate of the Republic approved a pre-tenure track regulation, the so-called “**Occhiuto amendment**” The Occhiuto amendment makes changes to Law 240/2010 (known as the “Gelmini Law”) and creates two new contractual figures alongside the contratto di ricerca, which recently replaced the assegno di ricerca. These two new contractual figures are **incarichi post doc** and **incarichi di ricerca**. The *incarichi post doc* seem to be a re-proposition in terms of grading and assignments of the old rtdAs, open to researchers holding a Ph.D. degree, the latter, on the other hand, intended for graduates who have obtained their masters for no more than six years. The latter take the form of pre-doc research contracts, but unions denounce the risk that their multifariousness could open the way to possible abuse.

*Both Assemblée Precarie and unions believe that the Occhiuto amendment, exactly like the Bernini DDL, does not solve the problem of serious underfunding of the university system and, with the introduction of these two new professional figures, hinders the full application of the contratto di ricerca in favor of a supposed “flexibility” in hiring by universities. The contratto di ricerca was, in fact, an important step toward greater contractual protection for young researchers, and it is important to continue on that path.*

The demands of precarious researchers and unions remain clear: we need an extraordinary plan and adequate resources to the stabilization of work conditions, a single postdoctoral pre tenure track contract figure that guarantees the minimum dignity of research work. The Association of Doctoral Students (ADI) states “*The 37.5 million euros announced is equivalent to 5 contracts per university. At least 200 million euros are needed*”

# A Voyage Diary - Sailing with the 40th Cycle



Writer



Fabiana  
Marchisio

*November 14, 2024*

University of Milano-Bicocca, Building U6, fourth floor: a tangled labyrinth of identical corridors leads - amid hesitations and uncertain smiles - to the majestic Aula Massa. Crowded with unfamiliar faces, it welcomes nine young women and men whom life has brought together on a shared journey of growth and connection.

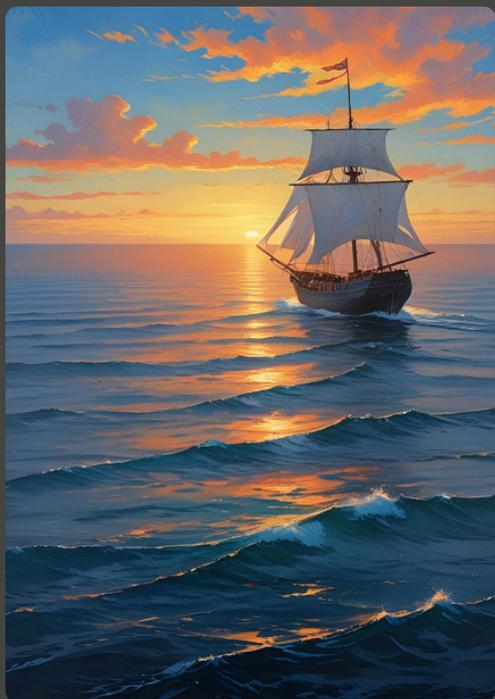
They begin to share their stories - each with their own background, so diverse and rich in experience, the lands they come from, and the dreams that guide them.

*January 8, 2025*

They meet again in the meeting room. With the guidance of Professors Mangiatordi and Barone, they start to imagine what the *Pedagogical Issues* course will truly mean within the context of their doctoral journey.

They fill the room with post-it notes full of words and, as they will gradually learn to do, they weave their thoughts together, creating a shared image that will accompany them over time.

*To build a ship together, in order to cross a vast and fascinating ocean - one that can be disorienting but also full of wonder, echoing with calls, filled with lands to explore, marvels, and dangers. The maps, at first only sketched, will become richer along the way. With a good crew and well-drawn charts, it will be possible to follow ancient routes and to open new ones.*



In the months that followed, the ship sailed through unfamiliar seas. Each member of the crew gathered something along the route: an idea, a lesson, a spark. At one point, the ship lost its balance—but together, through everyone’s effort, it found its course again and sailed on, full sail ahead.

*The maps were written and rewritten, shaped by each person’s contribution: from technical skill to sensitivity, from organization to empathy, from brilliance of thought to irony.*

The maps were written and rewritten, shaped by each person’s contribution: from technical skill to sensitivity, from organization to empathy, from brilliance of thought to irony. There were also moments of worry, of fearing the loss of direction. But with nine steady hands on the helm, fear feels a little less frightening.

Even in the heart of the storm, or when the way seems unclear, no one feels alone.

The big obstacles - focus, research questions, relevance, literature review- went from being impassable walls to narrow passages we could get through. Together.

*1 July 1, 2025*

The day of the end-of-year presentations is now just around the corner. Tension is rising, but it is precisely in these moments that the crew pulls even closer.

In the week leading up to it, each person offers parts of themselves to others: a moment of listening, a word of advice, a gesture of encouragement.

With the presentations, the first year comes to a close.

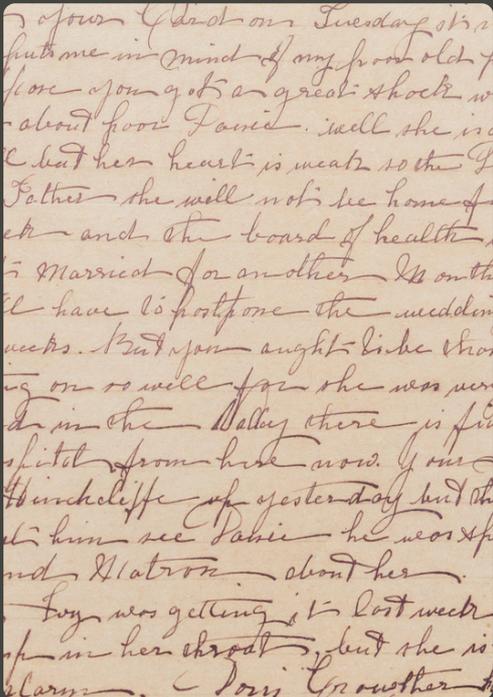
*The ship is now solid.*

*Its white sails stretch toward a more ambitious horizon.*

*At the helm, steady and sure: the 40th Cycle.*

# Letters to a PhD student

## *In medio stat virtus*



Writer



Samuele Maccioni

If it is true that in *in medio stat virtus*, then one might venture to say that the second year of the PhD is perhaps the most important.

It, in its mediumness, encapsulates a moment as subtle as it is crucial. You are far enough away from who you were before embarking on this adventure and, at the same time, not yet close enough to the person you want to become.

***Imagining walking in a desert, the tracks that would lead back home are now lost in the wind and at the same time the stars to follow seem to flee hiding behind the horizon.***

In coldly reasoning about this particular condition, I can do no more than share some thoughts that I have matured only in hindsight, but which, probably, would have been very useful to me when I was, too, in this particular condition.

***First of all, I think it is crucial for a researcher to know that your personal identity does not - and will never - coincide with your research. Therefore, assuming that we can assume that professional identity does not define personal identity either.***

Moreover, it is important to keep in mind that if something does not work out in your PhD experience—which is too often made to collimate to imaginaries of intelligence and wisdom (wrongly, in my opinion)—it does not mean that you are neither stupid nor that you don't possess the skills to go down this path: it simply and exclusively means, in most cases, that it is not the right time (to write, to read, to think).



*“If this science, which will bring man great benefits, does not help him to understand himself, it will eventually turn against him”*

*- Giordano Bruno, De l'infinito, universo e mondi*

In the path to becoming a PhD in fact, people often run the risk of not feeling enough, precisely for the reasons just mentioned. However, any failure during this path does not imply that you have to question your own value or personal abilities; far from it, it implies, if anything, that you have closed a metaphorical door to the future and taken a step toward discovering your true vocation.

As seductive as that imagery is, to be a researcher you don't need a role or job title! A researcher is defined, in my opinion, on two simple criteria: curiosity and rigor. About the rest we can talk about anytime you want! 😊

***The quantum leap to take, I believe is found in learning to see the beauty of error, the value of imperfection, and the profound usefulness of the scars you pick up along the way.***

For a Ph.D. student, I believe it is crucial to unlearn the self-imposed performanceisms that often come with it; not to ignore the difficulties that will inevitably arise or to wallow in a never-satisfying mediocrity, but rather to be able to fully enjoy the Ph.D. experience. In the totality of its garish lights and its equally frightening shadows.

***This is because the doctoral experience, if it ever leads anywhere, I believe that it should set only one goal: to lead us toward a better degree of awareness that whispers to us who we want to be and what impact we wish to have on the world.***



As much as we often talk about "doing research," the deeper I get into these territories the more I think it is appropriate to talk rather about "being researchers."

In this regard, if the verbs most associated with the profession turn out to consider, contemplate and intuit - I thank Prof. Varanini for these wonderful insights - I believe that being a researcher can mean nothing more than paying attention as much to what is around us - to the desire that guides us in wanting to discover what is behind, beneath, within, and beyond - as to what is going on inside us (with rigor!).

***Our deepest insights do not shout in our faces, and never will, they are more likely to whisper in our ears.***

So, all that is left to do is to listen to these whispers, and should they indicate to us that being researchers is the right course for us, all that is left is to enjoy every moment of the journey, no matter how strenuous or challenging it may be. After all, there is no light without shadows, no value without sacrifice.

**Contraria sunt complementa.**

With love and understanding,

Your colleague,

Samuele

# Unprecedented Times and Spaces: Multiple Perspectives on the Same Research? - *Field Notes from a Visiting Phd Period in Gävle (Sweden)*



Writer



Maria Ratotti

Spending three months, from November 2024 to February 2025, in Sweden as a visiting PhD student at the [University of Gävle](#) marked a significant step both in my research trajectory and in my personal growth. My doctoral project explores the role of critical thinking and youth participation within the broader democratic framework, with a particular focus on the use of artistic languages and the reflexive approach in educational processes for professionals. During this time, I engaged with international literature relevant to my field – especially studies related to critical pedagogy, democratic education, and participatory practices – from theoretical perspectives which, although akin to those found in Italy, are not always central in the Italian academic landscape.

*This allowed me to decentre my gaze, acknowledge its limitations, and intertwine it with alternative approaches. The distance from home, the encounter with different habits, and the initial feeling of disorientation gradually turned into valuable resources that sharpened my perspective, deepened my capacity to listen, and helped me return to the questions at the core of my work with greater awareness.*

One of the most enriching aspects of this period was the dialogue with professors and PhD students, both within the host Department and in more informal contexts.

*Entering a research community different from mine meant being exposed to new ways of thinking, discussing, and problematising. I found a genuine openness to dialogue and attentive listening; colleagues engaged with curiosity and respect, offering their own interpretations of my work and stimulating reflections that frequently transcended disciplinary boundaries.*



During my stay, I had the opportunity to present my research publicly in two seminars. The first, aimed mainly at doctoral students and faculty in the Education Department, provided a valuable space to articulate the theoretical underpinnings of my project and receive feedback on certain conceptual choices. The second seminar, with a more interdisciplinary audience, allowed me to present the field research, the *B-YOUth Forum*, as the context in which I conducted my fieldwork, highlighting the connections between participatory educational practices, processes of active citizenship, and reflexivity. In both instances, the questions raised addressed ethical and methodological dimensions of the research, prompting me to clarify my positionality as a researcher and reflect on the transformative role of the educational practices I study. These presentations turned out to be, above all, exercises in *translation* and *mediation*: explaining a project conceived in a specifically Italian context to interlocutors from different educational and cultural systems required a process of reformulation that, I believe, helped me better understand the nature of my own object of study.

*Returning to Italy meant bringing back not only a significant portion of my thesis work, but also a different way of conceiving it. Living and working in Sweden during those months enabled me to gain new insight into my research practice, beginning with the value placed on slow time: I learned that reflection needs pauses, silences, and open horizons.*

Experiencing a different climate, a city layout oriented towards collective well-being, and a shared care for public spaces – from libraries to public transport – led me to reflect on how much the environment shapes the way we think and relate to others. Walking through a quiet and orderly city, where bicycles coexist with snow and warm lights soften the short days, changed the way I inhabited time and space – perhaps even subtly influencing my research.

*Ultimately, this time in Sweden was, above all, an exercise in decentring: geographically, culturally, but most of all experientially. And perhaps this is precisely what research can do – push us a bit further, beyond where we thought we would go?*

# Gamified Learning for Good Governance: From Board Games to Avatars



Writer



Roaa Al Ghadban

*There's something uniquely transformative about stepping into the field, it grounds academic research into the complexity and unpredictability of real-world settings.*

As PhD students, we often begin with structured theories, clear objectives and defined methodologies. But it's only through fieldwork that we truly grasp how these frameworks perform in practice: what resonates, what resists and what evolves.

My doctoral research at the University of Milano-Bicocca focuses on the intersection of gamified learning and good governance training. Specifically, I explore how **gamification and game-based learning** can enhance employee engagement, reshape learning dynamics and improve the overall effectiveness of corporate training.

This project is in collaboration with **Operàri**, a B Corp company known for its commitment to transforming governance education through innovative and accessible methods.

Operàri promotes a culture of integrity, fairness and inclusivity in the business world. It facilitates change by designing tools and solutions that are easy to use and available to all organizations. Their vision, what they call **transformational governance** is to make businesses more responsible, ethical, inclusive and transparent.

## Phase One: Learning by Playing

*This phase was more than testing game mechanics. It aimed to capture the emotional, cognitive and social dimensions of learning through gameplay.*

Using scientific structured questionnaires and open-ended feedback question, I analyzed how participants engaged with the game, how they perceived its relevance to their roles and what emotions or reflections the process evoked.

The results were compelling. Participants reported high levels of engagement and a stronger sense of collaboration. These outcomes highlighted the value of experiential learning, where doing, reflecting and feeling are central to the learning process.

*Most significantly, feedback revealed aspects of learning that theory alone often overlooks: surprise, discomfort, curiosity and joy.*

## Phase Two: From Board-Game to Technology

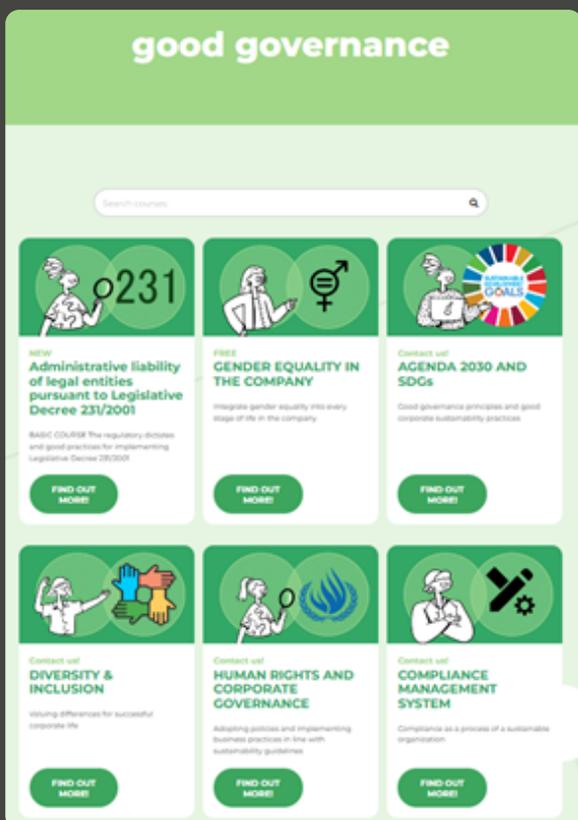
Building on the success of the board game, the second phase transitioned to a fully digital experience. Around 500 users are now engaging with Simpli, Operàri's e-learning platform.

In this phase, learners are guided by a non-interactive avatar, which delivers the training course. While the avatar isn't interactive in the traditional sense, it functions as a narrative guide: presenting ethical dilemmas, organizational challenges and pressure-based decision-making scenarios in a structured format.

The move to digital delivery allows for scalability and improved data collection, but it also raises new research questions:

*Can a digital avatar elicit the same sense of connection and motivation as face-to-face learning or physical gameplay? How do learners emotionally relate to a non-human instructor? And how does this format influence perceptions of authenticity and seriousness in corporate training?*

Again, a mixed-methods approach combining satisfaction metrics, usability testing and qualitative feedback, offers insights into these evolving dynamics.





## Reflections from the Field

Conducting fieldwork at this scale, especially in corporate environments, comes with challenges: coordinating with partner organizations, maintaining clean datasets and ensuring our tools are both scientifically sound and user-friendly.

*It's a delicate balancing act, but also a source of the most unexpected and insightful discoveries.*

If you're a fellow PhD student working in an emerging or interdisciplinary field: lean into it. Listen carefully to user feedback, even when it's surprising or uncomfortable. Blend your methods, cross disciplinary boundaries and experiment, that's often where the most impactful innovation begins.

*Ultimately, our purpose isn't just to collect data, it's to generate knowledge that matters: that changes systems, shifts behaviors and transforms the way people learn.*

## Final Thoughts

This research aspires contribution not only to academic literature but also to a broader dialogue about the future of corporate learning. Through **gamification, digital storytelling and immersive design**, we can rethink and reshape training to become more than information delivery.

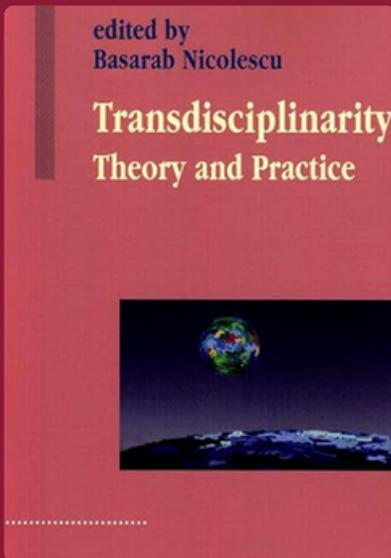
*We can make it a space for ethical reflection, genuine engagement and meaningful transformational pathways toward good governance, not only in theory, but in action.*

# If you want to learn more about it...

Simpli in the Box : <https://simpli-inthebox.com/en>

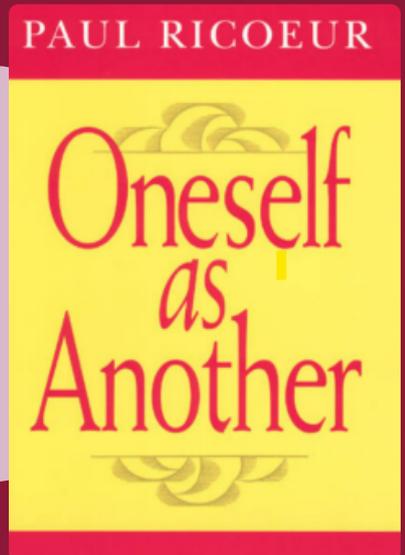
Operari: <https://simpli.operari.it/home>

# Reading Tips

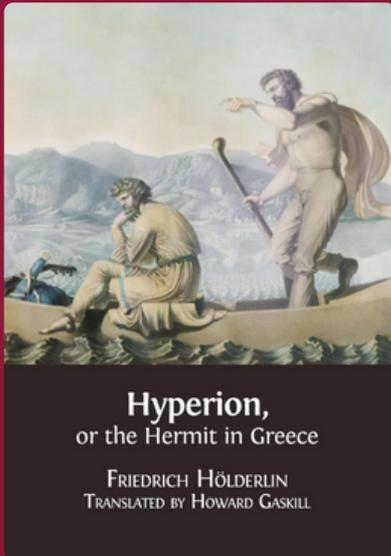


In this foundational text, Nicolescu defines transdisciplinarity as an approach that transcends traditional disciplinary boundaries by integrating multiple levels of reality and diverse ways of knowing – scientific, philosophical, and spiritual. Key concepts include the “logic of the included middle,” which allows for embracing contradictions, and the dialogue between disciplines to address complex, real-world problems that cannot be solved by any single field alone.

In this dense but rewarding work, Ricoeur argues that personal identity is not a fixed inner core, but something we construct over time through narrative. We become who we are by telling stories about ourselves, stories that are shaped by memory, action, and our relationships with others. The self, for Ricoeur, is always in the making, understood through interpretation and lived experience.



A challenging but essential text for thinking about the emotional attachments that bind us to systems and ideals, even when they harm us. The book explores how people remain invested in fantasies of “the good life” (success, stability, upward mobility) despite increasing precarity, especially under neoliberal conditions. Read slowly and reflectively. Berlant’s writing rewards close reading: take notes, revisit difficult passages, and don’t hesitate to read it alongside others or with secondary commentary. Especially relevant for those grappling with the contradictions of academic life and broader structural stagnation.



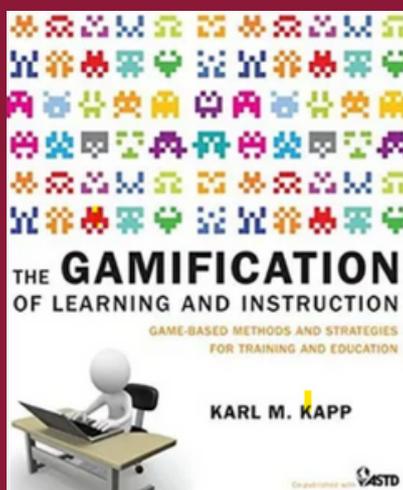
Hölderlin's *Hyperion* (1797–99) is a powerful epistolary novel that blends personal narrative with philosophical reflection. Written as letters from the protagonist, who retreats into solitude after political and romantic failures, the novel explores memory, transformation, and the search for meaning.

Especially relevant for scholars of Romanticism, literature, and aesthetics, *Hyperion* is a rich example of how form and content intertwine: its message of redemption through beauty is inseparable from the poetic rhythm of its prose.

Of the many points of view from which the German cultural tradition can be questioned, that of translation is certainly the most revealing, as it brings to light the singularly profound relationship it has had from the outset with what is foreign, with otherness, indeed with the “foreign”, and its attitude – not only from a linguistic point of view – towards all forms of contamination, hybridisation, cross-fertilisation.

ANTOINE BERMAN

L'épreuve  
de l'étranger



Gamification is not just about adding points, levels, and badges to an eLearning program, but about radically rethinking learning design. In this book, Karl Kapp provocatively asks questions that the learning community must answer, such as “Do our design processes still work?” and “Are we really meeting the needs of today's learners?” This book may make you feel anxious, make you laugh, or make you feel angry. One thing it will definitely do is make you think.

# Editors' comment

This newsletter was created with the intention of co-constructing a community of reflection and practice within ESC doctoral students.

The speeches reported here in black and white are dense with thoughts and ideas, representations and emotions that feed the experiential knowledge of which we are carriers and that often remains hidden or with a shaded consistency in those moments of sharing at the coffee machine.

It has been a pleasure to edit this newsletter and to hold a close encounter with the contributions of Marco Dotti, Fabiana Marchioro, Samuele Maccioni, Maria Ratotti and Roaa Al Ghadban, who have chosen to leave a piece of their thoughtful experiential reflections here, and whom we thank from the bottom of our hearts.

ESCILO is shaped, informed and transformed through each of us.

If you would like to share something you believe is valuable through the newsletter or help us in our curatorship work, please do not hesitate to write to us.

With love,  
Your colleagues

*Monica Facciocchi*

*Eugenia Campanella*



## In the next number



*Unseen interview:  
Judith Butler talks to new researchers*

*CAPTED:  
voices from the inside*



*News from the 40th cycle's self-organized seminar*