



Learning in the Knowledge Society

Mimi Minella *

School Superintendent, Salerno, Italy.

Ministry of Education and Merit, Italy.

*Corresponding Author

Mimi Minella

Ministry of Education and Merit, Italy.

Article History

Received: 12.02.2025

Accepted: 19.03.2025

Published: 05.04.2025

Abstract: The concept of lifelong learning assumes crucial importance in a constantly evolving society characterized by rapid changes and complexity. This study explores learning as a process that goes beyond traditional education, integrating life experiences and educational opportunities in various contexts. It emphasizes that education should be viewed as a dynamic system capable of adapting to the challenges of the knowledge society, promoting not only technical skills but also ethical and social values. Therefore, education must provide intellectual tools to address inequalities and foster a democratic society. Furthermore, the necessity of a flexible and personalized approach to education is highlighted, encouraging creativity and student autonomy. The dimension of Lifedeeep Learning, which includes beliefs and values, is fundamental for shaping aware and responsible citizens. Finally, innovative teaching methods, supported by new technologies, are essential to meet the needs of a constantly changing world, making students active protagonists of their learning journey.

Keywords: lifelong learning, knowledge society, lifedeeep learning.

Cite this article:

Minella, M., (2025). Learning in the Knowledge Society. *ISAR Journal of Multidisciplinary Research and Studies*, 3(4), 9-11.

Introduction

In a continuously evolving society characterized by rapid changes, it is essential to revisit the concept of lifelong learning from psychological, pedagogical-didactic, and social-formative perspectives. Learning should not be limited to the early part of life; within the "educational society," all occasions and circumstances can transform into moments of learning. The phrase lifelong learning rests on three considerations, one of which is that learning in school environments is a minimal part of what is acquired in various environments throughout life (Schwartz, 1972). Thus, a school must be open to the challenges of the knowledge society, at the forefront of new social frontiers, developing the most innovative outcomes of pedagogical and educational research. This link between solid foundations and new perspectives in education is the strength of training. As Dewey stated, every achieved balance is new: it involves changes both in the organism and in the environment. Therefore, experience is progress, evolution. According to the scholar, the knowledge shared by a certain human community at a specific historical moment is the ordered and generalized set of knowledge-habits produced by special and "individual" research. The form of society to strive for is democratic: every individual is placed in a position to contribute to the formation of the cultural heritage and values that govern the life of the human community. Lifelong learning must provide the intellectual tools to realize a democratic society, to resolve

imbalances and dysfunctions towards progress guided solely by reason. Education refers to a system of processes with a biological-anthropological dimension and a space-time dimension. Across Europe, the relevance attributed by governments to the theme of education is now evident, not only to promote the cultural and professional growth of their citizens but also to enhance competitiveness, economic development, employment, and social cohesion.

In recent years, the need to adapt to change has accentuated the strategic role of human capital, distancing education from the rigidity and depersonalization that previously characterized it. It has progressively oriented towards the transmission of "guidelines" aimed at stimulating reasoning and problem-solving skills. This is the goal of rapid training. Rapid training aims to respond to the need to train individuals capable of experiencing complexity as an intertwining of situations within which they must learn to navigate and orient themselves rather than as a labyrinth from which they wish to escape (Di Nubila, 2004).

The Fragmentation of Training

In a very short time, we have experienced the transition from a relatively stable society to one characterized by multiple changes and discontinuities. In a complex society, this aspect becomes crucial as the rapid changes in time and knowledge impose cognitive flexibility and adaptability. The knowledge society requires the educational system to engage with knowledge that has

new characteristics: dynamism, distribution, globalization, and complexity. Therefore, new tasks are outlined for educational systems: on one hand, to promote the formation of the conceptual tools necessary to engage with new knowledge, and on the other, to make teaching-learning processes synergistic with those that occur spontaneously. Gardner (2007) also recognizes the ethical dimension as the fifth (and final) key necessary to face the future. Education is at the center of the development of both the individual and the community; its task is to enable each person to develop their talents and realize their creative potential, including responsibility for their own life and the achievement of their personal goals. Education and training will increasingly become the main vectors of identification, belonging, social promotion, and personal development. It is through education and training, acquired within the institutional education system, in the workplace, or more informally, that individuals will take control of their future and realize their aspirations. Education and training have always been determining factors for equal opportunities. Educational systems have already played a fundamental role in the emancipation and social and professional promotion of women. Educational efforts can and must further contribute to the necessary equality between men and women. Investment in immaterial resources and the enhancement of human resources will increase global competitiveness, develop employment, and safeguard social achievements. As for social relations among individuals, they will increasingly be guided by learning abilities and mastery of fundamental knowledge. Each individual's position in the space of knowledge and competence will be decisive. This relative position, which can be qualified as "cognitive relationship," will increasingly structure our society. Education is a broad space where the most professional disciplines intertwine with different disciplinary areas, based on a solid research tradition, providing a wide view of the complex dynamics of the organizational world in which educational interventions unfold. This laboratory dimension of education treasures a perspective centered on the person and the educational relationship as a relationship of care. The school is a social actor, an organization that operates within a community, conveying values, dialoguing with other public institutional actors, labor organizations, and cultural and volunteer organizations. It contributes to the formation of individuals who will be part of these organizations and will constitute future citizens. In this sense, it must aim not only at knowledge and competence but especially at the quality of the latter, which requires a willingness to face problems and the risks associated with them, communication skills, relational abilities, and ethical capacities. In this perspective, knowing, knowing how to do, and knowing how to be should be understood. To achieve these goals, the school must have, more than a quantitative view of knowledge, a qualitative view of lived experiences, seeking to define those knowledges and values that can be shared by all citizens, beyond possible differences, keeping in mind that its task is not only to deal with speculative knowledge but also to promote reflection on the choices that characterize one's life. It is precisely the capacity for choice, the ability to free oneself from psycho-social prejudices, that distinguishes the individual in training, highlighting their "growth."

Lifedeeep Learning

Lifedeeep Learning is a third dimension that has only recently begun to be debated. It concerns beliefs, values, and orientations for life (Banks et al., 2007; Dewey, 1899). Today, there is a

pressing need for a new school, renewed in teaching methods, content, and organization. Innovation is favored by collaboration between computer science and pedagogy in learning processes and the school environment, which is why the classroom, the teacher, and the school today cannot ignore a communication rich in mediated information. Therefore, students need a new "cultural literacy." Texts, sounds, multimedia images, interactive whiteboards, computers, and various devices are valid tools for educational mediation that integrate the teacher's schoolwork and facilitate students' acquisition of knowledge. Used to build open and flexible learning paths, they allow students to proceed, in appropriate educational contexts, to acquire concepts. Through multimedia technologies, the "Didactic Revolution" is underway: the student becomes the protagonist and author of their learning and training processes because they are involved in project design and motivated in research activities. In this way, it is possible for each student to successfully follow the educational path that best meets their real needs, learning styles, and paces. Teachers, with the appropriate use of various programs, can prepare and promote, while monitoring, the learning path of students, which must facilitate understanding as much as possible. Computer-managed learning paths also propose activities that the student can carry out through direct observation, environmental exploration, action, and manipulation of concrete materials. In particular, primary school is the ideal place for multimedia, with attention to sound, images, and sharing images, but above all, a highly developed curiosity. Traditional teaching should not be discarded but integrated with research activities (problem-solving). Therefore, the teacher of the future must prepare students to manage and organize the enormous mass of information offered by new technologies and help children fully develop. There is the possibility of stimulating cognitive, spatial, exploratory, and manipulative functions as outlined in the curriculum as general educational and didactic objectives. But attention must also be paid to interaction with other children and communication through language. The teacher must be able to put the computer at the service of the teaching of individual disciplines: the use of word processing offers the possibility of checking on-screen what is being written and comparing it with what was intended to be written; in the actual teaching activities of the Italian language, sciences, history, etc., the computer offers the important resource of documentation and consultation of atlases, multimedia dictionaries, encyclopedias, magazines, etc.

Moreover, one should consider the educational potential offered by telematic pathways, with the possibility of consulting the entire cultural heritage of humanity through the Internet. Thanks to the Internet, schools and other agencies are "closer" to each other: students collaborate from a distance, parents communicate online with teachers, and external experts contribute their experience and knowledge to personalized in-depth activities. It will be appropriate for the teacher to design a didactic itinerary that hypothesizes various disciplinary connections, the possibility of having specific software, using frontal lessons or small group research activities, and the type of assessment to be prepared, naturally adhering to the objectives to be pursued and the flexibility of learning rhythms.

Bibliografia

1. Banks, J. A., & Banks, C. A. M. (2007). *Multicultural education: Issues and perspectives*. Hoboken, NJ: Wiley.
2. Bruner, J. S. (2005). *La mente a più dimensioni*. Milano: Laterza.
3. Brusilovsky, P., & Millán, E. (2007). User Modeling for Adaptive Hypermedia and Adaptive Educational Systems. In *The Adaptive Web* (pp. 3-53). Berlin: Springer.
4. Cambi, F. (2005). *Le pedagogie del Novecento*. Bari: Laterza.
5. Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.
6. Dewey, J. (1916). *Democracy and education*. New York: Macmillan.
7. Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
8. Gallese, V. (2006). Corpo vivo, simulazione incarnata e intersoggettività: Una prospettiva neurofisiologica. In Cappuccio (a cura di), *Neurofenomenologia* (pp. xx-xx). Milano: Bruno Mondadori.
9. Gallese, V. (in corso di stampa). Neuroscienze e fenomenologia. In *Treccani Terzo Millennio* (pp. 1-26).
10. Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books. (Trad. it. di Libero Sosio. Milano: Feltrinelli, prima edizione in "Campi del sapere", 1987).
11. Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
12. Gattegno, C. (1972). *Teaching foreign languages in schools: The silent way*. New York: Educational Solutions Inc. (2^a ed.).
13. Glenberg, A. M., & Kaschak, M. P. (2003). The body's contribution to language. In B. Ross (Ed.), *The psychology of learning and motivation: Vol. 43: Advances in research and theory* (pp. 93-126). San Diego, CA: Academic Press.
14. Glenberg, A. M., & Robertson, D. A. (1999). Indexical understanding of instructions. *Discourse Processes*, 28(1), 1-26.
15. Glenberg, A. M., & Robertson, D. A. (2000). Symbol grounding and meaning: A comparison of high-dimensional and embodied theories of meaning. *Journal of Memory & Language*, 43, 379-401.
16. Guba, E. G., & Lincoln, Y. S. (1985). *Naturalistic inquiry*. London: Sage Publisher.
17. Hall, E. T. (1968). *The hidden dimension*. (Trad. it. di Bofantini, M. *La dimensione nascosta*. Milano: Bompiani).
18. Halliday, M. A. K. (1984). *Lo sviluppo del significato nel bambino*. Bologna: Zanichelli.
19. Hebb, D. O. (1982). *Mente e pensiero*. Bologna: Il Mulino.
20. Heidegger, M. (1947). Brief über den Humanismus [Lettera sull'umanesimo]. In *Platons Lehre von der Wahrheit [La dottrina di Platone sulla verità]* (pp. 267-269). Bern: Segnavia. (Trad. it. di F. Volpi, Adelphi, Milano, 1987).
21. Hoff, E., & Shatz, M. (Eds.). (2009). *Blackwell handbook of language development*. Malden, MA: Blackwell Publishing.
22. Formisano, M. A., Felaco, R., (2025). The construction of Emotions: a neuroscientific approach. *ISAR Journal of Multidisciplinary Research and Studies*, 3(3), 31-35.
23. Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
24. Papert, S. (1980). *Mindstorms: Children, computers, and powerful ideas*. New York: Basic Books.
25. Piaget, J. (1970). *The science of education and the psychology of the child*. New York: Viking Press.
26. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
27. Watzlawick, P., Beavin, J. H., & Jackson, D. D. (1967). *Pragmatics of human communication: A study of interactional patterns, pathologies, and paradox*. New York: W.W. Norton & Co. Inc. (Trad. it. *Pragmatica della comunicazione umana: studio dei modelli interattivi delle patologie e dei paradossi*, del Mental Research Institute, Palo Alto, California, Roma: Astrolabio).
28. Zull, J. E. (2002). *The art of changing the brain: Enriching the practice of teaching by exploring the biology of learning*. Sterling, VA: Stylus Publishing.
29. Gargano, K., (2025). Educational Communities: the role of school leaders in cooperative management. *ISAR Journal of Arts, Humanities and Social Sciences*, 3(1), 15-17.
30. Minella, M., (2025). Institutional Communication in the Italian Public School System. *ISAR Journal of Economics and Business Management*, 3(3), 32-34.