

The 1st International Conference on Advances and Systems Research
in Zadar, Croatia

Specialized focus symposium:
Pedagogy in the Context of a Knowledge Society

October 25th to 26th, 2007

SOCIAL INTELLIGENCE

*Towards a “Relational Theory of Intelligence”
in the light of “Pedagogy of Unity”*

By Teresa Boi



SOCIAL INTELLIGENCE

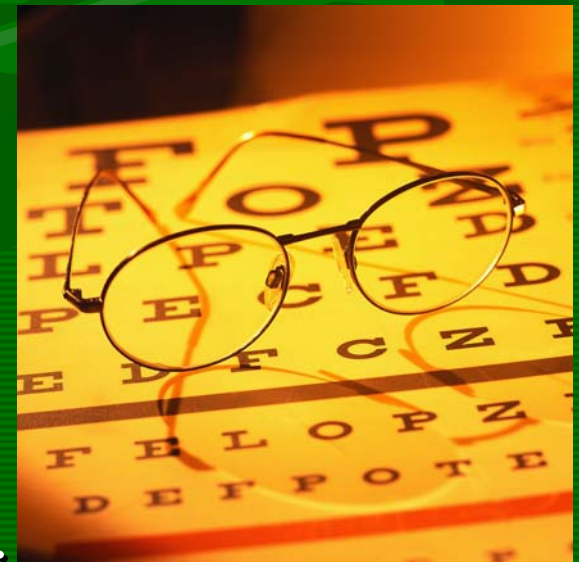
Towards a “Relational Theory of Intelligence” in the light of “Pedagogy of Unity”

Three themes:

- the model of social intelligence
- relational dynamics
- the pedagogy of unity

Some experiences:

- *pro-social and altruistic education;*
- *learning / service pedagogy.*



Meta-cognitive education

Schools

Visible
organisation

Hidden
organisation

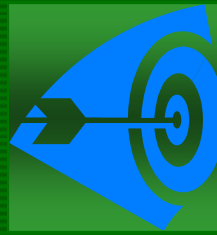
Organizations
groups of human beings
acting together to meet needs
acknowledged as socially relevant
within
their community

- rational
- task-oriented

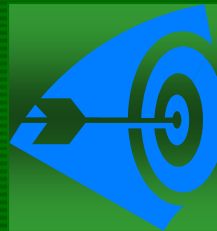
- ways of thinking
- prejudice
- emotional reactions

Scholastic Organizations

Have to match
two distinct
objectives



to guarantee
personal
fulfilment



to reach
organisational
goals

through

- attention to human relationships and emotional processes,
- action-oriented reflection as essential prerequisite to gain a real enhancement of governance perspectives



“Map of cognitive identity”

What we think and do is filtered by our inner life

INTELLIGENCE

the ability to read inside things

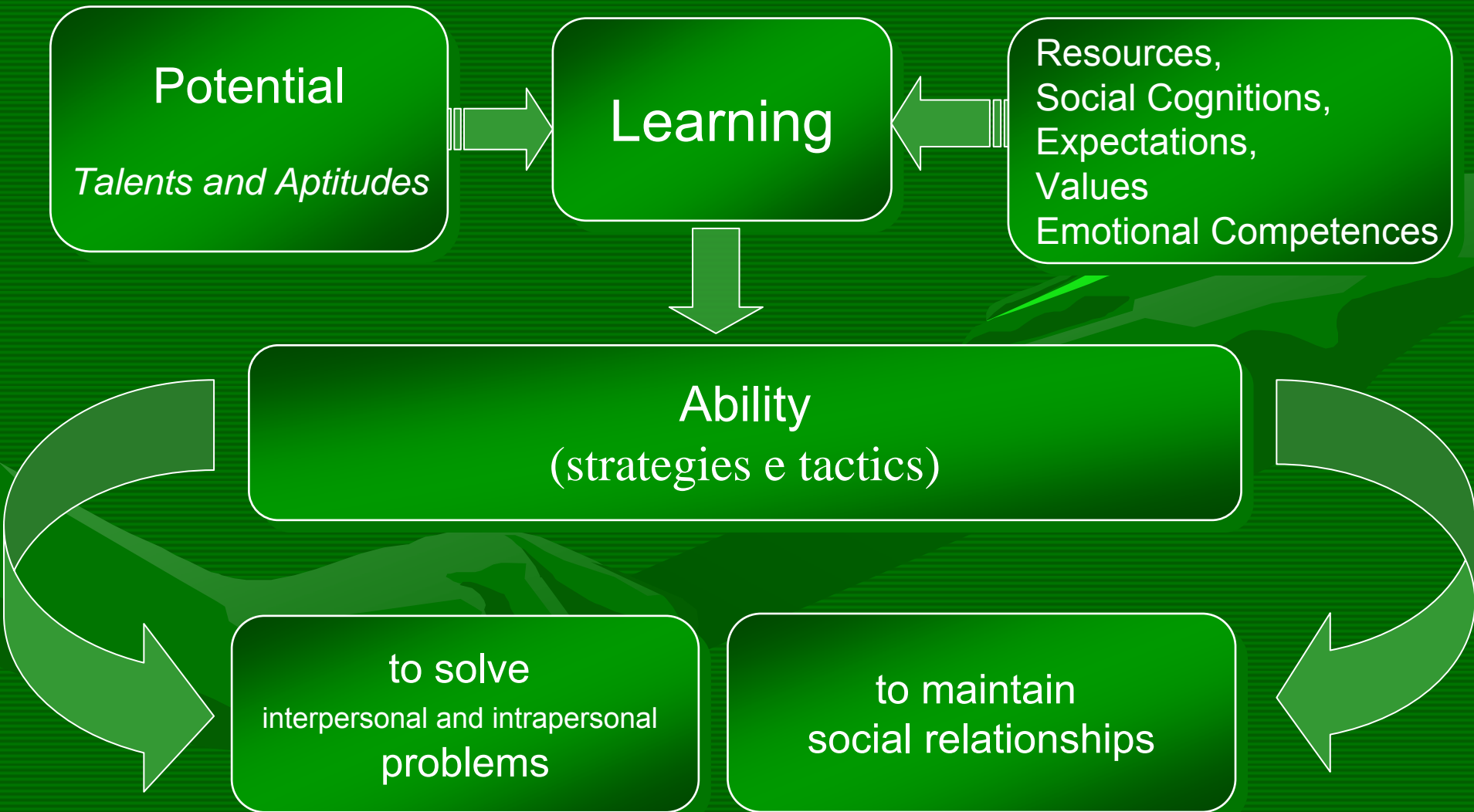
intus-legere



Social Intelligence *syntax of daily life*



Social Intelligence Model



The concept of ‘Person’

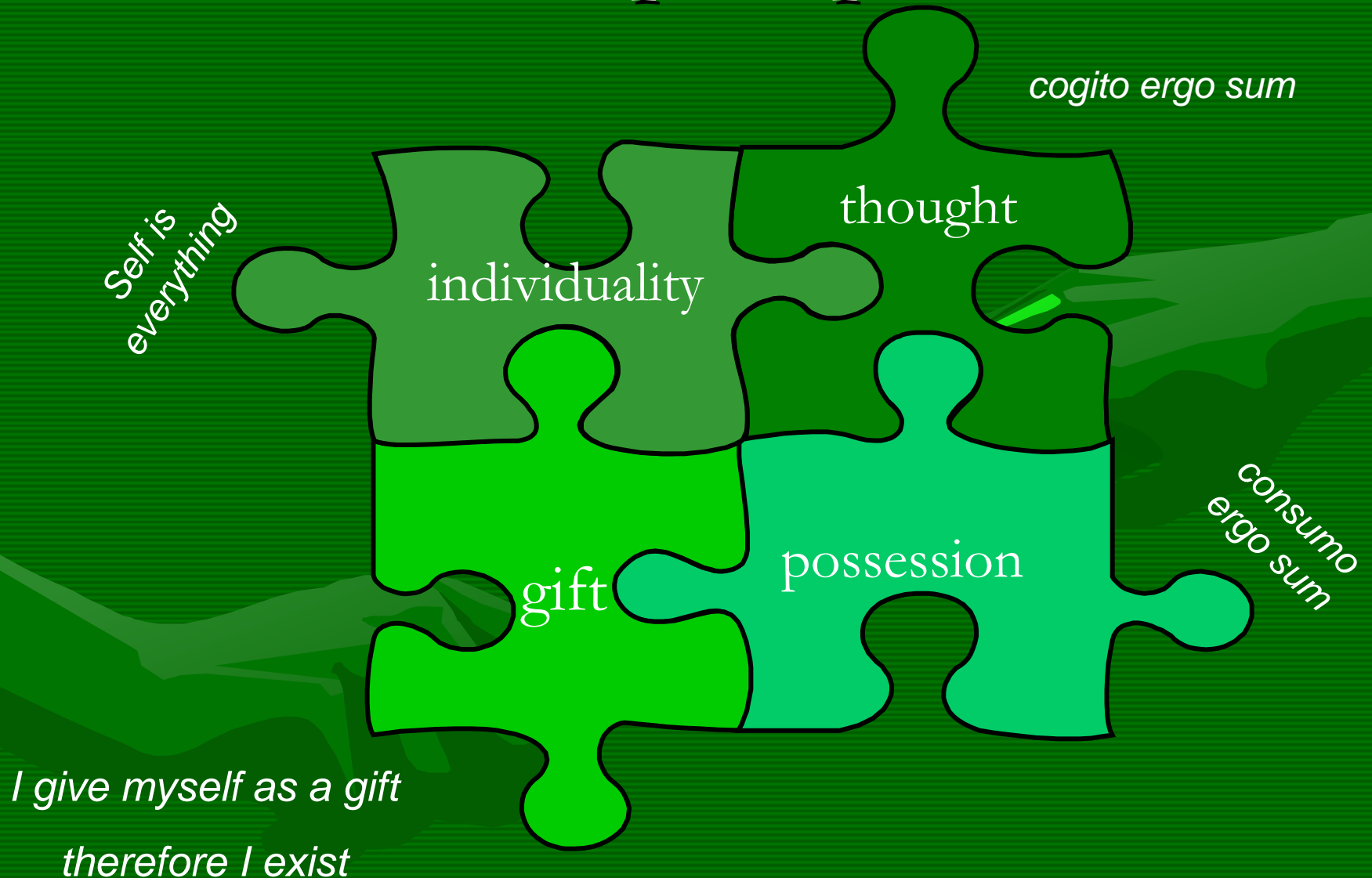
a dynamic microcosm

functionally linked in a continuous relational exchange

any individual able

- to read one’s experience in depth
- to achieve conscience of self and of one’s actions

The concept of person



Learning

Σ

Pieces of
Information

+

Relations
that provide sense
to what is learnt

Knowledge

*the map used by human beings
to orient their thinking and their behaviour*

data



messages



information



Self



personal reference model

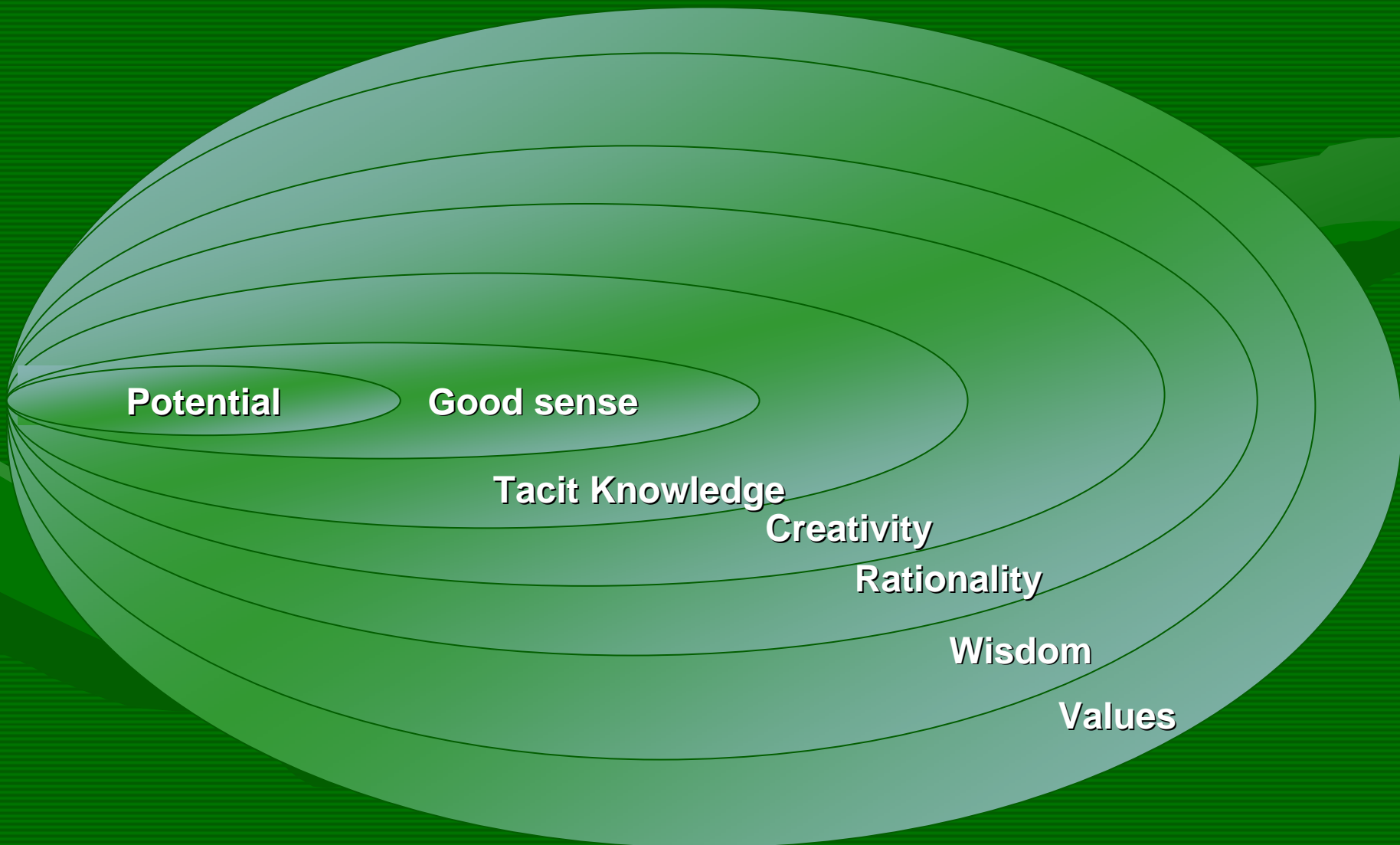
*a subjectively consistent way of defining
the inner and the outer world*

Representations

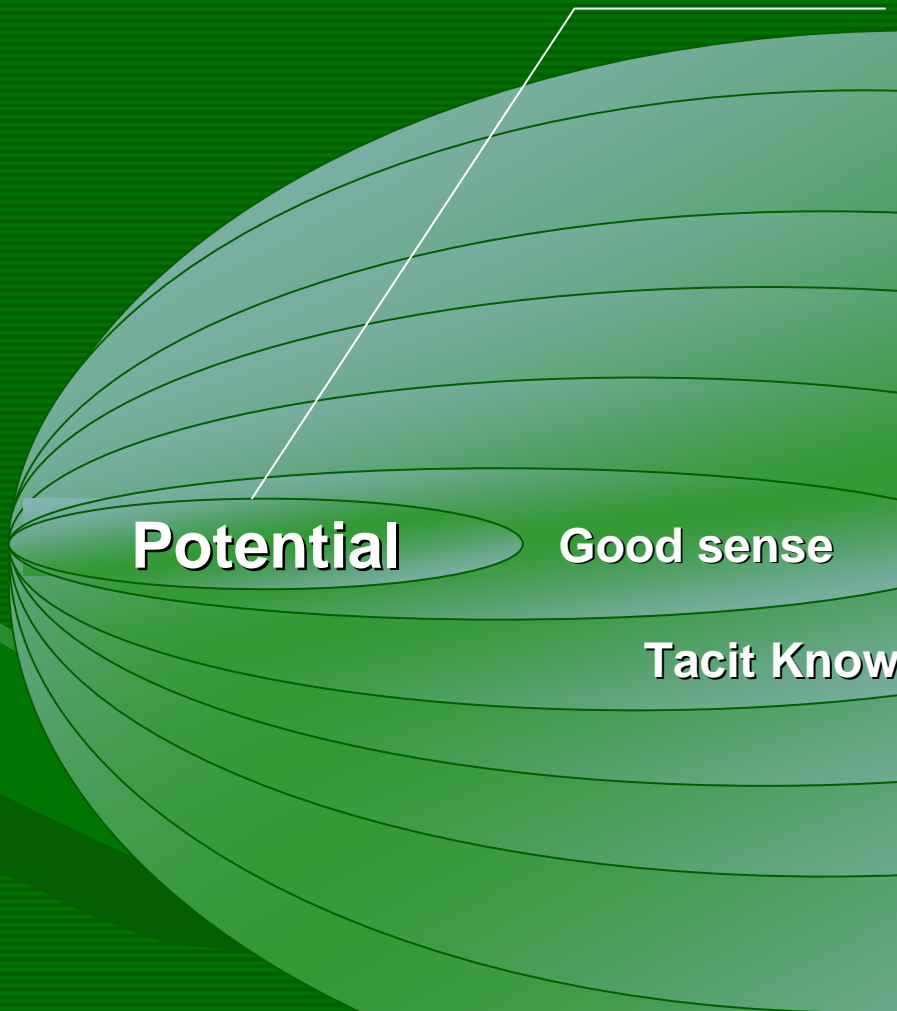
Anchored to a system
of **common beliefs**

Drivers

of personal development towards a social perspective



Potential



Human Potential

physical structure of intelligence

- is unique in each individual
- is shaped by personal history

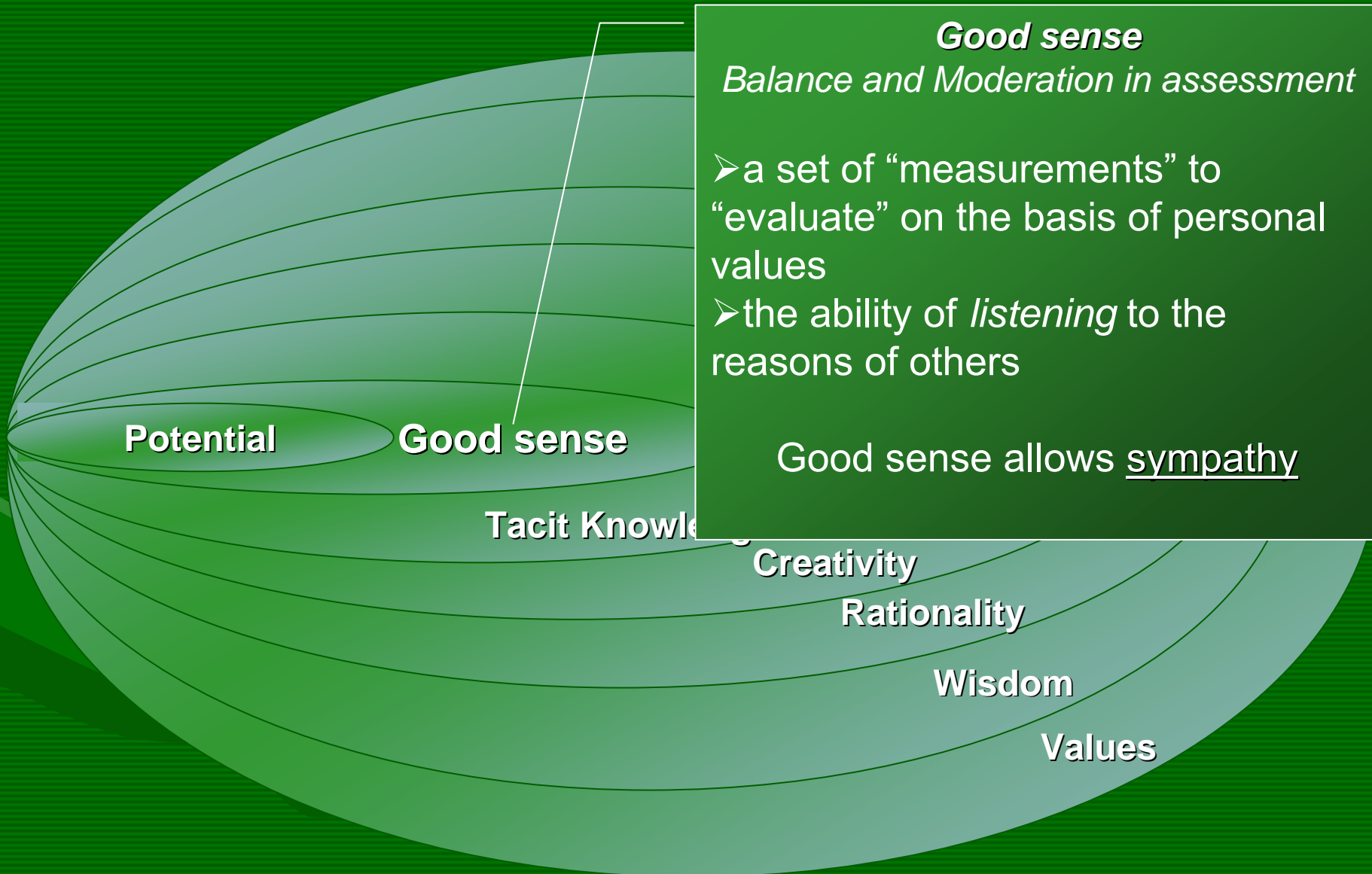
Basic potential development
determined by social experience

Mirror neurons

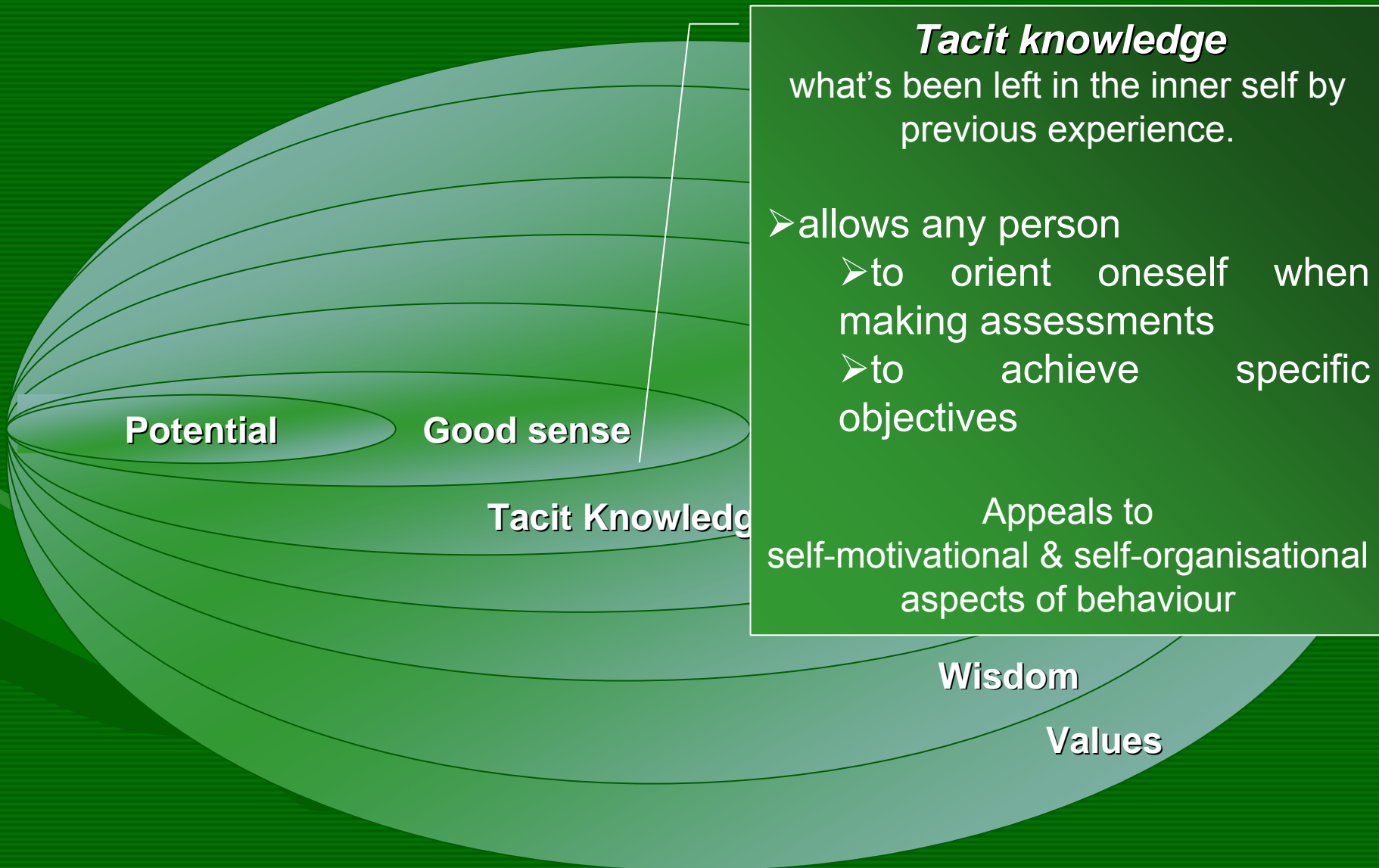
Brain to brain bond

Our mental life
is co-generated in a multi-personal
interconnected matrix.

Good sense



Tacit knowledge



Creativity

Creativity

provides dynamism to intelligence

- enables to understand
- makes possible a new insight of the intrinsic positive potential
- lets even guess *the future greatness hidden in small things*

sense

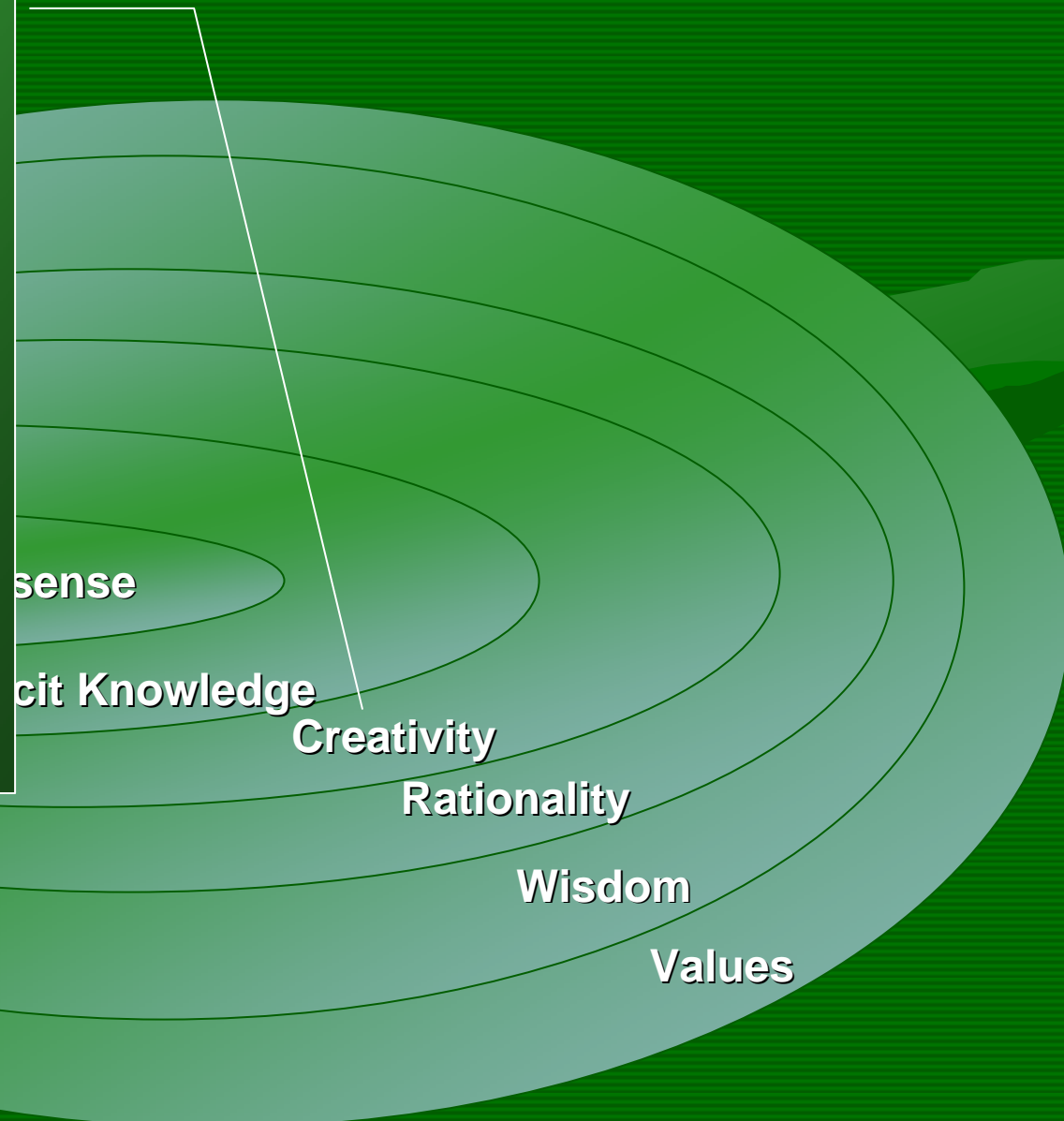
Explicit Knowledge

Creativity

Rationality

Wisdom

Values



Rationality

Rationality

reflection in action

the aptitude for critical reasoning,
for coping with various contexts

A rational choice:

- qualifies beliefs formation & decision making processes
- is functional to personal well-being & fulfilment

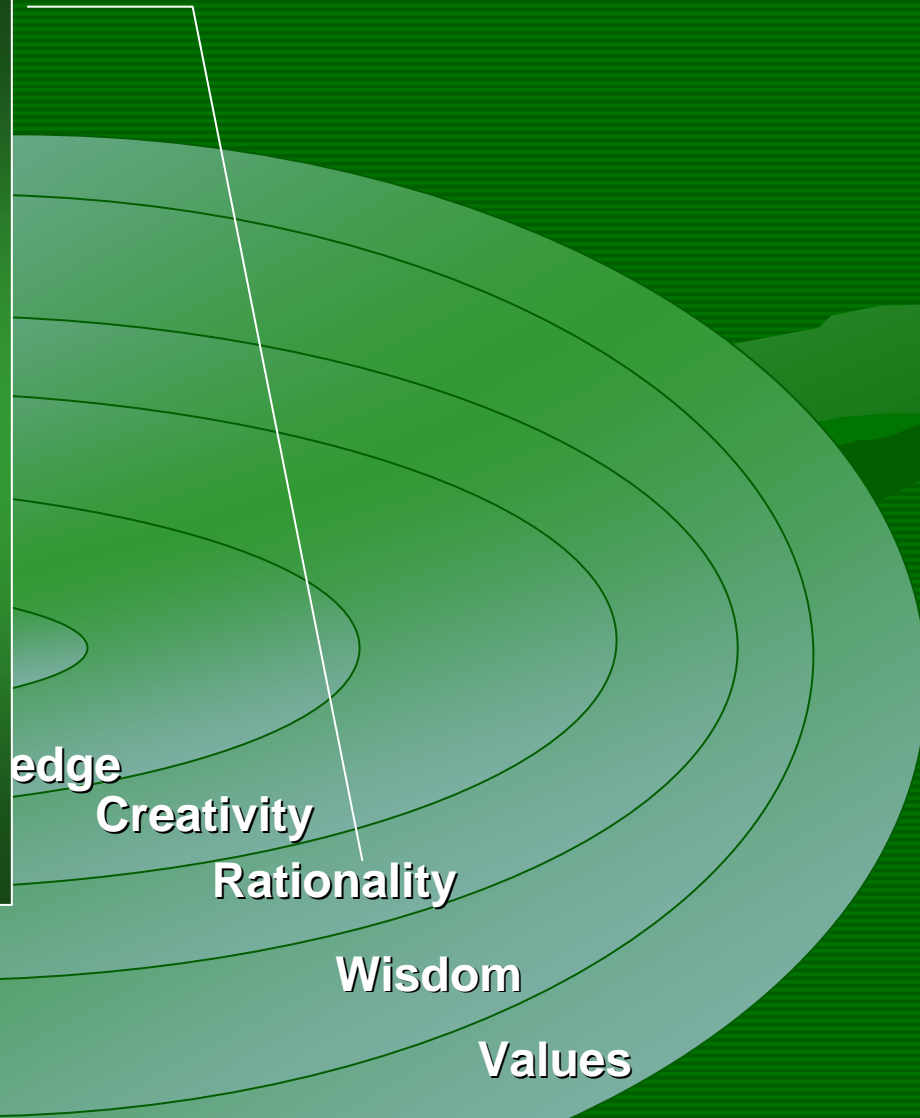
edge

Creativity

Rationality

Wisdom

Values



Wisdom

Wisdom

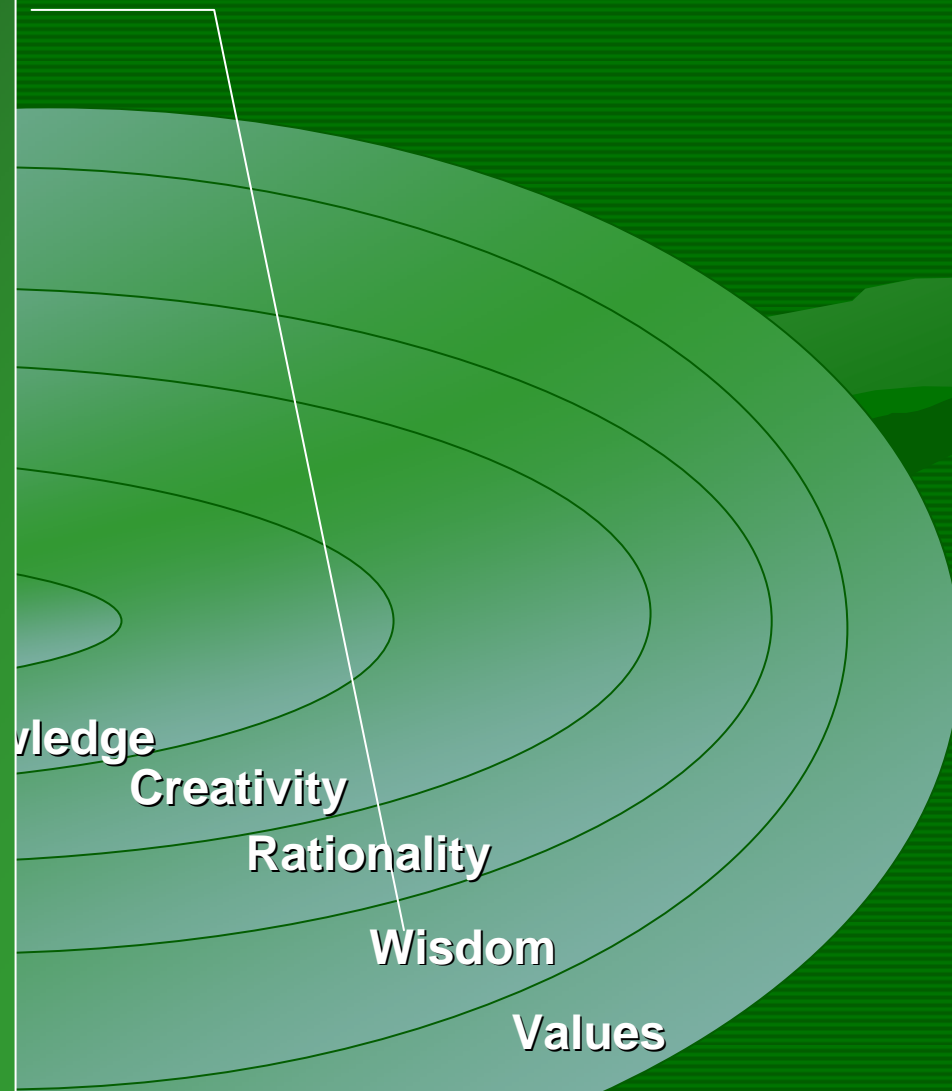
Intelligence becomes *social*

a cognitive and behavioural style
a desire of improvement

Highly qualified personality, so flexible
to show

- *continuous adaptability*
- *detachment from one's knowledge*
- The ability to live change as an opportunity for further knowledge
- The aptitude of looking through things in order to "watch farther away"

*Combination of
intelligence & passion*



Values

Values

the “*alphabet*” of our lives

conceptions of what may be desired

the essence of individual purposes

Values enable to encode the
“meaning” of our very existence.

Values cannot be imposed

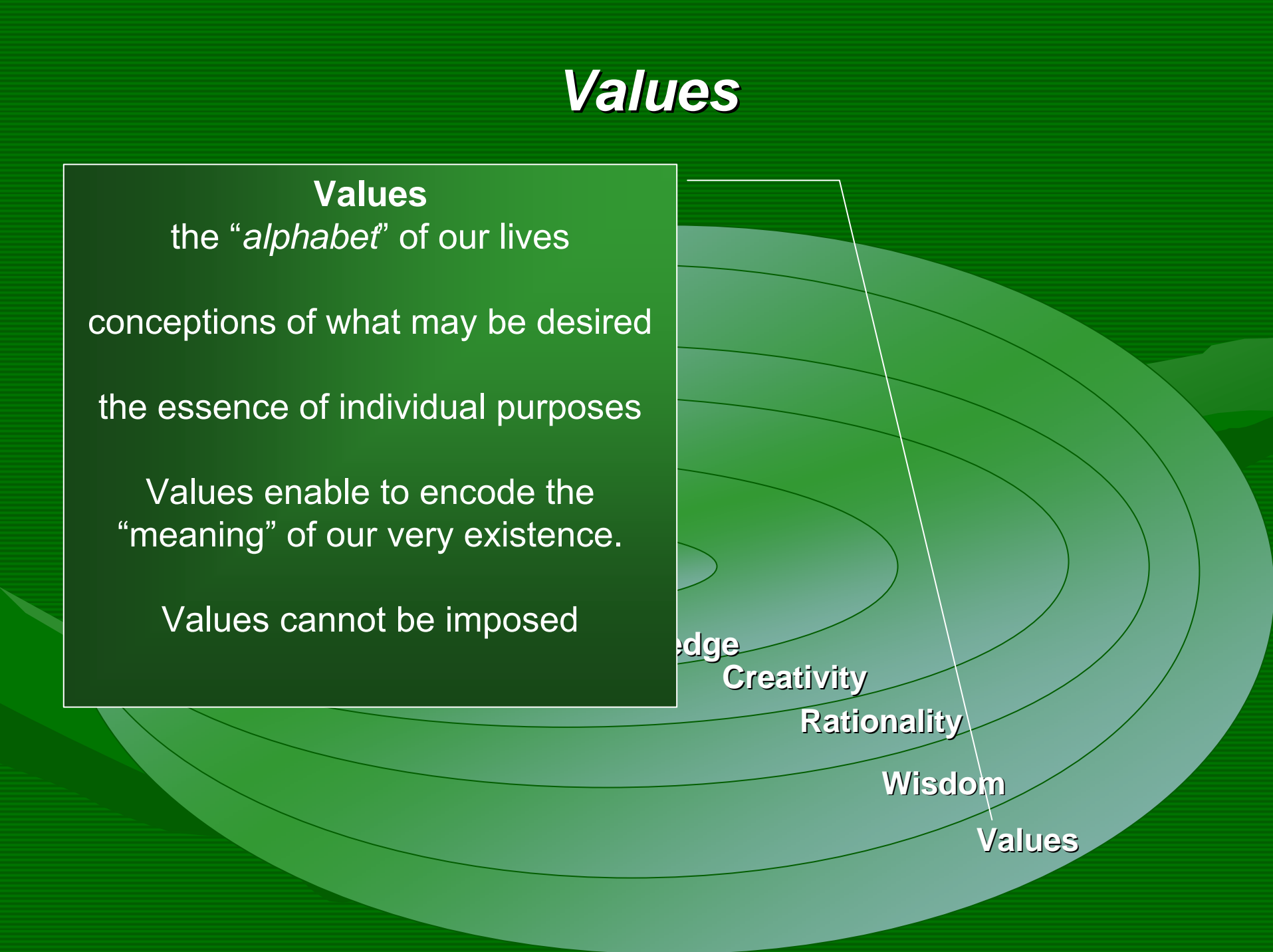
Edge

Creativity

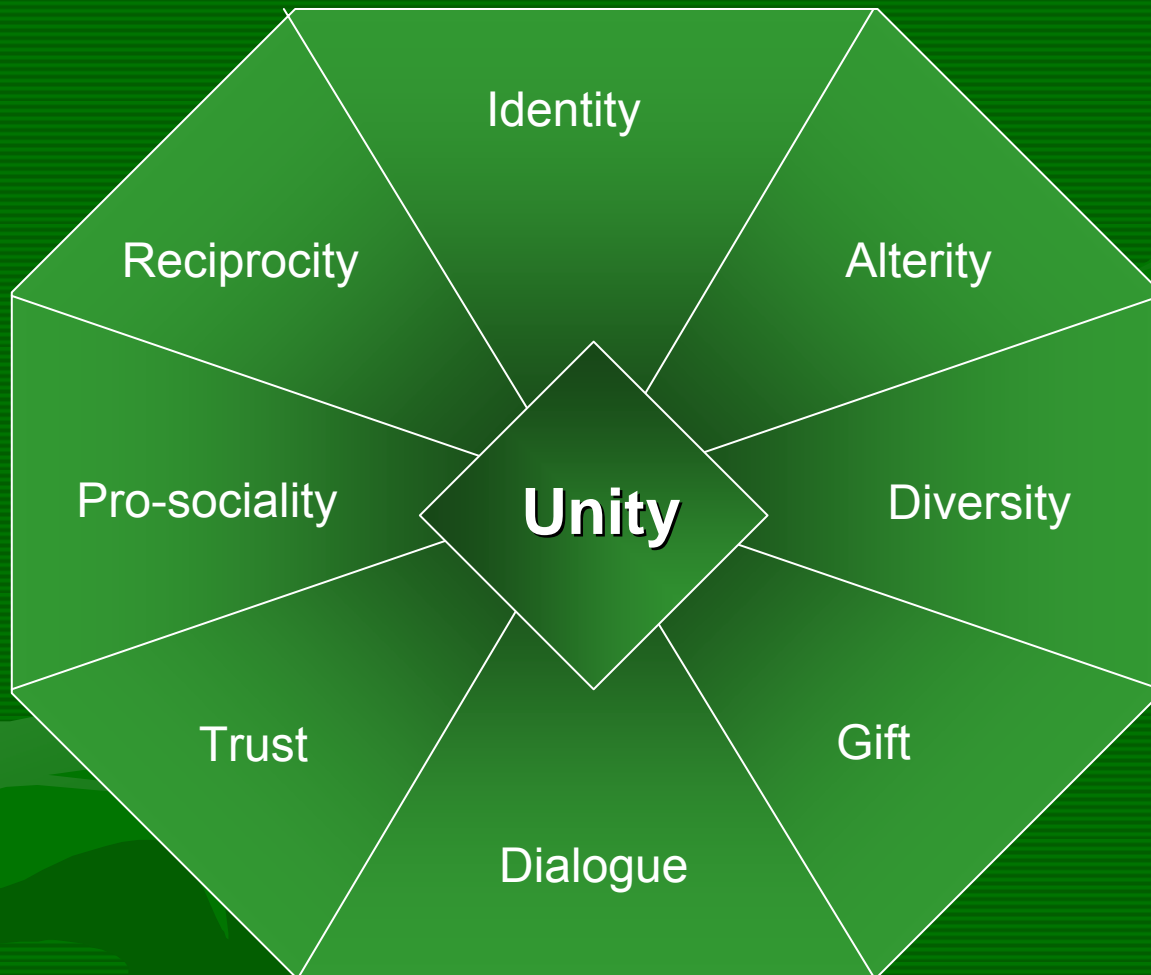
Rationality

Wisdom

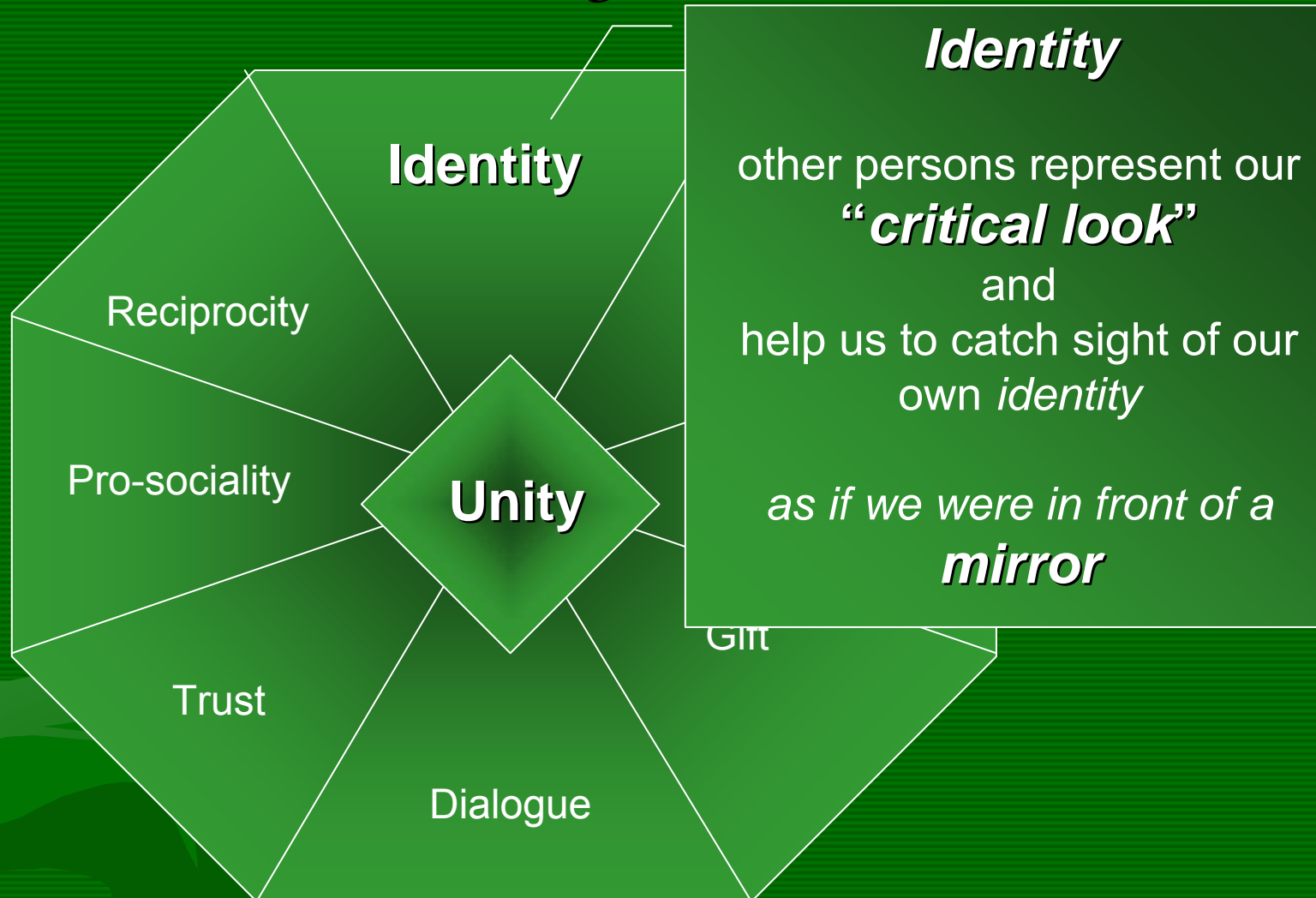
Values



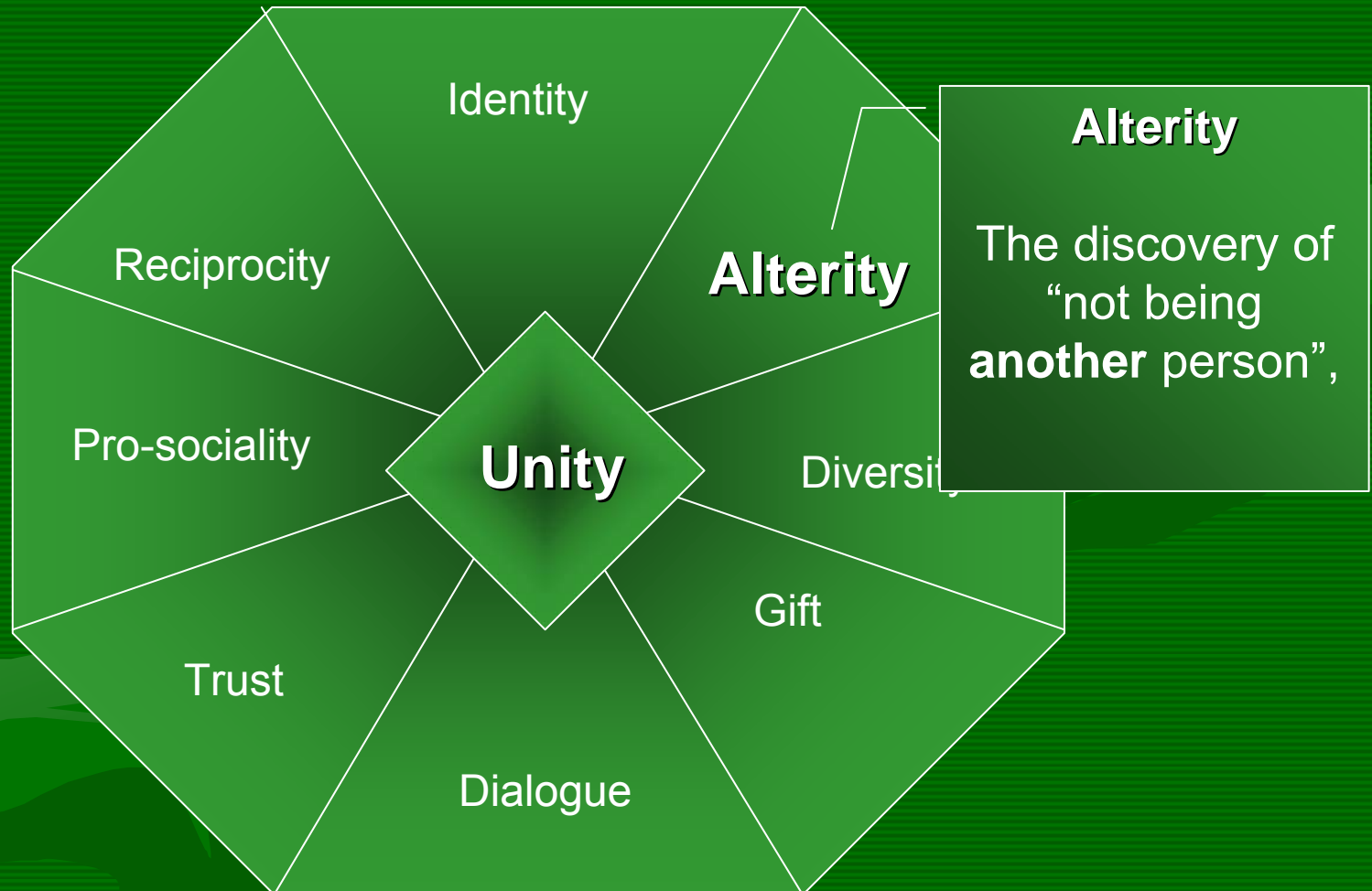
Relational dynamics



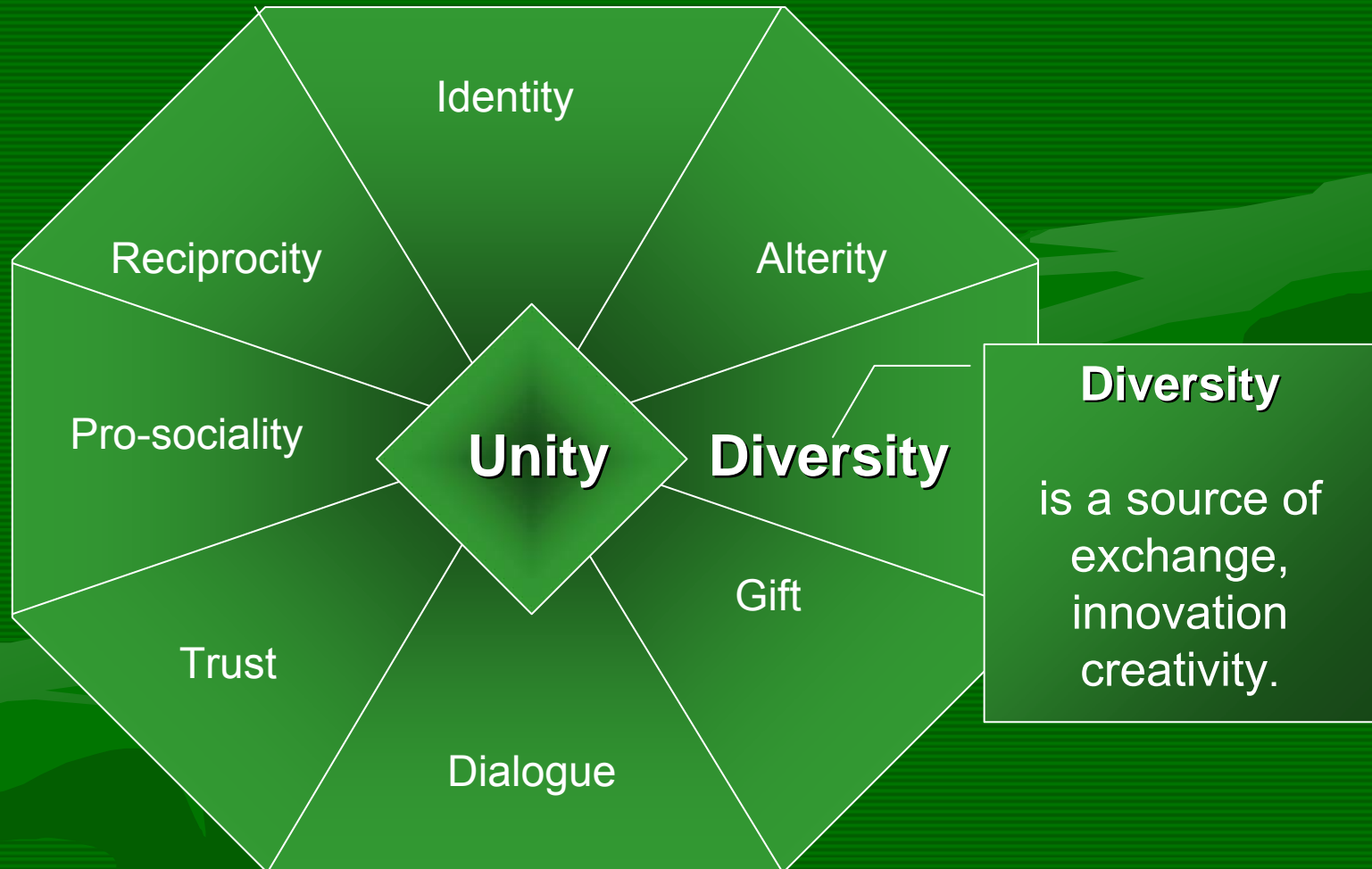
Relational dynamics



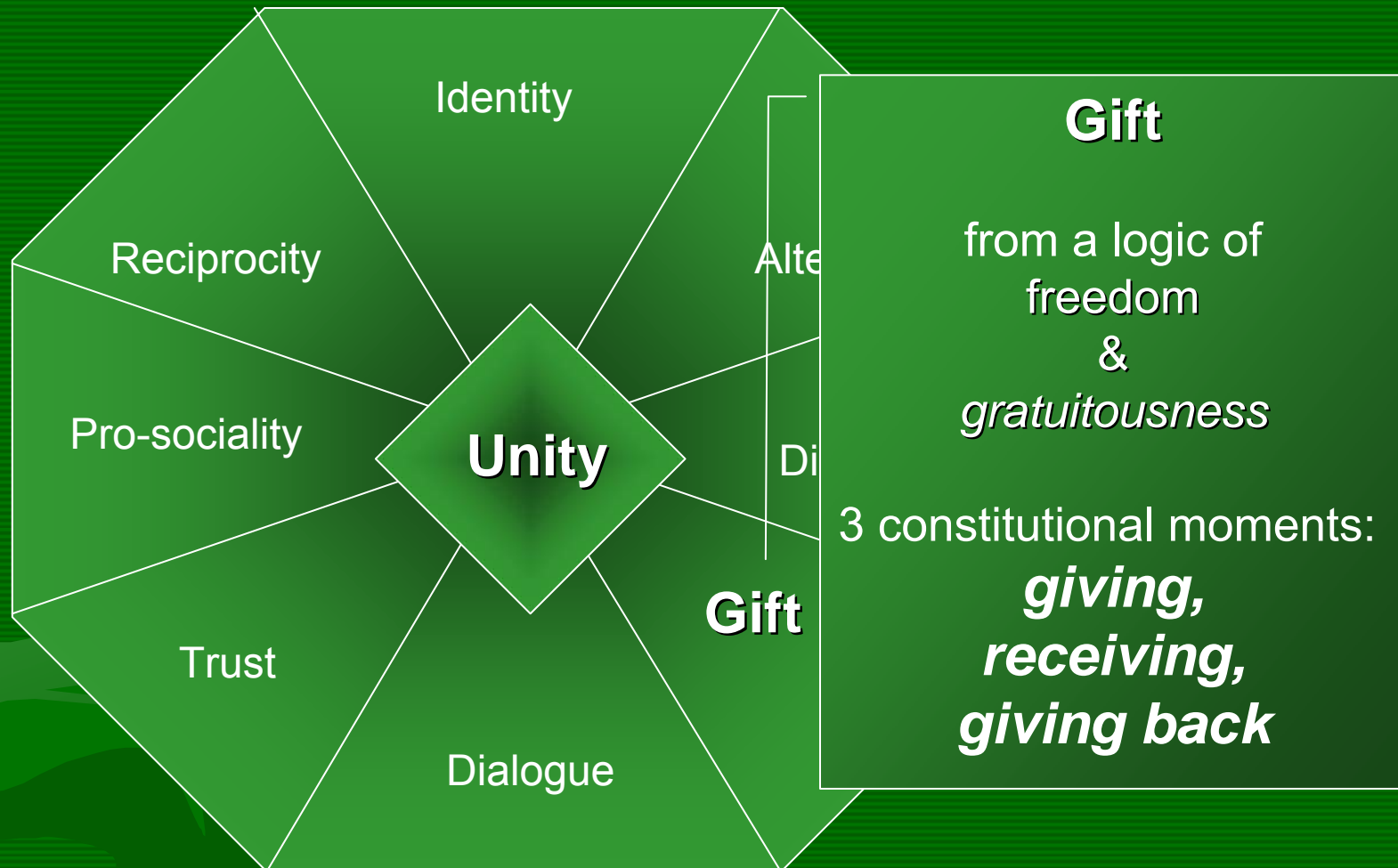
Relational dynamics



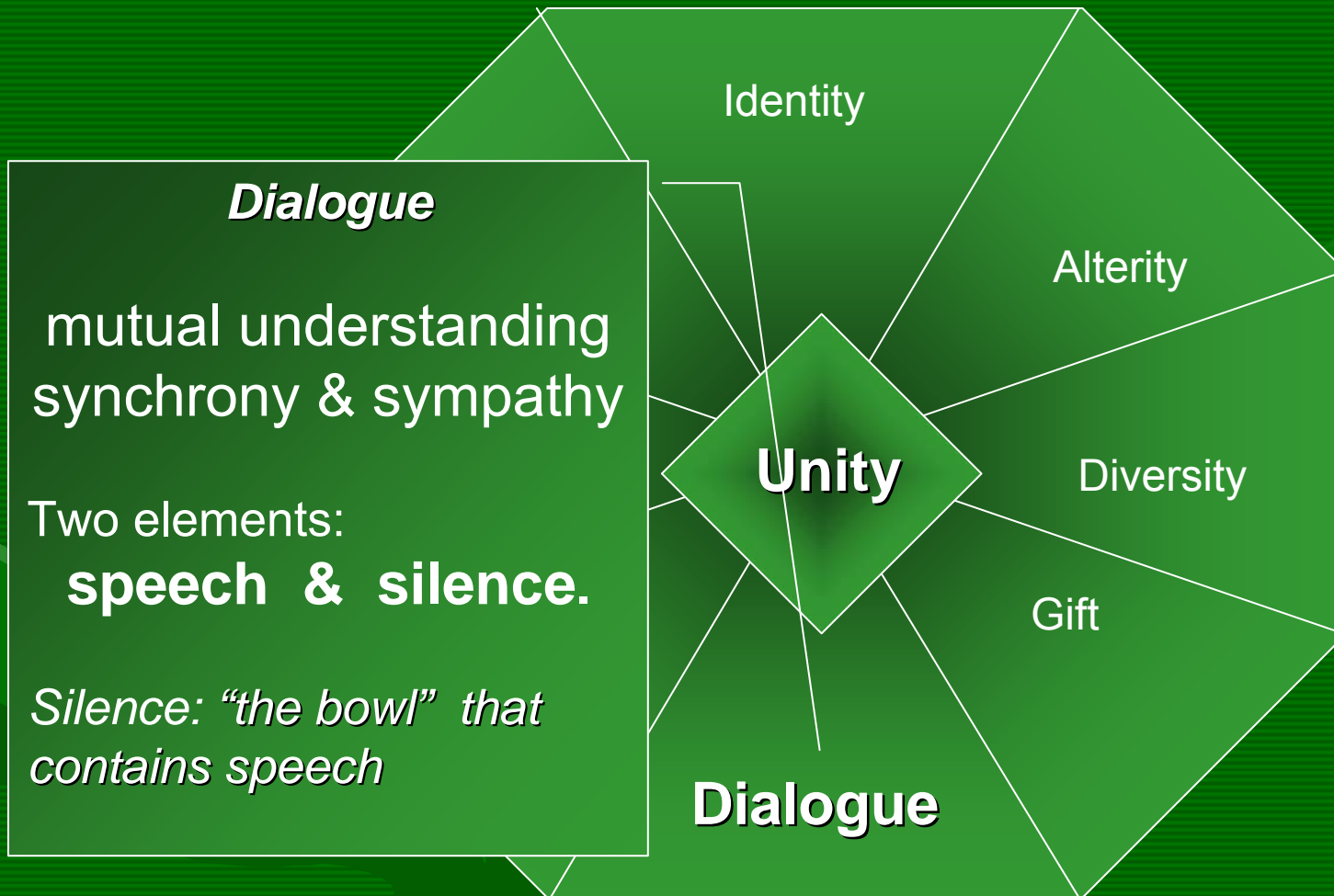
Relational dynamics



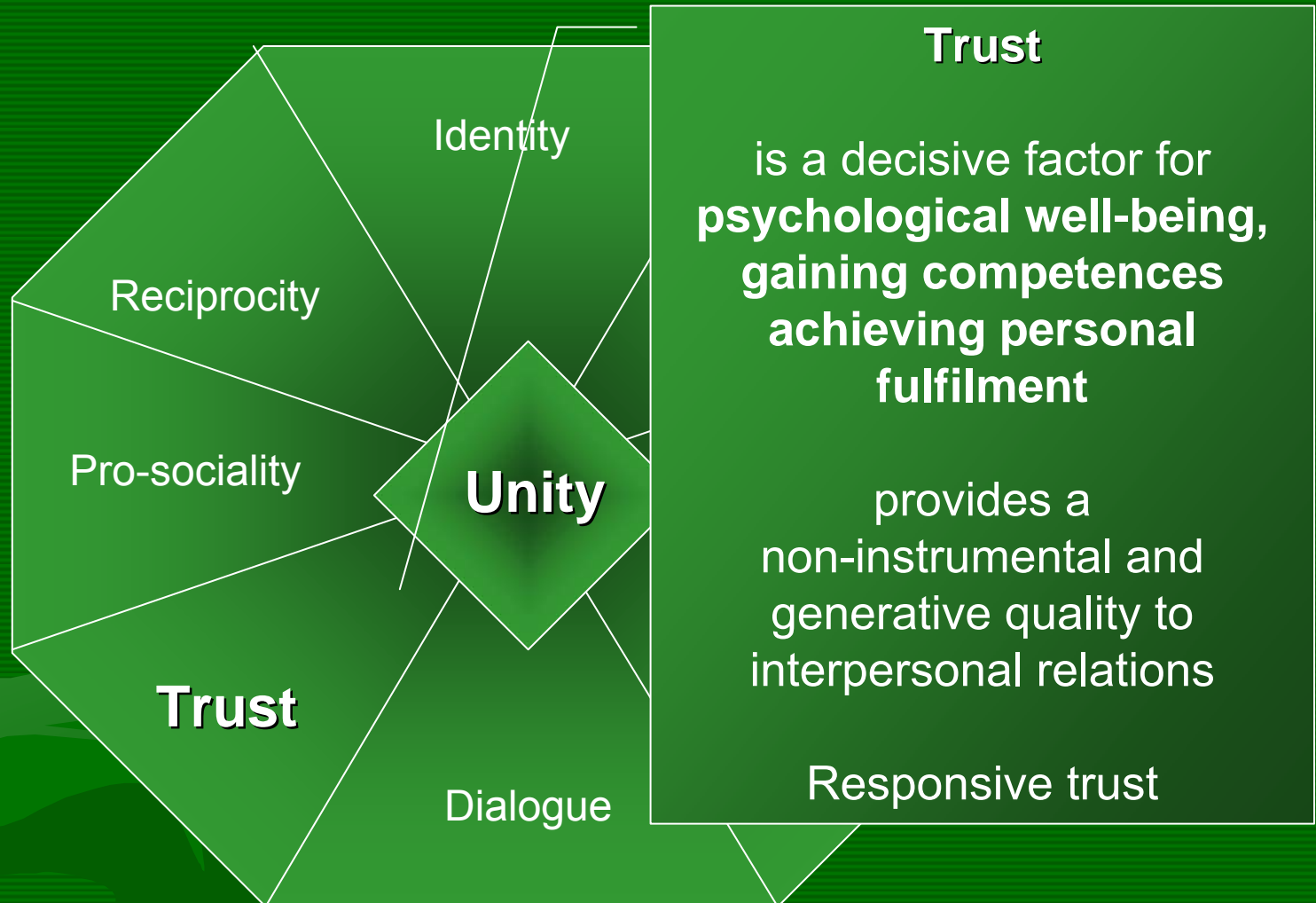
Relational dynamics



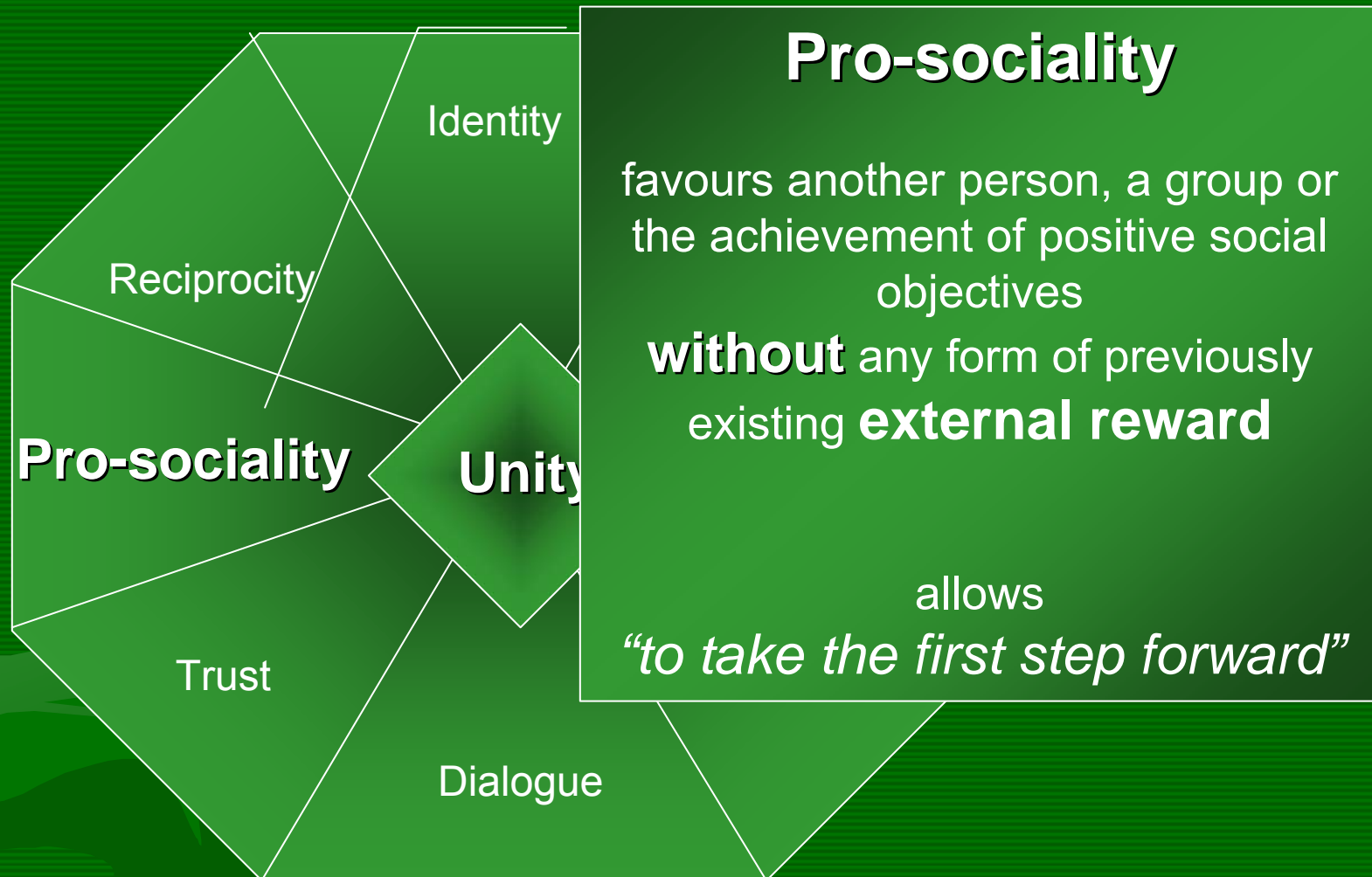
Relational dynamics



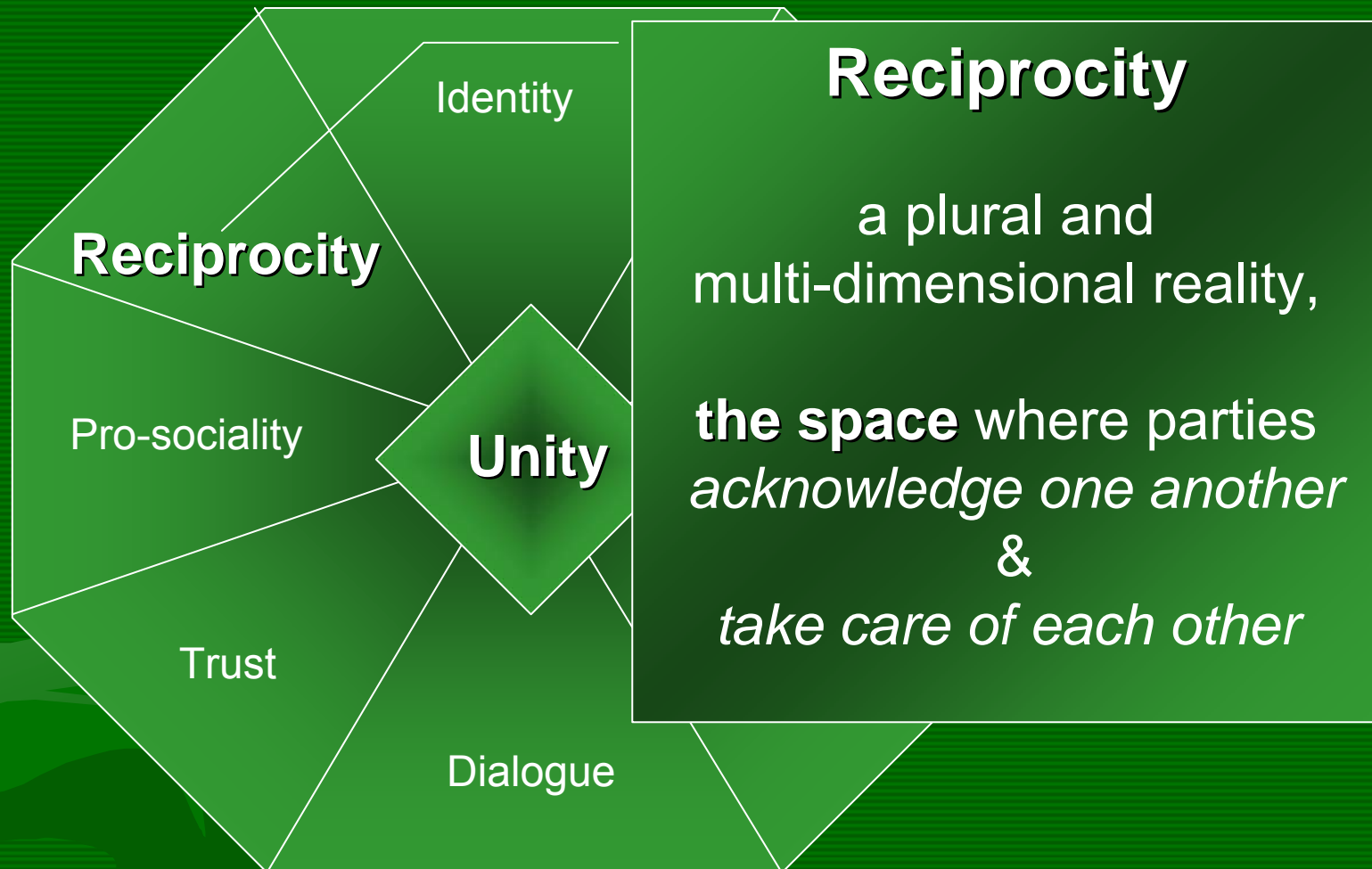
Relational dynamics



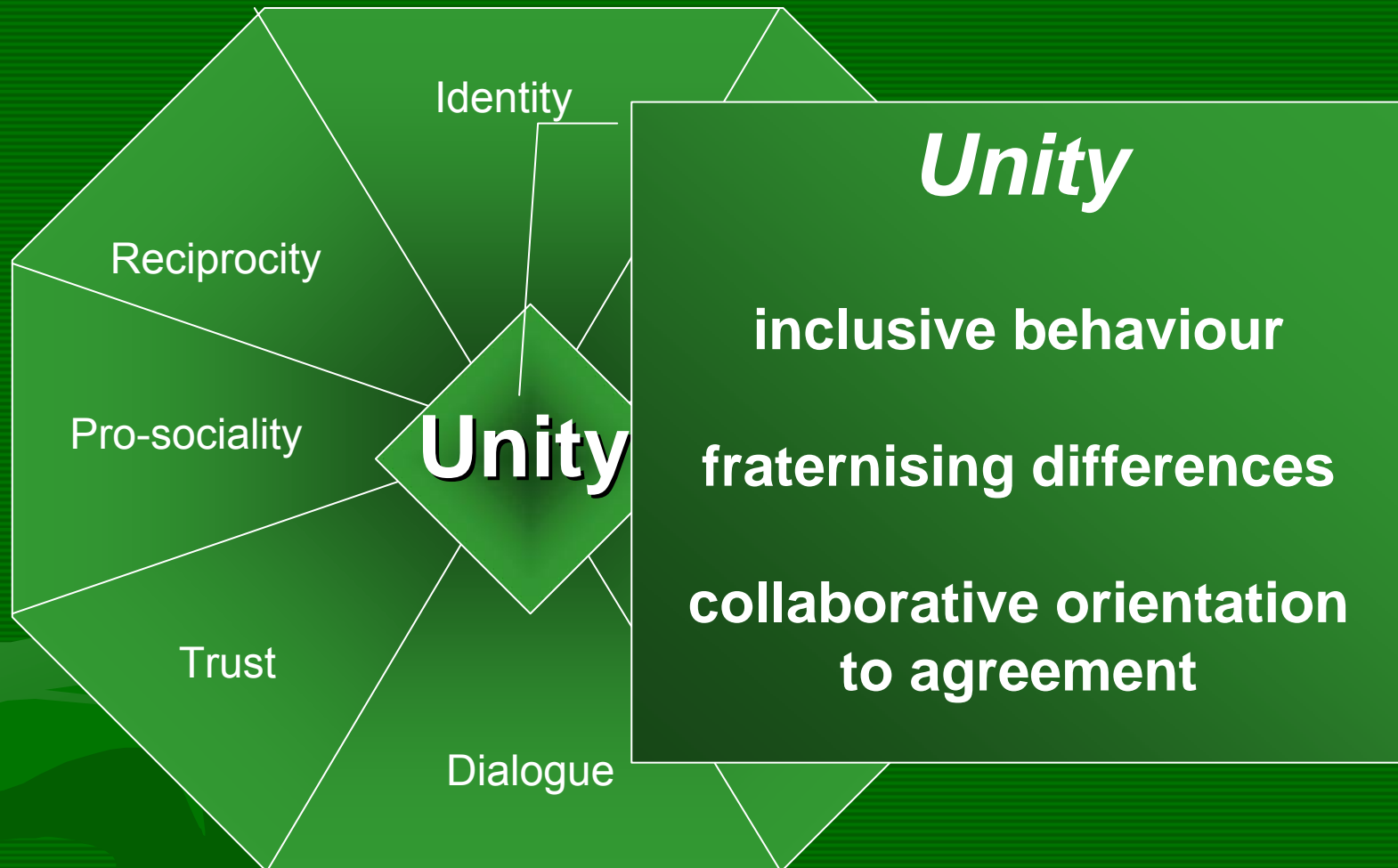
Relational dynamics



Relational dynamics



Relational dynamics



Pedagogy of Unity

- inspired by **the paradigm of unity**, deeply rooted in **the culture of dialogue**, *as essential educational process aimed at developing individual potential for positive relationships.*

Unity ≠ Singleness

Unity implies

- respect for identity,
- plural approach,
- integration of different ways of thinking, ideas, perspectives,

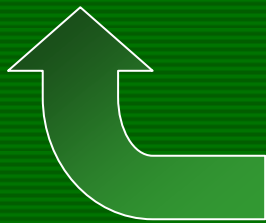
... to give birth to innovative “cultural products”.

Pro-sociality and Altruism Programme

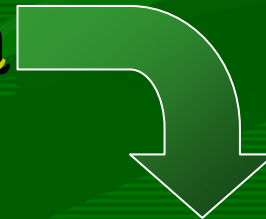
contents and processes
including also

*affective,
emotional,
co-operative
&
pro-social*

literacy



new curricula

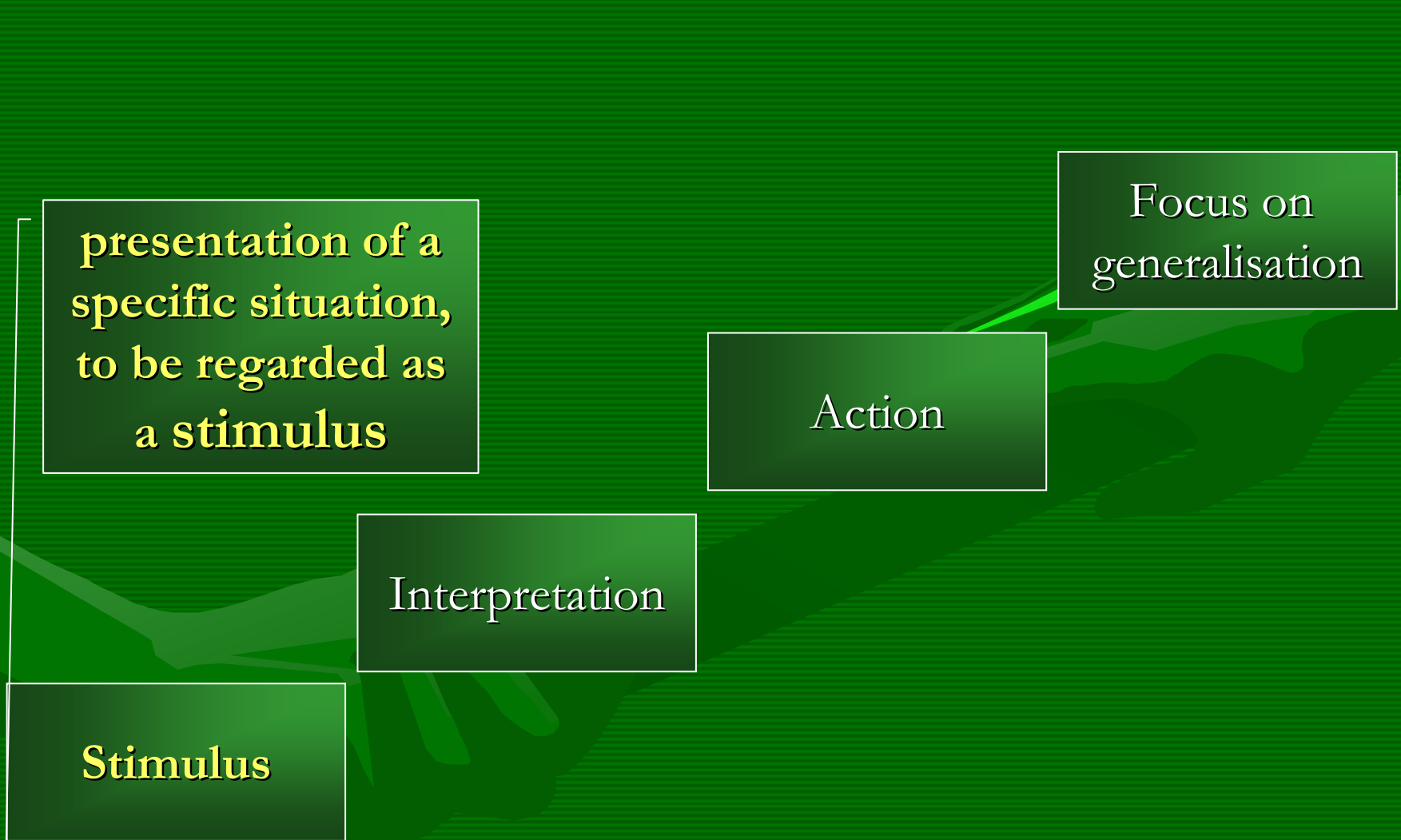


interesting educational goals achieved

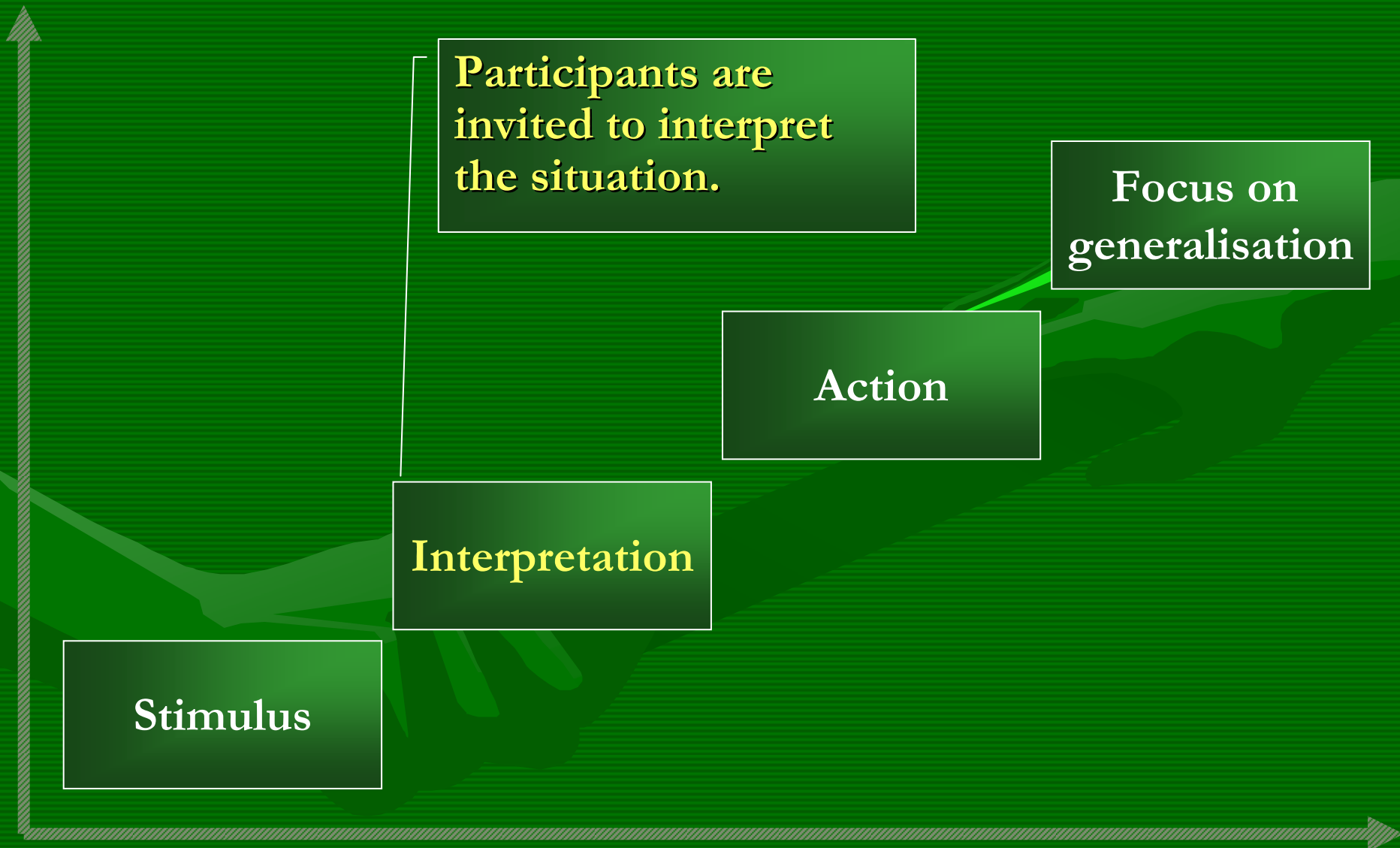
higher sense of responsibility, safety and gregariousness

better knowledge of self and others

Pro-sociality and Altruism Programme



Pro-sociality and Altruism Programme



Pro-sociality and Altruism Programme

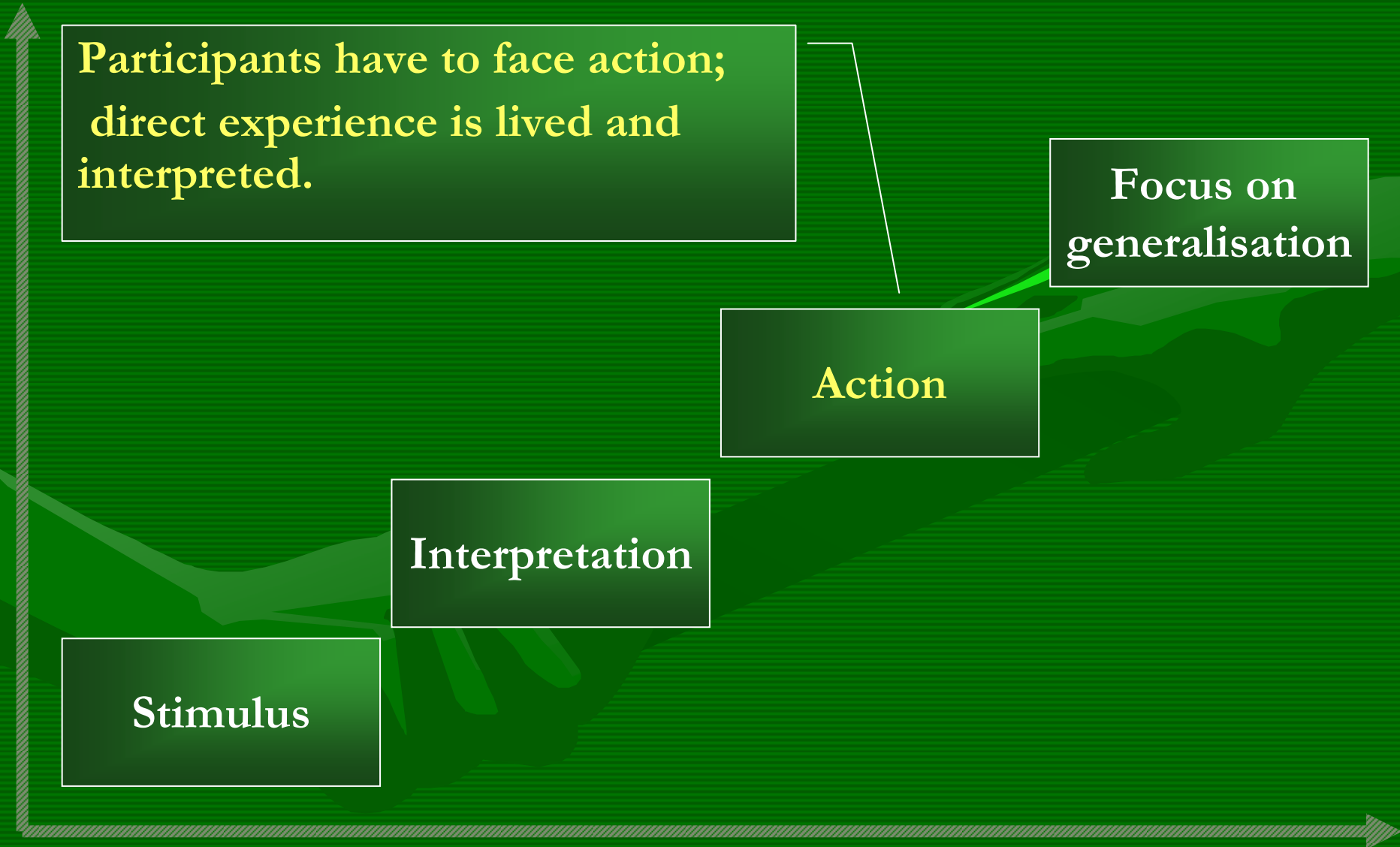
Participants have to face action;
direct experience is lived and
interpreted.

Focus on
generalisation

Action

Interpretation

Stimulus



Pro-sociality and Altruism Programme

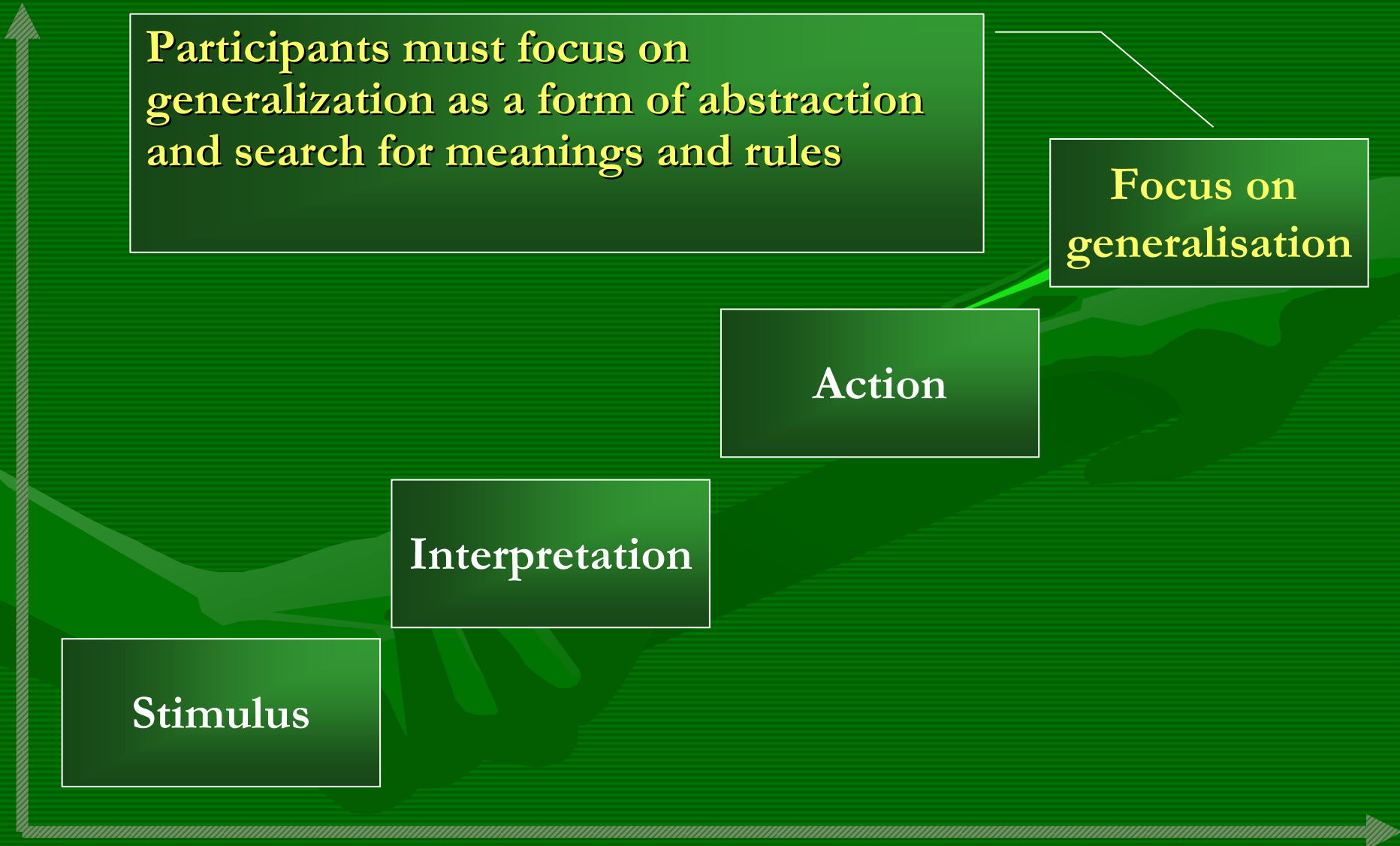
Participants must focus on generalization as a form of abstraction and search for meanings and rules

Focus on generalisation

Action

Interpretation

Stimulus



Pro-sociality and Altruism Programme

The pedagogical objective
of pro-sociality / altruism

is achieved
through



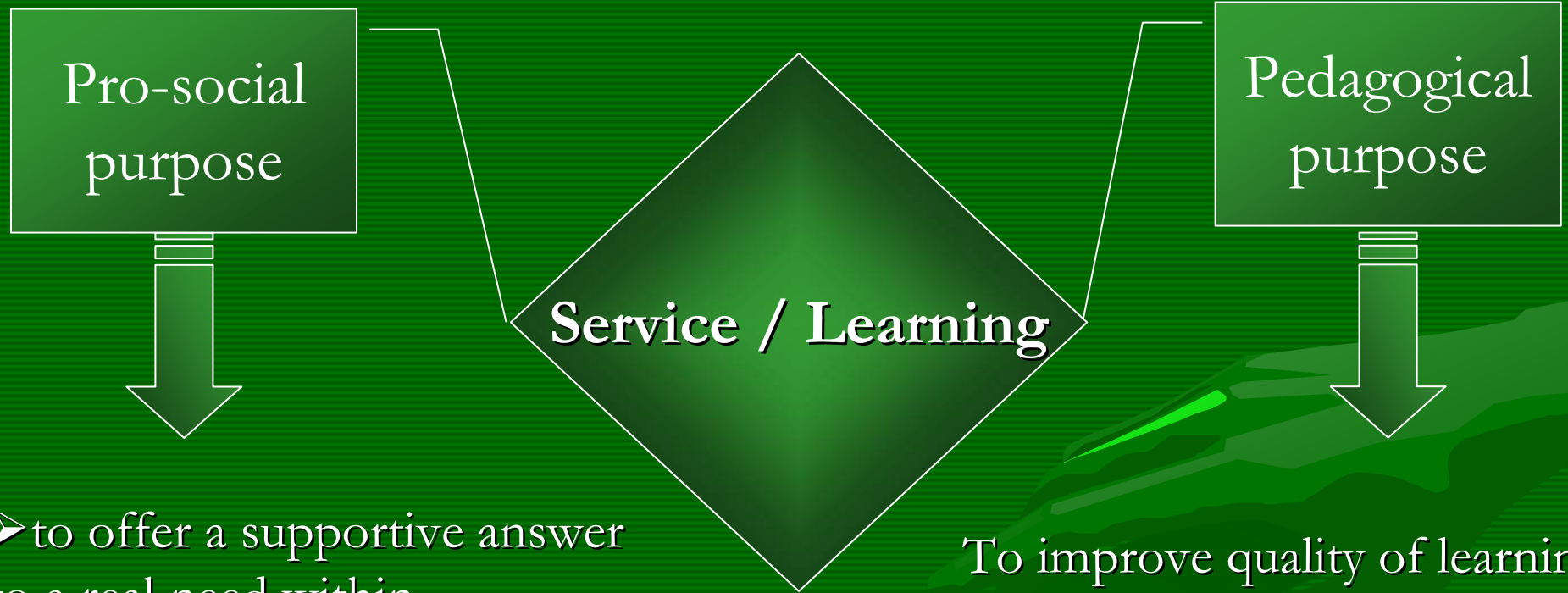
active participation
of various educational agencies,
*including those operating
within the extra-scholastic context*

In Sardinia...

...pilot projects were designed:

to educate teachers,
to involve a large number of students
from different classrooms,
to promote active participation of parents

*altogether bound by an **educational**
“pact” with the school*



➤ to offer a supportive answer to a real need within one's community

➤ to propose values and social intervention strategies

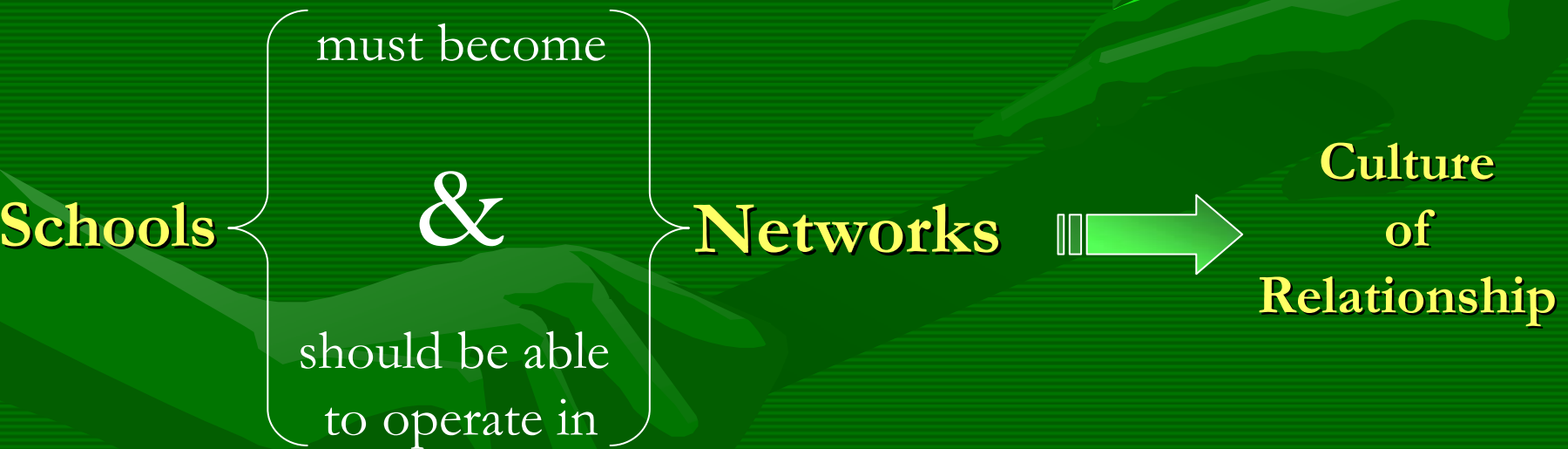
To improve quality of learning among involved students, through the use of contents and methods proper to disciplines

essential condition: the direct involvement / leading role of students

Pedagogy in the context of a Knowledge Society

Our society
only tends to appreciate
individualism and personal fulfilment

We need a cultural transformation
&
the development of constructive attitudes



...every individual is "unique", and for this very reason, a "gift" for others within "social relations"

*“Individuals are persons
through other persons”*

South-African saying

*“We must become the change
we want to see in the world.”*

Mahatma Gandhi

Social intelligence

Education



enables
human “potential”
development
&
fosters high quality
relationships



provides
experiential learning

*who limits oneself to listening can understand,
who studies can remember,
who takes an active part can learn
&
is able to transfer what has been learned
to various situations*

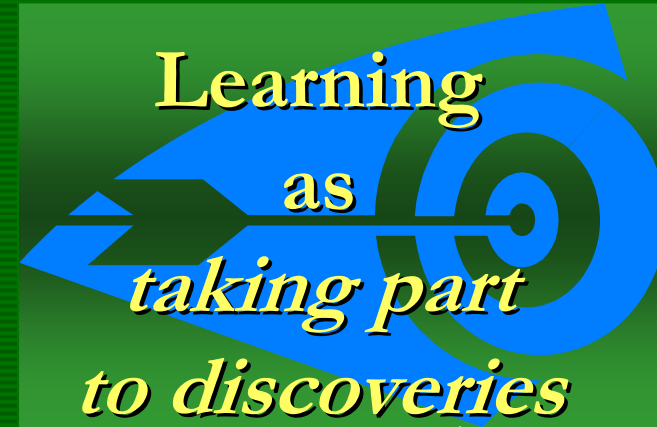
appeals to intrinsic motivation,
rather than extrinsic

Meta-Cognitive Education

consists in

*“pointing out” & raising “awareness”,
thus enabling to cope with various
human and social problems,
in different contexts*

Meta-Cognitive Education

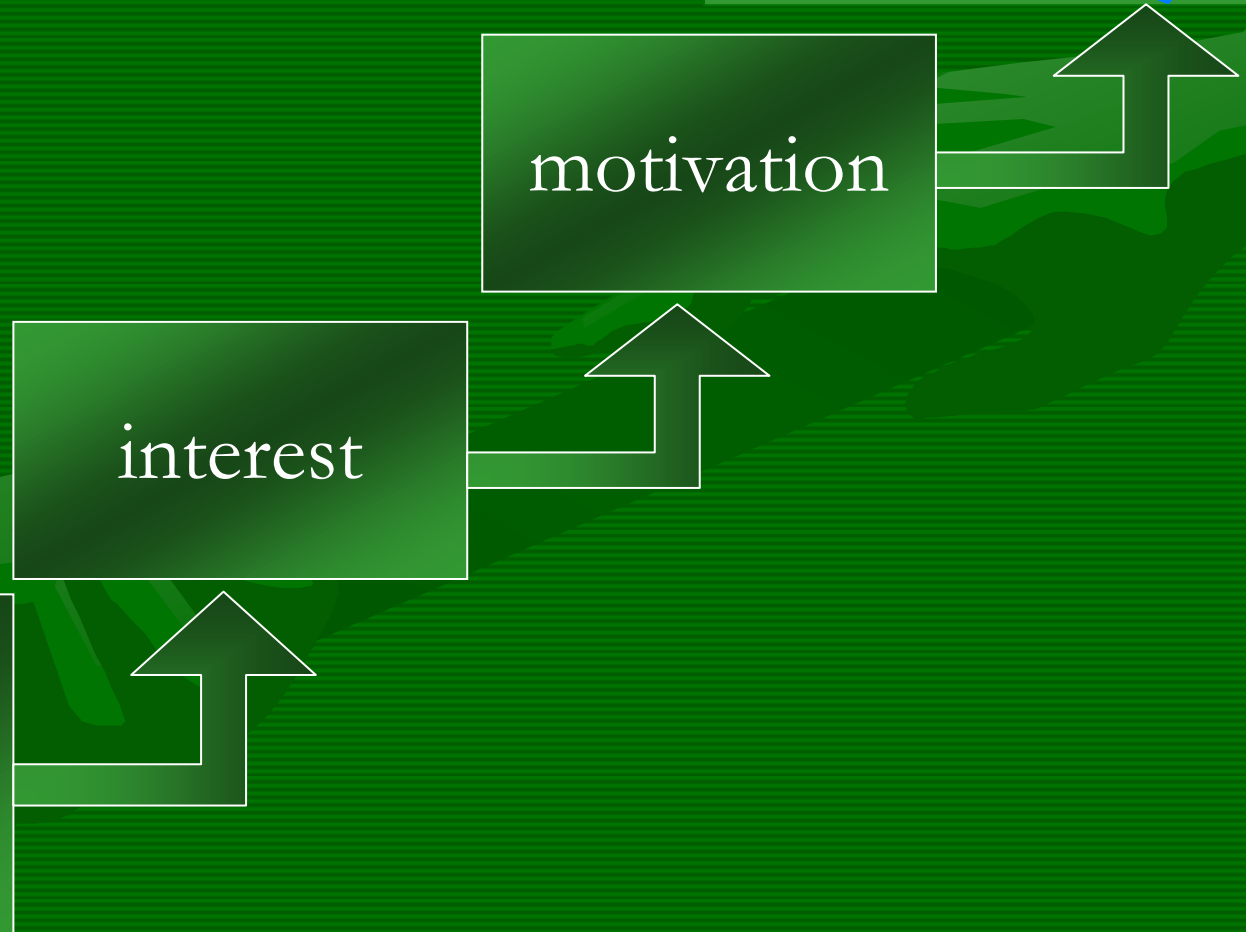


motivation

interest

involvement

in a project affecting
the listener's
values & ultimate objectives.



A new framework

Principles

subsidiarity
&
centrality of the human person

Widespread
practice

Participative policy planning

Multi-stakeholder
Approach

Public Authorities,
Third Sector organisations,
private citizens and organisations

*How to cope with the new framework?
New challenges for scholastic organisations*



Approach

radical change of
organisational attitudes
communitarian approach



Aptitudes

openness to comparison,
active participation,
dialogue,
choice sharing,
mediation between self-interest and
general interest

Thank you



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