

# THE LABORATORY OF PHENOMENOLOGY OF COMMUNICATIVE RELATIONSHIP AT THE UNIVERSITY OF BARI “ALDO MORO” AND THE DUGI (GROUP- INTERACTIVE UNIVERSITY DIDACTICS)

**Gabriella de Mita**

*University of Bari - Italy*

## **Abstract**

Background: The offered speech aims to analyse the innovative experience of DUGI (Group-interactive University Didactics) inspiring the “Laboratory of Phenomenology of communicative relationship” (Lab.Fe.Re.Com.) of the Interuniversity Research Centre “Laboratory of Group-Analysis and Epistemology” (C.I.R.La.G.E.) of University of Bari, Perugia, Santiago de Compostela, Verona ([www.cirlage.uniba.it](http://www.cirlage.uniba.it)). One section of Lab.Fe.Re.Com. has been developed in academic year 2016-2017 at the university course of *Philosophy and communicative relationship* I teach at the Master’s degree in “Science of Editorial, Public and Social Information” (SIEPS) of the Department of Educational Science, Psychology, Communication at the University “Aldo Moro” in Bari. Method: The DUGI uses scientific discoveries, a phenomenological and group-analytic Matrix, introduced in the didactic field by the Abercrombie-Giordano’s methodological Paradigm (see de Mita G., 2016). Results and Conclusion: This paper is given the phenomenological analysis of the phase during the start-up of *Laboratory of the Phenomenology of the communicative relationship*. During that phase, there are all the conditions for the students (the communication experts-to-be) to accomplish how to re-signify their institutional demand for “information-on”, in terms of awareness of “training-to” recognise in the “relation-with” the constitutive substratum of the communicative relationship (see de Mita G., 2007).

**Key words:** Phenomenology, Communicative Relationship, Innovation Didactic, Formative Change.

## **Resumen**

Antecedentes: Se analiza la experiencia innovadora de la DUGI (Enseñanza universitaria grupo-interactiva) que inspira el “Laboratorio de Fenomenología de la relación comunicativa” (Lab.Fe.Re.Com.) del Centro Interuniversitario de Investigación “Laboratorio de Grupo Análisi y Epistemología” (C.I.R.La.G.E.) Universidad de Bari, Perugia, Santiago de Compostela, Verona ([www.cirlage.uniba.it](http://www.cirlage.uniba.it)). Método: La DUGI utiliza los descubrimientos universitarios, de matriz fenomenológica y grupo analítica, introducidos por el paradigma metodológico “Abercrombie-

Giodano”. Ella permite de adquirir la capacidad de “aprender a desaprender” los esquemas conceptuales de la dimensión de la relación comunicativa, integrando la adquisición del método de investigación fenomenológica con la interacción del grupo de matriz grupoanalítica. Resultado y Conclusiones: En este trabajo se hace referencia, en particular, a la análisis fenomenológica del fragmento de la fase inicial del Lab.Fe.Re.Com. en el curso Estudios en *Filosofía y relaciones comunicativas* en el Departamento de Ciencia de la Formación, Psicología, Comunicación de la Universidad de Bari (Italia). En esta etapa se crean las condiciones para los estudiantes (futuros expertos en comunicación) que experimentan como re-significar sus demanda institucional de información en términos de conciencia - formado para reconocer en el informe - sustrato constituyente de la relación comunicativa.

**Palabras claves:** fenomenología, relación comunicativa, innovación educativa, cambio educativo.

## Introduction

### *What is the Permanent Laboratory of Phenomenology of Communicative Relationship (Lab.Fe.Re.Com.)?*

The Lab.Fe.Re.Com. was founded in 2008 within the C.I.R.La.G.E. with the aim of creating an *ad hoc* space within which analysing communication in its relational constituent dimension through the methodological prerequisites of the phenomenology of Husserlian matrix and considering the applications in the field of the professional interactions dealing in particular with information and communication.

Specifically, the laboratory is dedicated to combining the theoretical level of research on communicative relation to the practical-applicative level for the training of the future communication professionals.

### *Communicative relation. Theoretical level of research*

Lab.Fe.Re.Com. develops the theoretical research on the phenomenological prerequisites that make the communication cognizable in terms of communicative relation through the in-depth analysis of Husserl's works and in particular of the Manuscripts of the 1932-1935 dedicated to the *Phenomenology of Communication*.

Through that research, within Lab.Fe.Re.Com. is possible to

- Analyse the phenomenological categories of intentionality, of the phenomenological reduction (epoché), of the intentional nexus between *Leib* and *Körper* (living-body and

physical body) as the theoretical assumptions that determine the constitutive nature of the “I” that is always “Being-with” (see Husserl E., 1930);

- Get back the role that communication has, at various levels, in understanding the constructive relational nature of the “I” and of the “phenomenological world” belonging to it;
- Identify, describe and re-signify, time after time and through the phenomenological investigation method, the symbolic components underlying the communication and the media forms through which it is shown.

### ***Communicative relationship. Practical-applicative level***

Within Lab.Fe.Re.Com. we study the theoretical parameters at the bases of the phenomenological survey method and the observational-descriptive attitude underlying it with the aim of constantly giving intention to the communication of its relational matrix.

There are practical opportunities to live on the field the application of the investigation method and of the phenomenological observation of communicative relation, through:

- the experience of pre-graduate internships for future professionals of information and publishing;
- the integrative methodological seminars within the University degree in *Philosophy and Communicative Relationships*;
- the laboratories of phenomenological methodology applied to the observational and descriptive phase of “news” within the mass-media mechanisms.

## **Method**

### ***Jane Abercrombie. The discovery of the Reticular Interactive Didactics***

Biologist and researcher of zoology at the University of Birmingham, since 1947 Jane Abercrombie works at the Anatomy Department at the University College of London.

Over the years, she experiences at first hand the failure of the traditional university training in the medical field.

Abercrombie therefore develops the Teaching Project, a innovative teaching proposal in that she implements in the didactics the new group-analytical paradigm freshly discovered by Sigmund Foulkes with whom she starts a close relationship of analytical training and scientific collaboration (see Abercrombie M.L.J., 1984, II ed.).

The didactic innovations introduced include:

- The relationship between the teacher and the student and the one among students. The circular arrangement of the *Free Group Discussion* favours a communicative, meta-communicative and interactive, complex and multidirectional network;
- The didactic power delegation. In the interactive didactics, the teacher, analytically formed, designates all the group, including himself, the interactional aspects of the transmission of knowledge (see Patella A., 2003);
- The assignment of the perceptive factors of the individual and of the group (see Patella A., 2003);
- The requirement for a teacher training based on the groupanalytic training (see Patella A., 2003).

### ***Maria Giordano. The Innovation of the Group-Interactive University Didactics***

Professor of Theoretical and Epistemology of the Psychological Sciences, as well as Analyst and Full Member of the Group Analytic Society International of London (GASI), Maria Giordano combines her several decades of didactic and phenomenological research at the University of Bari with the long groupanalytic training at the GASI as a group psychoanalyst.

She dedicates her teaching skills to university education for future professionals of the helping professions, particularly psychologists, teachers, educators and experts in the field of education.

Within the degree courses that enable these professions she matures the need to “ground the transmission of knowledge institutionalized in a context that allows the group of students to acquire it as a professional tool” (see Giordano M., 2000) and to operate in this way a formative change process.

In 1992 she implemented Jane Abercrombie's Reticular Didactics in her university courses innovating it through the added value of her studies on Husserlian phenomenology as a method and attitude of research.

The innovation that Maria Giordano brings to the new teaching introduced by Abercrombie concerns the specific function of the theoretical thought based on the Phenomenological Matrix.

Phenomenological perspective = function “hinge” = keep together theoretical knowledge and experiential action.

The phenomenological perspective allows theoretical thinking of the interpersonal and intersubjectual reality of the communicative relationship and the intentionality underlying it.

### **Objective**

***The DUGI applied to the Laboratory of Phenomenology of the Communicative Relationship***

In the academic year 2016-2017 I started the experience of the Lab.Fe.Re.Com. inside the course in *Philosophy and communicative relationships* studies. It enables to the profession of Information and Institutional Communication.

My objective is to work on phenomenological parameters and gruppoanalytic conditions that allow to activate a process training change about the institutional demand of the student.

The “information-on” formal request turns into a intentional consciousness of “forming-to”.

Through the DUGI future operators of information and communication are recognized in a “relational situation” in which the subject is no longer the individual but the individual always in relationship (see Husserl E., 1929-1935).

They recognize the pre-categorical and categorical levels underlying constant flow from the exteriorized aspects of communication (the forms through which it manifests itself) to its deeper and original relational dimension.

The methodology of DUGI in the Laboratory allows to re-signify space and teaching time and recognize it as a relational space in which it is possible to identify and work on the role and function in it:

- The demand of the student, a future expert in information and communication;
- Intentionality of the teacher and the student in a relational situation;
- Communication and the levels of pre-categorical and categorical conceptualization and symbolization.

***Phenomenological analysis of the Start-up Phase of the Lab.Fe.Re.Com.*** Through the DUGI it is possible to recognize and re-signify fundamental aspects for the formative change process, first of all the demand for training of the student.

As a teacher formed through DUGI, I am conscious that in the Laboratory Start-up Phase is a priority take care of the intentional dimension of the training demand of the student.

The taking charge of training demand allows you to invest with meaning and significance ever new communicative relationship and educational change that results in space and time learning.

## **Results and Conclusion**

In the start-up phase of the Lab.Fe.Re.Com., the teacher creates the inside and outside conditions to accommodate the verbalized function of the student's information demand. In traditional didactics the teacher is immediately brought to fulfill this function through precise answers.

The DUGI encourages the teacher training conditions certain phenomenological attitude to suspend the information level of the request of the student in order to meet the level of training that requires temporary abstention from direct answers.

The phenomenological time of the suspension of the answer allows the student to

- activate their resources and capabilities to look for one of the possible answers;
- learn firsthand that there may exist and co-exist different perspectives on a problem;
- to grasp the existence of different approaches to logic (not always consequential) in a process of knowledge.

Communication is based on a multidirectional plan between teacher and students and between students and students. Begin to configure a network of interchanges between the vectors along which circulates the communication within the group.

In this relational space, the phenomenological attitude allows us to recognize a first level of awareness about the perception of the other no longer as “Analogon” but as “Other by Me” (see Husserl E., 1929-1935) and allows intertwining processes of change, perception and learning.

### References

- Abercrombie, M.L.J. (1984, II ed.). *Anatomia del Giudizio Operativo*. Tr. it. by Giordano, M. Milano: FrancoAngeli. 2003;
- De Mita, G. (2007). *Fenomenologia della relazione comunicativa*. Lecce: Milella;
- De Mita, G. (junio, 2016). “Training to the phenomenological attitude. Experience and innovation of the “University Group-interactive didactics” DUGI at the University of Bari”. In AA.VV. *Avances en Ciencias de la Educación y del Desarrollo*. Asociación Española de Psicología Conductual (AEPC), Santiago de Compostela.
- Giordano, M. (2000). *Einfühlung e processo implicativo*. Bari: Laterza;
- Husserl, E. (1929-1935). *Zur Phänomelogie der intersubjektivität, Texte aus dem Nachlass*. Husserliana Band XV. Netherlands: Martinus Nijhoff. 1973;
- Husserl, E. (1930). *Ideen zu einer reinen Phänomenologie und Phänomenologischen Philosophie*. Zweites Buch. Husserliana Band IV. Netherlands: Martinus Nijhoff. 1952;
- Patella, A. (2003). *Gruppoanalisi e Interazione Formativa*. Milano: FrancoAngeli.