

Luca Morini



Though my degree certificate reads “Psychological Sciences”, this is only because the founders of that course didn’t think that “Epistemology of Living and Social Systems” would attract many students. It’s this possibly unusual disciplinary framing, further specified by a focus on education and knowledge production, that I always found closer to my academic identity, and that I now see closely embodied in PaTHES’s conversations and community.

What I find particularly resonant is a re-centring of deeper philosophical conversations in the Higher Education debate, which has been recently taken up by short-termism and instrumentalism, or by legitimate but often self-referential resistance to those. The depth and breadth of theorisation hosted by PaTHES is most closely represented by the plural conversations around Higher Education’s ecological, systemic implications with its larger contexts, its potential for far-reaching societal good and transformation and its possible distortions, something I also discuss in my “Anti-Ecological University” paper, soon to be published in PaTHES’s journal.

Aside from publications, I have already been closely involved in PaTHES activities, participating in 2019’s Leuven conference with a discussion of the “game-like” competitive mechanisms in global Higher Education systems. More recently, and together with Fadia Dakka, I helped to launch the current “Academic Activism” sub-theme for our weekly meets, co-writing a call for short contributions from participants, soon to be developed into a full Call for Papers for a Special Issue of PaTHES’s journal.

As board member, I would continue supporting this activist stance of PaTHES, so that we don’t just interpret the current Higher Education landscape, but endeavour to find rigorous and collective ways to promote radical and imaginative change.

As an early career researcher, I would also help PaTHES remain rooted in what are the often complex and precarious materialities of researchers’ career trajectories under the current regime of commodified, neoliberal Higher Education. As board member I would be able to represent less established scholars, and formally encourage more of them to join PaTHES, ensure the development of a diverse and inclusive community.

PhD, Università di Milano-Bicocca, 2015

Role: 2015-2018, Research Associate, Disruptive Media Learning Lab (DMLL), Coventry University; 2018-Present, Research Fellow, Centre for Global Learning, Education and Attainment (GLEA), Coventry University

Interests and/or Activities: higher education, intercultural engagement, decolonisation, qualitative methodologies, systems thinking, ecology, media education, co-creation, playfulness.

Significant Publications:

Morini, L. (2020). The Anti-Ecological University. *Philosophy and Theory of Higher Education*, 2(2), Inpress.

Arnab, S., Clarke, S., & Morini, L. (2019). Co-Creativity through Play and Game Design Thinking. *Electronic Journal of e-Learning*, 17(3), 184-198.

Morini, L. (2016). (Higher) Education as Bulwark of Uselessness. *Hybrid Pedagogy*.

Fornasa, W., & Morini, L. (2012). Is a "Social Ecology" Possible? Notes for a Story to be Written. *World Futures*, 68(3), 159-170.