

SCIENTIFIC OPINION
ON
THE DISSERTATION OF
VINCENZO FILETTI, FULL-TIME PHD STUDENT, ENTITLED
" *PHILOSOPHY VIA DISTANCE LEARNING: THEORIES AND EDUCATIONAL STRATEGIES* ",
FOR OBTAINING EDUCATIONAL AND SCIENTIFIC DEGREE "DOCTOR/PHD" IN
PROFESSIONAL FIELD 2.3. (PHILOSOPHY - PHILOSOPHY TAUGHT IN ENGLISH)
BY PROF. NIKOLAI MIHAILOV, PHD, SU "ST. KL. OHRIDSKI", FJMC

The presented dissertation has a total volume of 210 pages and is divided into four main parts. In addition to the main chapters, an Introduction, Conclusion, Appendix and a Bibliography, which numbers about 300 (!) sources, are attached. The dissertation work is meaningful, with clearly defined goals and tasks, and in its center is placed a real current scientific problem, related in the first place to distance learning as a form of education, but also to a number of related areas - technology, information, communication, pedagogical impact, the digitization of education and of course - teaching of philosophy. The latter, according to the accurate observation of the PhD student, is remote and mediated by media (but in the distance mediated by a medium, p. 6) and lacks immediacy or direct proximity, as was the tradition or at least as it was perceived until that moment. The overall study presents a colleague who is clearly seriously engaged with the subject, possessing a serious philosophical erudition and a thorough bibliographic awareness of the most important authors and theories on the issues he examines. The doctoral student has fulfilled the necessary requirements according to the minimum national criteria according to the Law and the Regulations for its application of the Sofia University. The abstract is detailed and extensive, but it seems to me that it differs in structure and sequence of exposition from the text of the dissertation itself, which makes it difficult to perceive. This, of course, does not reduce the value of the dissertation in any way, but it is a matter of the author's discretion to present the content of the work in a condensed and synthesized form, following the structure that corresponds to it. At least I also encountered a problem with the numbering of pages in the main text of the dissertation (for example, after p. 43 starts with p. 2), perhaps a technical inaccuracy, but it makes it difficult to follow the meaning and especially the citations and references or connections that the dissertation does to different parts of his work. Thus, it is difficult to estimate the total volume of the presented dissertation. But I note again that this is more of a formal omission that does not significantly affect the conceptual part of the dissertation.

In the first chapter of the dissertation, a good impression is made of the analysis of the concept of "infosphere", which was formulated and explained by Prof. Luciano Floridi in his works, especially in the monograph "Ethics of Information", and also in others that he cited and used the PhD student. "Luciano Floridi introduced the concept of infosphere, meaning the globality of the information space, which includes both cyberspace (Internet, digital telecommunications) and classic mass media," the dissertation writer wrote. This concept is among the starting points for the dissertation because it concerns the important problem of the potential influence of information and information-communication technologies (which Floridi calls re-ontologizing) on human social life. A very important part of which is education and training. From this point of view, one of the main tasks of the dissertation, with which he has coped extremely successfully, is the attempt to rethink the relationship between man and computers in a theoretical plan, as well as the relationship with the educational effectiveness that digital tools offer us. The network is seen by the dissertation as an "educational structure".

In the second chapter of his work, Mr. Filetti argues his position that the (online) encounter with others can be considered within the hermeneutic approach, in which nothing is taken for granted, but implies a continuous reinvention and reformulation of the teacher relationship - student (student). Authors such as Ricoeur and Gadamer are aptly quoted, as well as the ideas of many other classical and contemporary authors and researchers are used in an appropriate context, in which I see convincing evidence of the serious philosophical erudition of the doctoral student. In the text we also find the serious ambition of the doctoral student to present a "new concept of philosophy" ("new concept of philosophy", p.6). The research problem expands to conceptual research on the part of the dissertation - "can philosophy be taught?" (p. 64), on which question Mr. Filetti reflects at length, confidently and with philosophical erudition, as well as with evidently a very good knowledge of the subject. One of the methods of philosophy in relation to teaching, which is discussed in more detail in this paper, is that of hermeneutics. "As we believe, we can say that e-learning, even before it is a methodological or technical issue, is a hermeneutic problem" (p. 70), that is, as the dissertation also expresses, it is a problem of "understanding" the Other.

Significant parts of the dissertation work are also dedicated to understanding and defining, as far as possible, the concept of digital. At the same time accompanied by original practical ideas for its full use in distance learning. "The potential of digital, i.e. the integrated use of different communication codes (from audio to video, to conceptual map, to image, to bibliographic references) requires a radical revision and rereading of the language and code used in written

texts towards crossmediality and transmediality, that is, towards the possibility of connecting the means of communication with each other" (p. 72), writes the doctoral student. Which, he adds, through the joint use of different types of media helps to improve, refine and integrate the reader's experience with new informational inputs.

Conclusion. The presented dissertation work on the topic "Philosophy through Distance Learning: Theories and Educational Strategies" has, in my opinion, the necessary qualities that lead me to accept a positive opinion for obtaining the PhD degree to its author. It is dedicated to an interesting and current topic in the field of philosophy, related to teaching and as a discipline in some changed social, technological and even cultural conditions. The emphasis on various original philosophical and didactic concepts and authors, the sharing and argumentation of own positions, as well as the presented independent summaries by the author confirm my positive opinion of the presented work. The author has formulated five contributions in his text, thematically related to the main research problem in it and containing the starting concepts of the author's concept of distance learning - infosphere, hermeneutics, digitality, information, mediality. This speaks of a coherent concept that, despite the formal discrepancies I talked about above, gives a clear idea of an up-to-date research idea related to philosophical knowledge and relevant to the subject area of the study, as well as the doctoral program. I call on the respected members of the Scientific Jury **to confer to Vincenzo Filetti the educational and scientific degree "PhD/Doctor" in professional field 2.3. (Philosophy – Philosophy taught in English), as I myself will vote for this.**

Sofia, 10.10.2023

Prof. N. Mihailov