

# Summaries

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## ***G. Contogeorgis***

*Science as «consequence» of the anthropocentric cosmosystem. The case of the European scientific field*

The fundamental working hypothesis which guides the following article is based on the argument of a parallel between scientific fact and the anthropocentric constitution of the world. This hypothesis does not concede that the product of knowledge was unknown in the despotic cosmosystem and particularly in the environment of state despotism. It simply suggests that science –as intellectual inquiry and as the essence of the cognitive process– is by definition inherent in societies that are based on liberty. The anthropocentric cosmosystem mobilizes the cognitive process in order either to construct the basis of its parameters or to inquire about and to interpret occurrences.

## ***G. Tzamalouka, P. Soultatou, J. Chliaoutakis***

*Reviewing the concept of lifestyle as a reliable methodological tool to the research and prevention of risky driving behaviour*

In this literature review an attempt is made to describe the concept of lifestyle as a reliable research method to the study of risky behaviours. A review of both international and Greek literature was conducted, presenting thus the origins and the development of this methodological tool. Illustrative examples are cited in support of its further use. The evidence emerging from health-related fields, especially from the field of road safety, underpin the notion that particular lifestyles could interpret risky behaviours, either of high or low risk. Social sciences need such models in order for policy-making design to target on lifestyle modification.

***Th. Koutroukis***

*«European Works Councils: difficulties, effectiveness  
and the revision of the Directive 94/45/EC»*

The necessity for social cohesion and workers motivation brought about the adoption of EU 94/45/EC on European Works Councils (EWCs). This fact has been the cornerstone of the venture to europeanize the EU industrial relations area.

This paper aims to examine the main views among the social partners on the revision of the EWC directive, including evidence that have been concluded from the respective practices. Furthermore, the comparative discussion of the results of two conducted researches on the functioning of EWCs in both European and Greek industrial relations systems is included. The discussion indicates that the positive implications from the EWC function could be optimized through a revision of the EWC directive and an efficient activation of the industrial relations actors as well.

***G. Skoulas***

*Industrial society & contemporary men.  
The thought of Herbert Marcouze*

The aim of this article is an examination about society and individual and their relationship in the contemporary time of the advanced industrial stage of the capitalist formation under the prism of Herbert Marcuse. The main interest is at the particular stand and thought of the thinker of critical theory in relation with the others that comprised the Frankfurt School. Emphasis is given essentially on the manner that Marcuse separately confronted the rising problems of his time. Particularly how he reviewed the postwar period in the fields of technology and society as well as in politics and philosophy and how finally he interpreted the culture, which developed in the late capitalism.

**J. Pechtelidis***Discourses «games» in school and the construction of pupil's identity.*

This essay's position, which draws upon post-structuralism and especially discourse theory, claims that pupil's identity is not fixed. Instead, pupil's identity is constructed, reconstructed and maintained within discourse. In so doing, I examine the central role power relations in school environment play in the construction of pupils' subjectivity and I emphasize the concept of pupil's resistance and subject's active engagement in the formation of his/her identity.

**D. Athanasakis***Theories of subjectivity from Descartes to Kant*

From Cartesian Meditations to Kant's Critique of Pure Reason, fundamental or philosophical knowledge is inseparable from a theory of subjectivity, ego or consciousness. During 17th and 18th centuries, the foundation of philosophical knowledge and rational science upon Cartesian Cogito will be disputed by Hume and Spinoza. By introducing his theory of the origin of ideas, Hume destroys the idea of self or personal identity; at the same time, though, he renders knowledge of nature problematic. From a different point of view, Spinoza shows that mind, as "a part of nature", understands Nature and its laws not as an independent subject, but as a causally determined physical force, therefore capable of producing those knowledge effects (or adequate ideas) that depend upon its individual essence.

***D. Leonard***

*Gender, Change, and Education*

This paper reviews the many changes that have taken place in educational theory and practice over the last forty years and discusses the causes and effects of the assimilation of women into both the institutions and values of schools and universities. It notes a recent shift back towards supposedly 'gender-neutral' educational policies in richer nations, which frequently overlook the specific interests of girls and women. It argues for resisting this through knowledge of our own educational history and more exchange of ideas between countries of the North and South.

***E. Dermitzaki, M. Hatzistamatiou***

*Self-regulation of learning: Concept, processes and assessment in educational settings*

Self-regulated learning is crucial not only for the effectiveness and the quality of academic achievement but also for the students' overall adaptation to school. The present paper is dealing with the concept of self-regulated learning and its component processes with emphasis on the use of learning strategies underlying their major importance for school learning. Moreover, this paper raises a number of issues related to the assessment of self-regulated learning concepts and to methodological differences and deficiencies. It is proposed that future research needs to develop methodologies analyzing students' actual learning behaviours within well-defined learning environments.



**G.A. Koulaouzides, A. Kokkos***Application models of participatory teaching methods in continuing vocational environmental training*

The environment, and every learning process associated with it, was considered for a long period of time as a matter of interest only for special groups. However, nowadays it is widely accepted that environmental problems are of global concern. Environmental vocational training, is a function with significant social value, since it is accepted that political and social problems are directly associated with changes in the physical environment. The purpose of this paper is to present two models for the application of participatory teaching methods, which are the most appropriate for adult learners who participate in environmental vocational training programs.

**K. Viglas***Rational Spirituality and the possibility of a common participation in the mystical experience of Plotinus*

The philosopher Plotinus in the 3rd century A.D. connected a personal experience which he had (four times) during his life, with his analytic philosophical system. His system is composed of a hierarchy with three hypostasis, One-Intellect-Soul and the possibility of the soul to go back to her source, which is the One. The question which is raised is about the communicability or non-communicability of mystical experience: it is subjective and interior or it concerns a bigger number of people? Outside the formal religious frame and inside the philosophical system of Plotinus, the spiritual ascent is possible as through the preoperative value of his work, the Enneads, as through the specific intermediary function of Logos. Logos doesn't exist inside the One, but it derives from the Intellect and it stands especially at the level of Soul, forming matter. So the ecstasy and the spiritual experience through Logos are depended on the proper usage of the spiritual content of the Enneads, as a cultural monument and also on the

dynamic element of Logos in the writings of Plotinus. Finally of course, mythical experience is going beyond human reason and it depends on one's will to see the beauty of the ideal state of being and to coming into union with the One.