

ABSTRACT

Franco Frabboni, Educational Research.

According to the author the pedagogical research has two convoys: the first epistemological (theoretical and historical), the other praxeology (experimental and empirical). Traveling together these two trains offer us the opportunity to see the face of critical pedagogy, or the reflexive dimension of doing research in education that translates better to the concept of action *ricerca-azione*. The most interesting aspect that emerges from this investigation is that the investigation is never separated from the 'action and results that follow are never objective and definitive.

Massimo Baldacci, Empirical Research in Education

The author of this essay will focus on issues of empirical research in education. In particular to that form of inquiry which is usually referred to as action research. Currently there is neither something that can be defined as the detection method or an empirical theory and coherent: we have, rather, a plurality of methods and guidelines that inspire variously practical educational research. Today we talk mostly of approaches, from the pragmatic to essentialist, and this confirms the methodological variety face difficult and complex pedagogy. The author offers interesting lines of thought on these issues, and a theoretical point of view that practical.

Franco Cambi The Educational Research in the Twentieth Century. Methodological Guidelines for Interpreting and Reflective.

The concept of research is polymorphic: indicates the method, the areas, the organizational system, its political and culture «use». Here the author tries to circumscribe it. Here we will model in the sense of knowledge construction and interpreter of his image today, put as radiography and as a rule. Then it will be declined in pedagogical and educational area. Many authors cited in the essay (Bertin, Laporta, Bertolini, Frauenfelder, etc..) that have actively discussed the development of pedagogical models and their emancipation during the twentieth century.

Luigina Mortari, The Empirical Research in Education: Open Questions

Currently facing the issue of empirical research in education is about being faced with a reality decades and a number of open questions. It is these issues that focuses the attention of the author. This is because it is impossible to develop a rigorously scientific discourse on the recent past empirical research in education

in Italy because of lack of analytical studies for reconstruction of the processes so far developed. And also because we are in the midst of a transition, characterized to speeches by the presence of a culture able to problematize the history of education. The author follows the suggestion made effective by Rorty and tries to promote the conversation as a method for keeping an open dialogue within the research community is the condition necessary to fertilize the culture of research.

Enza Colicchi, Educational Research and Practical Rationality.

Your search - any search - originates and begins with some problems that it seeks to solve. So the problem is the position that directs and guides the solution. The author focuses on those issues that bring us back to the Platonic and Aristotelian tradition, where “the problem” was already considered to be of critical reflection. The general problem in relation to which takes the form of educational research is that of rational control of the practices of education. Always relies on the teaching task to refer to the control of reason, the educational practice, to make rational educational interventions.

Antonio Erbetta, As a Political Project. About Education, Ideology, Science.

The author points out that since the last decades of the last century has felt the urgent need for a redefinition of the epistemological pedagogical knowledge. So to return to teaching itself, now menaced by the educational sciences, a role specification, marked by procedural and methodological rigor. The author reminds us of the inseparable link between the ethical and political dimension of pedagogy, never forget that education is especially critical to pedagogy.

Gaetano Mollo, The Meaning and Function of the Educational Research Community.

The essay presents some salient issues to do research in pedagogy today and in education more generally. This calls into question the concept of Communities as referred to research or the enhancement of interpersonal relationships, in addition to the passion for knowledge and for the researcher. It 'still to consider the subjective nature of each component of the research community, provided that this does not prevent the interdisciplinary dialogue. The variety of approaches is the guarantee of freedom of research. Diversification of perspectives allows a wide range of investigation.

Paolo Mottana, Search Over.

Now appears quite clear that compared theoretical pedagogy is considered unnecessary. In fact it is the theoretical dimension reflective to make a science pedagogy that emancipated and continuous development. Complexity and concern are the aspects that give “greater” vitality in science teaching today even if the policies of the arrogant powers that count seem to really jeopardize the life of knowledge in their wealth. The author questions the need to rethink deeply the importance of educational research. The author questions the need to rethink deeply the importance of many categories such as «utility» that might undermine the very ability to develop creative languages and teaching.

Riccardo Pagano, The «Scientific» Hermeneutics of Pedagogy

The author investigates the relationship between scientific pedagogy and hermeneutic pedagogy. Research has entered into the epistemology of human sciences

and their different positions. The author begins with the well known duality between analytic and continental arguing that this opposition, despite being just and well founded, should be reread and reinterpreted to subtract the hermeneutic pedagogy from a state of weakness and immaturity. This short dissertation on the scientific dimension of pedagogy never loses sight of a paradigm now very important as the complexity.

Maria Grazia Riva, Research and Training in Professions.

The author argues that it is an important issue in education today to reflect on the training, university and non-professions education and training. We must ask ourselves how and what the size, the theory and practice of research to be a constituent part of the profession of teacher training. The search must then be placed in the same disciplinary teaching of each discipline, in the very way in which we deal with the contents, of whatever kind they are, must pass through a certain style of teaching that identifies the 'posture' research in voltage not to go as exhaustive and closed the knowledge that is taught of the qualifying points. The author considers both qualitative and quantitative assessment tools considering how the case studies can be useful to reflect on the emotional scope of the profession of education.

Paolo Orefice, The Potential Formation of Local Development in Global Society. The Dualism of Knowledge of the Visible World - the Invisible Unity of Knowledge of the Complex Reality Discontinuous

This paper is a specific contribute in matter of human development, within the scientific research at the international level. At the present time the priority is to question ourself about which right model of human development and inhabited territories is necessary, which are the constitutive components and how these operate, the principal aim and of whom, which is the aim and expected outcomes for the planet and for its inhabitants.

Starting from these answers, obviously, we don't think to resolve the discussion about this matter, in the world the discussion about this specific problem has still opened, my be We can reflect on the sense, on educational outcomes can be on human development and, therefore, of which education and of which knowledge for the men and the women of our planet we are speaking.

Ekkehard Nuißl, Profession and Professional Work in Adult Education in Europe

In the recent decade it became more important to reflect about the work which is done in adult education, who is doing it and how he is qualified to do that. It is somehow the reaction on the shift to the learner, who is more and more seen as a self-directed and self-responsible actor apparently without the need of any professional help. So the author would like to take a look on trends and challenges in the professional development of adult educators.

Paolo Federighi, Education Incorporated into Work.

The knowledge and educational values that are generated when you work are the subject of this essay. In particular, the focus is on the way while you work, the processes of acquisition / production of knowledge and behavior take place, and especially how to handle relative paths so intentionally by a person engaged in productive activities, as the company responsible for making the working envi-

ronment. The aim is to learn how to reduce the opportunities for prediction of informal and not as a chance to increase production factors in different educational activities that produce specific processes of personal growth and professional workers.

Antonia Criscenti, Stefano Lentini, Freedom in Prison: Strength and Quality of the Educational Month. A Search in the Jails in South Eastern Sicily

The research investigates the concept of freedom as self-image as it perceived in the condition of segregation: the inmate's concept of freedom, on its possession, on its limitation, its projection on the imagery of it individually and collectively. The working hypothesis argues the freedom of mind as a category, not just from a behavioral perspective, and it binds the possible social and individual projections. The sample is formed by inmates in prisons in the south-eastern Sicily, in medium and long term.

Franco Bagnoli, Vanna Boffo, Pietro Causarano, Filippo Visintin, Myths and Legends on the Reform of University Regulations: the Case of the Educational Offer in Italy

This research work started in a small university group that it is part of a bigger organisation named Coordinamento Ricercatori Università di Firenze. In Italy, the University System is changing after new laws from July 2008 and January 2009. As researchers and assistant professors, the authors try reflecting about the sweeping changing of the Italian University System from a scientific and methodological point of view.

Giancarla Sola, Towards a Clinical Pedagogy

The author begins by posing a question: What does it mean to speak of clinical teaching, moving from an analysis covering his bases? Then offers a possible answer: first, it means trying to understand what is at the basis of clinical teaching, or what funds this knowledge. It is therefore to investigate the concepts advance the fundamentals of this science, forming and supporting his research, his criticism, his speech. This is necessary to understand how scientific education is born and takes shape in a more practical and problematic context, always in relation with the many dimensions of the subject.

Giovanna Del Gobbo, The participatory action research on training and development

Facing up to the theme of the relationship between methodologies of research and methodologies of formation for sustaining the endogenous development, imposes the reference at two interpretative dimensions, the research of unit and the research of the relationship. The necessity to start from the relationship and not from the parts and the demand of unit in comparison to a fragmentation, often disguised as the specialization and from the necessity to deep, become imperatives of education and research. It doesn't deal only with reconstructing unit and tracking the relationship through a hermeneutic process, but it treats rather to individualize and work with methodologies that found their progress upon the search of the relationship and the unit. That means also maturing methodological choices that can produce new knowledges and therefore becoming vehicle of change and innovation. In such context the reference introduced in the contribution is the participatory action research.

Maria Vittoria Isidori, Europeanization of the Olympic Charter

The purpose of the discussions proposed in this paper is to highlight the elements that inspired the Olympic movement that can help achieve optimal functional organization of pedagogical practices and institutional culture specific EU Structure in which-and which-we are called to work today as educators.

Anna Gambaro, Children Eat: His Right to Appropriate Information

The essay deals with the relationship between childhood and industry consumption that today are actually two related indissolubly. The aim of this research is to understand whether, within the Italian context, the child consumer has the opportunity and means to grow up informed and aware. We wondered whether the company can also provide messages to young consumers and appropriate information, such as to encourage the development of critical skills that enable them to move successfully between the myriad challenges and market opportunities.

Pietro Maltese, Intellectuals and school reform: a debate on the pages of «Rinascita»

The author analyzes, from the Second World War, the debate around school reform born on the pages of «Rinascita». The protagonists were scholars of the caliber of Marchesi L. Lombardo Radice, Banfi and enlargement of the main issues focused around education for the working classes as a means of social ascent (and here he became interested Lombardo Radice). They discussed also the opportunity to bring the school post primary the model of classical humanistic culture or adapt to technical requirements of the manufacturing world. On the pages of «Rinascita» these issues were discussed for many years with great interest.

Franco Cambi, The «Philosophy for Children» Between Cognitive Style and Idea of Citizenship

The author explores the significance and relevance of educational philosophy for children. It 'important to train a person in an integral manner as final expression of all its potential and its inherent versatility. The author refers to studies for Lipman themes and methods expressed by the Philosophy for Children and also highlights the quality and training capacity. The Philosophy for Children is as a key factor of renewal and training and school practice. Has strong potential in themselves and other training programs that are developed around two main areas: cognitive, social and ethical.

Franco Cambi, Narration and Interculturalism: a Crucial Meeting

Bruner argues that narrative is the original paradigm of thought. It underlies the exercise of the mind through the construction of stories to the real. It is the «narrative thinking» that arises, then, logical thinking, scientific, metaphysical. Through the story the man has always given rise to exchanges of thought and life in every civilization and culture. The narrative also has a formative function and educational level intercultural because it helps to understand the difference in humanity. The author offers thoughts on narrative as a cognitive style and as a type of textuality.

Franco Cambi, Metacognition. A Need, a Challenge, a Formative Role.

Cognitive development of thought is a tool to fit in our time in a state of full citizenship and to understand the complicated organization of this society, its ef-

fects of globalization and individualism at once. To give a clearer mind, not conformist, capable of resisting arrest and of Ideology and Technology, as trained to think critically and reflectively. The author reflects on this frontier of innovative thinking and training links its discussion to the psycho-socio-educational it has set about learning theories, cognitive development, genetic epistemology, but also critical thinking, that creative, that aesthetic, and the Statute of the complex mental and dysmorphic.