

ABSTRACT

Elisa Frauenfelder, A Dynamic Dialogue for the Birth of Bioeducative Sciences

The author gives a brief background on the relationship between education and biology. It identifies, well, a new area of research that reinterprets, in the plurality of meanings that affect modifiability biological and environmental variability, the potential for individual learning. Dewey considers crucial the role of individual and especially of past experience: the ideas we have in mind and processed depends largely on the experience already had in the same manner by the individual and the reflective process depend on the “dress of thought” that every individual has accrued through their own past experience. The author focuses on the reflection of his own encounter between biological and social aspects in the learning process.

Franco Cambi, Neuroscience and Education: What Relationship?

The author addresses the debate on neuroscience, starting from the debate which began in the eighties of last century. There are two fundamental problems in science and for their ecological epistemology: imperialism and reductionism Neuroscience is a very complex question, that unfolds between the border humanistic, scientific and educational too. The neurosciences are needed in education? Yes, and you think to the debate about the “mirror neurons” that have a crucial role in learning and socialization. The debate is currently very broad and complex and focused on pedagogical elements

Carlo Fratini, Neuroscience, psychoanalysis and pedagogy: what relationship?

The article highlights the complex relationships between education, psychoanalysis and neuroscience in order to social and cultural changes and rapid development of neuroscience in a few last years. Special attention was paid to internal working models of attachment, imitative learning processes related to mirror neurons and procedural processes related to implicit memory, which however do not explain the value and meaning of subjective experience of living. Finally it is emphasized the importance of human education in order to achieve human freedom and social emancipation.

Andrea Peru, Prospects and limits of Neuroscience

Neuroscience is the field that attempts to link psychological processes to brain activity. Classic neuropsychological approaches and powerful new

techniques supported by rigorous methodological procedures enable neuroscientists to reveal the neuronal correlates of mental functions such as talking, reasoning, remembering, imaging, etc. This does not mean, however, that the brain expresses the mind in a rigid, deterministic way. Indeed, brain functioning is strongly modulated by bodily and environmental input, as well as by interaction with other individuals. In a nutshell, mind and brain are conceived as a reciprocally shaped unit which underpins human behaviour.

Luigi Aprile, Between Neuroscience and Human Science. Some Reflection witha bit of "Polemos" .

The author emphasizes the complexity of the issue in neuroscience today and how this issue has a strong interdisciplinary value. The author notes that as an argument for specialists, the problem of neuroscience has become a trendy topic, such is the pervasiveness of the argument of discussion at the level of popular science magazines, newspapers, mass media, like television , the radio, but also, to some extent, on the Internet(from social networking tools such as "You Tube", etc.). The theme of neuroscience is so urgent that the author presents some reflections on the relationship it has with psychoanalysis, social sciences and other disciplines.

Carlo Catarsi, Basic empathy and mimetic desire: functional limits of "mirror mechanism"

According to a Gallese linear definition, a "mirror mechanism" is based on the evidence that neural structures active during sensations and emotions are active also when the same sensations and emotions are to be detected in others. In this remark is argued the thesis that this basic psychic disposition is not sufficient to explain the human orientation to the moral evaluation. This lack is deduced from effective relevance , within a moral complex choice, of mental representations of socio-cultural and political alternatives..

Tommaso Fratini, Neuroscience, psychoanalysis and empirical research in the human sciences

This paper considers the interface between psychoanalysis and neuroscience through the lens of mutual contributions and enrichment, with special attention to both the recent developments in psychoanalysis and the crisis of the society in which it works. Additionally, this paper takes up the problem of reductionism in the social sciences in relation to the risks of simplification theories that make ill use of the limitations of the scientific method.

Franco Cambi, The Opera and its Booklets: a Teacher of the Imaginary Between the Bourgeoisie and the People (Part II)

This article contains the arguments already addressed by the author in the previous issue of the magazine. In this essay he explores the figure of Wagner and analyzes his work and his personality: musical genius, art theoretician and teacher of thinking. There are many other great authors and topics addressed in the essay, Adorno, Gramsci, etc.. and the essay concludes with a reflection on the subject 'courtly' and 'embourgeoisement' of tragedy.

Emilia Romano, Knowledge and Ethics in Richard Rorty (Part one)

The era in which we live, characterized by multiculturalism and complexity, it is a time when it is clear the difficulty of man to orient and to choose their own way. It's the time of the fall of every certainty, is the era of "post", after the tradition, after metaphysics, after the truth, and that requires more effort than any other constant reflection. The neopragmatismo seems to be an effective investigative tool for conducting this reflection and a vantage point to carry on a conversation around the issues of education. In particular, the author intended to refer to the work of Richard Rorty, the author who more than others reflected on the encounter between two important pragmatist tradition: that of classical pragmatism and the "continental" or responsible for the development of a new European concept of truth, understood as a critical and interpretative.

Pietro Maltese, Gramscian Readings of Giuseppe Lombardo Radice (Part one)

In Gramsci's intellectual development is not a place on the periphery is occupied by the figure of Lombardo Root. Prominent character of pedagogy idealism and importer in Italy, activist of instances (even American), socialist "romantic, sentimental, unscientific." Lombardo Radice was a careful student of the drama of the South and Gramsci was always very interested in the work of the Sicilian and there are many similarities (apparent) between the two intellectuals: 1) the focus on popular culture, 2) the combination between educational and political problems, and 3) the reference to the figure of Leonardo and other similarities yet. The author has done a thorough research work and significant.

Veronica Cocco, The human condition between tragic and freedom

Nietzsche's *Birth of Tragedy* is also and especially a reflection, elaborated through the theater, about the human condition. A reflection shown by its own supporting structures: the tragic and the freedom. Nietzsche, through an analysis of the Myth, develops not only a vision of the existence but also an important and topical educational project that focuses the tragic, the finitude and vulnerability of human being and shape it to/in/for freedom.

Marco Giosi, On "treatment" of early school leaving: the finnish case

This research aims to investigate and analyze the phenomenon of school drop-out in Italy through a comparison with those models, the Finnish first and foremost, in which this phenomenon appears to be significantly reduced. It will, therefore, to examine what are the unique aspects of their education system in Finland, taking into account the specificities of the social, economic and cultural context, with particular attention to the issue of dispersion, trying to identify possible transferable solutions to our school system, with particular reference to the upper-secondary school.

Giuseppe De Simone, Dynamics of cultural alienation

This article attempts to distinguish between two types of alienation, zero-sum and non-zero-sum, showing the different dynamics and implications. While the religious (Feuerbach) and socio-economic (Marx) alienations fall within the zero-sum ones, the cultural alienation, that occurs when there is a contact between a majority and minority culture, such as in immigration or colonial contexts (Fanon), can be considered a non-zero-sum alienation.

Francesco Zannoni, Daughters of immigrants and writers: the power of twenties

Through an analysis of some texts written by the Randa Ghazy and Faiza Guène, this article focuses on the needs of identity, belonging and existential project that the children of immigrants' sons, more or less 20 years old, put on their daily life.

Franco Cambi, In Prise of Lunatic.

The author begins his reflection on the evocative function of the moon (from a cultural, poetic, social and popular point of view) suffering since 1969, when man landed on the moon. The moon has always held a high and consistent role as a symbol and as such has accompanied the history of human culture. It has been said that the moon was the star after the sun has most excited the admiration of man from its very beginning and it has led him to the adoration. On a more spiritual confidant, the moon is the secret of moods and impregnates itself poetry, especially that lyric. The author reflects, then, on at least three ways to "become" moody.