

ABSTRACT

Franco Cambi, Religion in education: a plural paradigm. And current?

Religion is a form of the culture, that today we know in his structure and in his function. From experience of sacred religion is became culture of membership, but also of faith. Faith like hope, lived personally. But today also like plural faith: in God or in the human universal values. Theological or secular. And in this pluralism of faiths, today, we have to form ourselves.

Enza Colicchi, Religious Faith versus pluralism: an educational thinking

Religion, today, is in a condition, theoretical and practical, of pluralism. The religious view is based on encounter and dialogue, against every dogmatism and is based on democratic debate about respect and value of difference. To “form” by education.

Mario Gennari, Beyond the Aphorism 125. Religion and religiosity in the human education

The essay, from Nietzsche’s Aphorism 125, analyse the dialectic between the “objective” of religion and the “subjective” of religious. The “death of God” (or otherwise his impotence) in face of Auschwitz and of Market assigns to man the responsibility of the world: the same religious education must aspire to make men free and to respect their religious feelings.

Francesco Mattei, Etsi Deus non daretur. What use in pedagogical discourse?

The Grozio’s sentence “etsi Deus non daretur” has many interpretations: studying the relationship between faith and reason, between religiosity and laicism, etc., is necessary to question why the occidental culture excludes God from public consciousness. Beyond the indoctrination, the text hopes epistemological analysis – able to master the rules of speech and the logic of language – about the presence of God in the pedagogical discourse.

Carlo Nanni, Religion as educational resource?

The text aims to show how religion can contribute to the achievement of the human person. Religion, connected to the social and cultural framework, joins the individual world in its complexity. Is godliness a possible teaching resource? Yes, when read according to a pedagogical perspective, which support human advancement, historical and cultural being. The dialogue, good practice for any learning, it poses as a means to fight the life fragmentation in the discovery of common traces to all humanity.

Daniela Sarsini, On childhood: itinerary on some exemplary texts

The essay deals with the images of childhood that have established between eighteenth and nineteenth century, through the reading of some exemplar texts, that have become classics (like Rousseau, Becchi, Cambi, Trisciuzzi, Schérer-Hocquengham, Postman and Savater). The purpose is highlight how the epistemological status of childhood is changed during the last centuries in the european culture.

Silvia Guetta, The intercultural dialogue through the Community of practice

The article presents the definition and function of the Community of Practice through two parts: the stimulus and a model of sharing. The Community of Practice is seen as important experience of education and training in the life-long learning. In this context the Community of Practice, as Wenger showed, becomes the virtual space where is possible to involve and share with distant and different operators, trainers and educators, discussing about the material, the information, and the quality and typology of past experiences. The article analyzes why CoP is an active and dynamic context of learning, emphasizing the idea that not only the process of learning is important, but also how the learning process is developed, integrating of the process with of social, participatory and cooperative approaches.

Tommaso Fratini, Marginalization and social integration: clinical consideration

Drawing on the psychoanalytic theory of object-relations, in particular according to the post-Kleinian model, the foundation of social integration is taken in relation to the ability to share authentic relationships with others, alongside the individual task of building a sufficient integration of personality. The marginalization is attributed instead to a failure in the ability to share, which is associated with schizoid withdrawal and operated processes of social exclusion by the social community and by the affiliated group.

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

In Gramsci's intellectual development is not a place on the periphery is occupied by the figure of Lombardo Radice. 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.

Livia Romano, The self-care as educational practice: the hellenistic roots

The "self-care", yet one of the ethical principles of the hellenistic philosophies, is read again with a kind of disenchanting and post-modern view. Through a comparison between the Hellenistic and the modern ages, we can say that the first one is marked by the crisis of the polis, and the second one is living out the end of the national state with a sense of anxiety. So, by following Epicuro and the Stoicism, is possible to recognize in the practice of the "self-care" a

pedagogic resource through which the Subject can activate a self-inquiry process able to involve or commit others human beings, planting the seeds for a planetary consciousness.

Laura Vanni, The court as educational institution

The Renaissance's court has historically played a lot of functions: as a place of power, as cultural, administrative and juridical center, as home of the lord and his retinue. This institution has also the role of school of behaviour for those that were part of the court, setting from time to time, specific educational styles and behaviour models.

The paper aims to analyse the pedagogical-educational function of the court, trying to show the characteristics, the modes and aims.

Francesco Zannoni, Daughters of immigrants and writers: adult eyes to turn to the past

Writing, autobiography and narrative fiction are important means to reflect on themselves and to bring order to their inner self. This article reviews some excerpts from the work of some of the most interesting female voices, united from being daughters of immigrants, but above all women, sometimes mothers, able to reflect on their path, from childhood to their present life.

Franco Cambi, The trip as experience of education. Between synchrony and diachrony

The trip is part of vital experience of the man. Yesterday and today. But travelling has changed during the historical process. It has advanced and it's complicated, according to different models (pilgrimage, Grand Tour, touristic trip) and showing the complexity of his social and cultural role: also and above all educational.