

## ABSTRACT

*Giancarla Sola, Andreas Dörpinghaus, Egbert Witte, Rita Casale, Jutta Breithausen, The concept of Bildung in Germany. Between Philosophy and Pedagogy*

The article - in its five paragraphs, respectively signed by Giancarla Sola, Andreas Dörpinghaus, Egbert Witte, Rita Casale, Jutta Breithausen - represents an endeavor to reconstruct the concept of "Bildung" in Germany. It does this primarily by moving from the meaning that this word has acquired both in the history of Bildung and in the German and "Mittel"-European history. At this glance toward the past, but also threw in the future, as well as in the present, follows an interconnection of relations between Bildung, Empirie and Erfahrung. This last concept places the idea of "experience" in connection with its hermeneutic comprehension. Therefore, the article also thematizes the dialectical legacy of Hegel and Humboldt in the context of the history of German Philosophy and Pedagogy. Then, the article considers the metamorphosis of Bildung after Nationalsozialismus - from 1945 onwards -, analyzing the social-economic and political-legal context through the use of a "critics" capable of digging in the relationship between Bildung and Kultur. The article does that focusing, in its final part, on the concept of Widerstreit - "resistance" -, related to a Skepsis understood also as a possible interpretative category of modernity. Thus, the article, in its overall unity, sizing its axial figure - centered on the cultures of Bildung - placing it on the intersecting planes represented by Philosophy and Pedagogy.

*Tiziana Pironi, Education and pacifism in the correspondence between Ellen Key and Roain Rolland*

Starting point of this article is the unpublished correspondence between the Swedish pedagogue Ellen Key (1849-1926) and the French writer Romain Rolland (1866-1944) that took place in the years between 1911 and 1926. The exchange of letters between the two figures is a significant document in the history of European culture during the First World War, from which it is possible to extrapolate an educational message, which aims to lay the basis to the education of the European citizen of the future..

*Andreas Formiconi, The difficult path to university online learning*

The article discusses the online learning in the context of Italian university. First, an historical perspective of the broader field of distance education is reviewed. Then, the best practices for online teaching are discussed. Before facing the MOOC hype, the state of affairs in Italian University is presented and, successively, the very peculiar phenomenon of the Italian "università telematiche" is focused. The article ends with some ideas about the actions required to introduce online practices in the Italian university.

*Silvia Guetta, Education for a Culture of Peace and Co-Existence*

Education is a key and fundamental tool required to achieve social change, especially regarding social cohesion and co-existence. Education affects the most critical issues facing humanity, including the proliferation of various forms of violence, environmental degradation, and annihilation of cultures. I argue that the impact of education is equal to that of economics, politics, and technological advances. Therefore, if we wish to see change, educational reform has to be designed to operate in a global-human context, empowering and allowing people to achieve their potential. It should instil in individuals and groups respect for others with whom they interact, in a global as well as local sense. The article draws on the theories of Edgar Morin, Reuven Feuerstein, and Jerome Bruner, and their contributions to the development of educational approaches that encourage a culture of responsible, participatory, and creative coexistence. .

*Agnese Della Bianchina, Kultur versus Bildung: friendship and resistance in Arendt's thought*

This article discusses the idea of culture and its relationship with the notion of politics in the thought of Hannah Arendt. In doing so, the analysis explores the role played by friendship in delineating a culture that may be an antidote to the “banality of evil”. The article aims to focus also on the meaning of the ideal of *Bildung*, that has been so crucial in the Jewish culture. This may help to provide a better understanding of what Arendt has defined as the risks embedded in an apolitical cultivation of inner life.

*Franco Cambi, Educating in the places of soul*

This article presents some observations about the role of the ‘places of soul in education’; the personal and collective places, the natural places, the cultural and artistic places, the sacred place and the places of unconscious.

*Barbara De Serio, The profile of the Montessori assistant: historical paths and new education projects*

This paper looks at the professional profile of the Montessori-trained teacher, as educated at the college devised by Maria Montessori and founded in the 1950s by one of her closest pupils, Adele Costa Gnocchi. The Montessori assistant was a professional figure specially trained to aid the birth process and the “mental” needs of the protagonists involved, referring specifically to the child. In this respect, the paper also looks at the subject of education from birth, starting with Montessori’s earliest ideas on new-born children and their creative capabilities. The purpose is to recover the scientific foundations on which the pedagogical practices usually applied by childhood services are based, with the awareness that these consolidated practices need strengthening and a scientific foundation – including on an historical level – in order to contribute to qualifying services for early childhood. Through specific methodological qualification, above all with regard to Montessori’s methods, as well as by placing more valid historical importance on the paths they began, early childhood services may even be able to move in the direction of possible institutionalised training.

*Saverio Fontani, Early Start Denver Model*

The Autism Spectrum Disorders represents one of the most complex developmental disabilities for the massive deficit of communication competences. The social disability related to disorders is the main objective of the intervention of the Early Start Denver Model – ESDM (Rogers & Dawson, 2010), which can be considered as one of the most advanced models for early educational intervention according to the perspective of Evidence Based Education. In this paper the theoretical foundations of the model are presented and its implications for a modern inclusive education are discussed..

*Tommaso Fratini, New considerations on prejudice in relation to disability*

This article addresses the theme of prejudice in relation to disability as a central aspect in the context of the issue of social exclusion in people with disabilities. Going beyond the analysis of prejudice in narrow cognitive terms, as a form of stereotype, its conceptualization presents itself as a result of pathological defense mechanisms. With this in mind, prejudice towards disability is re-read in light of massive defenses against not only diversity, but also against those who carry mental pain. The article concludes with a reflection on the ways in which prejudice against disability can be fought in our society in order to promote genuine social change.

*Chiara Lepri, Iconographies for Children and Development of Imaginary. Emblematic Examples*

The illustration for children is set up as an artistic-narrative language acting with extreme power and incisiveness on the creation of the visual imaginary, whether it be 'simple' set to the verbal or complementary text, or totally 'unhooked' from that in the story function, as it happens, for example, in the silent books. Those involved in educational sciences and those who approach children's literature should probe the illustrator's point of view, particularly when the latter is shrewd and conscious and, at the same time, freely expresses a remarkable artistic sensitivity in the performance of his/her job.