

ABSTRACT

Raffaele Laporta, The epistemological specificity of pedagogical research

The paper deals in detail with the “season” of pedagogical epistemology in Italy (1945-1990): it deepens the positions of the laic-progressive pedagogy.

Franco Cambi, L'assoluto pedagogico twenty years later

The article reads again the text of Raffaele Laporta *L'assoluto pedagogico*, noting its epistemological actuality and exemplariness to build a model of pedagogical theory.

Giuseppe Annacontini, Narrative identity and planning of "opera"

The essay highlights on relationship between educational planning, the concept of “opera” and narration. Therefore the essay considers first of all the pedagogy of Giovanni Maria Bertin and his “Pedagogic Problematicism”, a theory that promotes an intentionality of pedagogy that surpasses dogmatic positions. In this direction, central is the role played by the relationship between the subject and the world, a link that, in this essay, refers to the ways thanks to which these two complement poles interact each other determining “productive events” of meaning. The outcome is an anti-dogmatic approach that prevents skeptic results in order to produce “opera”. However, this “opera” intended as a relationship between ground and world built on the recognition of “a thousand plans” beneath what we can “call life” and make “life story”. Producing “opera” means knowing how to narrate oneself and decide to narrate means “cultivating and caring for own subjectivity creatively oriented”. Indeed, an education which makes subjects competent in narrate oneself produces new and open “frames” to “begin to govern” story and life..

Chiara Biasin, Matteo Carnacchia, Elena Marescotti, Expectations and Young Hopes: a research with graduate students in Education

In the last few years, most of Italian literature on adult education reported a change in the widespread conception of adulthood. In the recent past adults were associated with features of stability, certainty, security and the current generation of forties has grown up with many illusions: the permanent position at work and the stability of family relationships. The reality is very different and today's adults are managing situations that profoundly differ from the past, characterized by flexibility and insecurity, whether at work, both in human relations. On the other hand today's twenties seem more prepared to live in an uncertain world, and their vision on future and on hope is changing. They accept more consciously to essay with the unforeseen and they feel better in temporariness. This paper reflects on the nature

of hope as experienced by young adults living in the North East of Italy. The aim of this article is understand how the concept of hope is connected to the personal and professional idea of future of the “new adults”. This qualitative study analyses the data from 18 interviews with students three years university graduated in Education in three Italian Universities (Ferrara, Padua, Trieste), discussing the orientation towards hope is perceived: as a condition required for the individual wellbeing or as a competence to learn for the future. Research questions of this exploratory study are: How young adults with a degree in Education think about their future? Is their representation hopeless? What kind of hope? Which is the idea of hope derived from their university courses? Is this idea in contrast to their current job in education? The initial results of this research – to be followed by further investigation and deep analysis – demonstrate that our respondents, belonging to the current generation of “young adults”, testify how in the contemporary age we are experiencing a paradigm shift regarding the identity of adult. In fact, although the characterizations and expectations consistent with the traditional connotations of certainty, solidity and stability of adult status and its role in society still persist, the connotations of flexibility, dynamism and, also, uncertainty and insecurity are beginning to spread; they are not perceived as exceptional situations, but as a “new normality” of being adult today and in the foreseeable future. New challenges are now facing Adult Education: on the one hand to reflect on emerging models of adulthood; on the other hand, to realize projects and actions to manage multiple transitions towards adulthood.

Mario Gennari, From Romanesque to Gothic: theology, architecture, pedagogy

The article is focused on the passage between the two great architectural styles which marked the Christian Middle Age: Romanesque and Gothic. The author dwells, therefore, on the relationship between Theology and Architecture, connecting it with the three spheres (God, human being and world) and the two styles mentioned above. The article, investigating the “spirito del tempo” and the “armonia delle sfere”, lingers on medieval music and echoes that it produces both in the Romanesque and Gothic cathedrals as on the formation of the human being.

Paolo Levvero, Étienne Cabet and the education in Icaria

According to the etymological and philological meaning given to the concept of utopia by the history of literature, philosophy and pedagogy, the article considers utopia as a criticism of the existing and a foreshadowing of a possible reality. The reference to a social order, marked by both the need for justice and the human inner harmony, is recognizable in the book *Voyage en Icarie*, the novel written by the French politician and reformer Étienne Cabet a few decades since the Revolution of the year 1789.

Paolo Orefice, The education for intelligent democracy of Local Development through Study Circle

The essay is focused on the theoretical and methodological model of education at the bases of Study Circle in the framework of decentralized system of sustainable and endogenous Local Development. The aims is to underline those SC components required to contribute to the creation of a lifelong open knowledge

in local community based on equity, solidarity, and well-being of the territory and its inhabitants of today and tomorrow: this is the education of citizens to the democracy of emancipated intelligence. The sustainability of SC consists in the possibility of learning process to interact with the context and the contents of knowledge, with personal feeling and thinking to interpret and to transform in the same time the subject and context. One of the SC educational methodologies that supports and implement the theory of complex knowledge in order to ensure sustainable development is the Participatory Action Research. The phases and the integrated flow of PAR are defined in the context of SC. Tommaso Fratini, New considerations on prejudice in relation to disability

Walter Rinaldi, The Lifelong learning: comparing models, hundred years later Democracy and Education [1916]

This looks at the main current Lifelong Learning educational models, in their theoretical aspects, from the guidelines outlined in "Democracy and Education" by John Dewey one hundred years ago. Afterwards their evolution in the policies of international organizations and the European Union is broadly discussed. It is then brought about the current debate, with particular regard to the stance of some significant critical opinions towards the tendency to interpret Lifelong Learning as an adjustment to the demands of market economy. Facing today great economic and social changes, a proposal is put forward focusing on the individual and citizen's educational perspectives, in the light of a critical openness to change.

Teresa Trisciuzzi, Through the Secret Garden. The Arcadian Novel of Frances Hodgson Burnett

The article examines the life and works of the famous children's author Frances Hodgson Burnett, whose stories – Little Lord Fauntleroy, A Little Princess, The Secret Garden – oscillate between high and low, between rags and opulence, "between the stars and the stables." The article considers the Cinderella Theme and the different protagonists of her novels in their various meanings, from the figure of the Beautiful Child to the spoiled and petulant anti-heroine. Special attention is devoted to women's roles present in her famous arcadian work The Secret Garden, specifically the concept of female childhood and the representations of family in the Victorian Age, both of which emerge through the author's stories. From the ancient relationship with the benign and motherly nature, we see that only children – often orphaned – have the ability to bring a new light in the family circle, becoming an integral part, which is essential to a new rebirth.

Davide Capperucci, Tools for curriculum design in school

This paper addresses some epistemological and methodological issues related to competence curriculum design in schools. To support teachers' competence design is proposed a model for «competence units», experienced in research-training projects conducted with samples of primary school teachers and students of the Degree Course in Primary Education of the University of Florence. The results of such research are presented in this paper.

Tiziana Chiappelli, Migrant women and participatory process

The paper offers a critical perspective and an analysis of what is the state of art about the link and possibilities offered by national law and the real opportunity for migrants to exercise an active and effective participation in Italian public life.

Giovanna Del Gobbo, Donato M. D. Heuser, Ensino profissionalizante em agroturismo: um estudo de caso sobre experiências de valorização do patrimônio cultural no Brasil

Starting from the theoretical framework on local heritage and sustainable development according to the literature on cultural goods, as well as, born of reflection in social pedagogy, according to the perspective of a local approach and committed to the enhancement of development and dissemination of endogenous skills to communities, this article examines the implications of professional course of Initial and Continuing Training in Serra Geral - developed by the Federal Institute of Santa Catarina (IFSC) Campus Florianópolis Continent. The contribution analyses their spatial and productive relations with the gastronomic cultural heritage of the slopes of the Serra Geral - SC. and the importance of addressing the training through a system approach that adequately ensures the sustainability of the education actions. The study, based on qualitative methodology developed interviews with graduating students, local residents and managers, teachers and educational managers. The work explains and analyses perceptions of individuals about: learning and their relations with the habits, customs and local agricultural production; teaching methodology developed during the course units; the general impression resulting from learning processes; expectations and hopes for further training; knowledge of culinary dishes which characterize the identity. Conclusions open to the possibilities for future studies.

Cosimo Di Bari, The Contemporary Relevance of Pierre de Coubertin: sport "experienced" between communication and education. Introductory note

Pierre de Coubertin is a polyhedral figure that had played a significant role between the end of nineteenth and early of twentieth: the paper studies his contribution about pedagogy of sport and pedagogy of body starting from communication and education.

Ivano Gamelli, The body of the word. The origins of the pleasure of narrating

There is an evolutionary connection between Piaget's "action" and story telling- the "first interpretative and cognitive device that men use in their life experience" (Bruner, 1992). Piaget considers "isomorphic" action (movement) and thinking because in children development one leads to the other or, more precisely, one includes the other: thinking is an incorporated action. The essay will decline this transition - crucial for everyone involved in early education (but not only) - as we nowadays know (thanks to the new contributions coming from neuroscience studies) that many difficulties and problems that some boys and girls meet in the transition to a symbolic level, for example in learning to read and to write, have their roots in a lack of sensorimotor experience, sacrificed by an early ipercognitivism that nowadays many kindergardens and first cycle in Primary Schools seem to favor. From the awarenesses of the Infant Research and from the reflexive

and practical contributions of the pedagogy of the body and psychomotor practice, this pedagogical reflection traces a thread that connects the primary pleasure of movement to the pleasure of story telling, and outlines some useful ideas for setting training contexts that allow children to live educational experiences respectful of their bodies, space, time, relationships.

Anna Lazzarini, The story in the stories. The resistance of the marginal people in Danilo Montaldi's Autobiografie della leggera

Through a rereading of Danilo Montaldi's *Autobiografie della leggera*, the text aims at illustrating its originality and relevance for education researches.

The work of Montaldi is analyzed not only as a qualitative research based on the life stories, but as production of literary texts in which the protagonists, with a first-person narrative, compose a narrative of the time and a material document about the living conditions in the land on the river Po.

In this sense, the autobiographical narrative becomes a «bottom up» mode of listening the subjects, a privileged space for interpreting the complex relationship between the lived individual experience and the transformations of the society.

Michele Zedda, Leopardi's pedagogy. Notes on sources and Rousseau's influence

Leopardi's pedagogy contains other authors' influences, it is therefore necessary to deal with the problem of sources. Rousseau's works (Emil in particular) are very relevant to this kind of study. Leopardi and Rousseau consider some pedagogical questions from a similar point of view. It's the case of childhood, of educator, of experience, of criticism against official educative theories.