ABSTRACT

Giacomo Cives, Giacomo Santucci democratic educator

Cives makes a autobiographical reflection to remember Giacomo Santucci. The paper offers a reconstruction of Santucci's cultural roots, who during his life pledged to build a freer and more just società: from his interest for Maria Montessori, to his work for printing school, from his experience of teacher to his engagement in the pedagogical associations.

Franco Frabboni, The pedagogical problematicism

The essay proposes a reflection on Giovanni Maria Bertin and identifies the conceptual cores of the pedagogical problematicism. Frabboni indicates in this – epistemic and empirical – model two directions: the role of the theoretical reflection (to be aware of multiplicity of models to organize the educational life) and the role of existential design (that feed the utopian tension of pedagogy).

Alberto Peruzzi, A coda to farewell-to-farewell

The present paper collects some entries excluded from the original 1998 pamphlet titled ³commiato dal Commiato² (a small farewell to the Great Farewell to ³modernity² in philosophy), thus it tackles often with sarcastic flavour topics such as relativism, hermeneutics, fragmented knowledge, which mainly concern the debate between analytic and continental philosophy. The entries are related to each other in a sort of hypertextual structure rather than in a linear order.

Daniela Sarsini, Childhood and cartoons: some pedagogical reflections

The paper speaks about cartoons for first childhood (from zero to six years) to identify the educational aspects and to understand if they can promote the cognitive, intuitive, emotional and relational development in this age.

Elena Mignosi, The educational experience as an opportunity for school's organizational learning

What are the most appropriate ways to activate changes in educational services in order to optimally answer to their institutional mandate in a complex society? This paper answers this question by adopting a organizational perspective that covers interconnected and coordinated learning processes, with all the actors of the educational system (pupils, teachers, parents, managers, administrative staff...) and, in a meta-level, of the system itself. After an excursus on the theories of the organization, useful information for making choices and conscious operational design in a systemic and ecological perspective are given.

Alberto Binazzi, Logical cognition and mental models

The aim of this paper is to investigate mental model theory, introduced by Philip Johnson-Laird to describe a ground level of logical cognition, concerning propositional logic and the fragment of predicate logic covering syllogisms. In order to appreciate the philosophical implications of the theory, the nature of mental models and the resulting picture of human rationality are discussed, by considering recent developments of the theory as well. We examine the issues concerning deductive competence and its computational implementation and argue that the notion of mental model calls for embodied cognitive architecture out of which 'reasoners' can construct models. Finally, we highlight the need of updating the concept of mental model through embodied cognition, with reference to spatial and perceptual abilities in reasoning.

Daniele Branca, The importance of Music Education: pedagogical implications of make good *music togheter*

Due to the limitations and the secular stagnation of traditional Musical Education, as well as the systematic neglect of Music in the Italian school, the article quotes scholars and summarizes the most advanced theories of the twentieth century, and traces the borders of today's trial. This reveals that the important educational implications of making music together are: socialization, independence, creativity, identity, complexity. The music, far from being just technical practice, is configured as a universal tool of choice for an integrated learning.

Emanuela Caione, The citizenship competence: polls on Dewey

The article exposes the relationship between the current debate on the key-skills of citizenship, as mean and aim of contemporary citizen's education, and John Dewey's theories about education and society, bound together by purpose of participatory democracy and active citizenship. Research, scientific attitude and democracy are the most significant and central points of Dewey's thought. These issues and problems are today found in the delineation of the key-skills of citizenship through scholastic subjects as a teaching/learning practice.

Cosimo Di Bari, Neil Postman's actuality: the ecological model between sociology, pedagogy and philosophy of education

Neil Postman has offered valuable contributions to the reflection about the relationship between media and education. His analyzes, capable to establish a dialogue between some disciplines (linguistics, sociology, history, psychology, pedagogy, etc.), were not enough considered in the theoretical model of Media Education. The aim of the text is to decline the Postman's investigation considering the role of Media Ecology as a current and necessary strategy, also today with the new medias.

Sabina Falconi, Discomfort in adolescence: between disenchantment and school failure

Early in adolescence, biological changes in brain structure and connectivity within the brain interact with increased experience, knowledge, and changing social demands to produce rapid cognitive growth.
The cognitive developments result in greater self-awareness, greater awareness of others and their thoughts and judgments, the ability to think about abstract,

future possibilities, and the ability to consider multiple possibilities at once. The text shows why adolescence is a time of "thinking in a new key", and how young people need the secondary school to resulting problems range from common alienation to self-destructive behavior.

Marco Giosi, Hegel's aesthetics and the Bildung

This article examines the topic related to the value and meaning of the Hegel's aesthetics. In particular, looking at what are the educational and pedagogical implications regarding the education of man. In this sense, particular emphasis has the notion of Bildung, that just takes a crucial role in the aesthetic experience.

William Grandi, A poetics for the inclusion of disability

The article investigates recent Children's Literature, in order to find out metaphors and references about disabled people. This research shows that Children's Literature can enable children and grown-up people not only to know disabilities, but also to start up social integration of disabled person. Ultimately Children's Literature can be an effective tool to know and help disabled childhood.

Maria Vittoria Isidori, Emergency and marginality: our barbarism. Educational responsabilities

The theme of marginality - understood as an existential condition of substantial alienation and exclusion of people from the social, cultural, political and productive processess of so-called organized societies - is becoming more prominent in the contemporary pedagogical debate. Particular attention should be paid to the risk of disseminating a widespread culture of marginality in emergency and post-emergency situations, by their very nature subject to phenomena of brutal acculturization and massive deculturization.

Valentina Mayrhofer, A dialogue with cyber students through a critical reflection about media used before and after Gutenberg

Starting from the students' difficulties and frequent failures in their learning process, the following study discusses the mental restyling caused by the development of new technologies. The advent of new technologies led us to consider how important is the complexity of knowledge no more restricted to traditional linear criteria of sequencing, through which teachers still translate the complex knowledge, and how important is to take into account the advent of new technologies to introduce different strategies in the organization of information and in the learning process, developing a new critical attitude towards the study of modern media. In the paper there is the description of an experimentation in a classroom. It is similar to an imaginary voyage in the universe of media aiming at promoting a critical thoughtful thinking about the way in which the media work. It's a way to discover the epistemic value of the psycho-technologies and the psychological value of the epistemic technologies so that the school becomes the space in which the pages of the book can dialogue with the pictures of the screen meeting and building a new logic, different from the book and different from the screen, but capable to integrate both and to create a new epistemology of transversality.

Rosario Mérida Serrano, Elena González Alfaya e Angeles Olivares García, Work projects as a strategy for action research in teacher education

In the following paper we will present a teaching innovation experience called RIECU (Spanish acronym for Network of Childhood Education: school - continuing education - university). This experience aims to build bridges between the initial and the lifelong learning, the theory and the practice, and the school and the University, through collaborative work and using the Work Projects as conductive thread. We will also show what the university students' perception was of the increase in their acquisition of professional skills after participating in this experience.

Vincenzo Orsomarso, Recovery of Gramsci and the education principle

The essay wants to point out the purposes of Gramsci's research of a new educational principle and more generally of educational processes, interpreting the "praxis" philosophy as a modern moral and intellectual reform. That required to outline briefly the transitions characterizing the theoretical and cultural elaboration of the communist intellectual, far from the stiffness and the cultural schematism that marked the history of most of the twentieth century Marxism.